




A) Essential Teaching: Jump in Text

 Children find a letter addressed to the class from Juniper Jupiter. Ensure the word **URGENT** is on the envelope. Ask the children the following questions to activate prior learning about letters:

- Have you ever received a letter at home?
- Who sends the letter? Why?
- What do the letter say in them?

Next, open the letter from Juniper Jupiter and read. Discuss what the letter says by asking the following questions:

- Who is the letter from?
- Why are they writing to us?
- What is this letter about?
- Why is this letter 'urgent'?

Encourage the children to refer to the letter when answering the questions.

For this lesson, you will need:

- Letter from Juniper Jupiter
- Costume for Peanut

Dear Reception,


My name is Joop, and I am real-life superhero. I am writing to you as I really need your help.

Unfortunately, Nut is not feeling well and needs to spend a few days in bed. While he is getting better, I need a new side-kick to help me save the world. Do you think that you can help?

If you would like to be my new side-kick for the next few days, please send me a letter. You must include why you think you would be a good side-kick and tell me about your superpowers.

I can't wait to hear from you.

From

Joop (and Nut )

Drama in Context: Hot Seating



Practitioner in role as Nut (put on ears or a black nose) and sit looking sad due to being unwell. Children to ask questions about how he is feeling and what is wrong with him. Practitioner to express Nut's worries that Joop will be all on her own and that there is so much work for a superhero to do! Draw out the things a sidekick will need to do to help Joop while Nut is poorly. Encourage children to reassure Nut that they may be able to help and think of ideas that would be useful to Joop, so he does not have to worry about her. Children may draw upon knowledge of the story.

Grammar and Vocabulary in Context: Say Sentences in Circle Time

Children share their thoughts on why this letter is 'urgent' and ways in which they might help. Children may consider ways in which they can help Joop or even how they may help Nut feel better. Practitioner model and then encourage the children to give their ideas in a full sentence beginning with, "I will ..."

Confident and Competent Speakers:

Confident and Competent Speakers/ Writers:

- Encourage children to extend their verbal sentence using 'and'
- Add additional describing words to provide detail
- Use the coordinating conjunction 'and' to join ideas

Working Wall

- The answers the children give about the letter
- Children's sentences
- Modelled sentences

B) Sentence Snake: Sentence Accuracy

Sentence Snake Process: Daily sentence accuracy work

- 1: **SAY** (Say the sentence children repeat back x3.)
- 2: **COUNT** (Word Count - use fingers. Practitioner then children)
- 3: **BUILD** (from left to right the pre written words along the snake)
- 4: **REPEAT** (say accurate sentence together)
- 5: **WRITE** (practitioner hide the sentence built, and model writing same sentence)
- 6: **Check** (Wise Owl and sentence Checkers are used to check for accuracy)
- *7: **Children Write**

The diagram shows a green snake with its head on the right, facing left. The words "I", "will", "*help", and "Joop" are written in boxes along the snake's body. Below the snake, there is a yellow icon of a wise owl labeled "Wise Owl". To the right of the owl is a grid of six boxes, each containing an icon and a label:

capital letters	finger spaces	neat letters	sound out words	full stops	read it out

Other Sentence Snake, options depending on GPCs taught:

- I will help the pet dog.
- I can help, as I am big.
- I will help Joop.

C) Optional Additional Activities for Essential Teaching (Element A)



- Encourage children to become Nut or Joop and retell why they are no longer the dynamic duo. Provide props to retell the content of the letter.

D) Linked Activity: Expressive Arts and Design



Provide the children with templates to design their own superhero cape. In continuous provision using their designs the children could make their capes from different media and textiles.