



Waterhouses CE Primary Academy and Nursery

"Let your light shine"

Make your light shine, so others will see the good you do and will praise your Father in heaven. Matt 5 v 16



Ladybirds Knowledge organiser for the big question: **Am I a Superhero?** Autumn 1 2026



For the first few weeks we will be completing baselines and settling your children into their new school routines

Aim of the theme: To recognise we are all Superheroes?

Key questions we will discuss:

Who are superheroes? Why are they super? What do they do? Who can be superheroes? How can we help people?

Who might need help? How do we know if someone needs help? What do you need help with? What are you super at?

We will discuss and research real life superheroes (are any of your family real life heroes) if so, please could you send in pictures via Tapestry.

Who helps us at home?

At school?

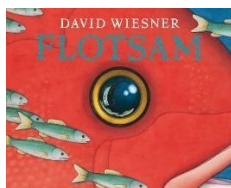
In the community?

We will discuss and talk about occupations such as police officers, fire fighters, nurses, doctors, coat guards, RNLI and compare and look at their similarities and differences.

Language and Communication:

Books we will be sharing linked with 'Am I a Superhero' are:

Supertato, Superworm, A Superhero like you! Elmer, Elmer's Special Day, Elephant Me! Zog and the flying doctors. The Smartest giant and Number rhymes e.g.: Ten Little Superheroes



Our whole school text is: Flotsam by David Wiesner

Flotsam is a beautiful story; a curious young boy discovers an old underwater camera washed up on the beach – (this will link with us exploring old cameras). When he develops the film, he uncovers the most magical and imaginative scenes from beneath the waves — octopuses relaxing in armchairs, pufferfish hot-air balloons, cities on turtles' backs, and a special surprise that will connect the children across time and oceans!

Because there are no words, the children will become the storytellers using their skills of oracy.

We will be listening to and sharing their ideas, watching their imaginations come alive as they describe what they see within the pages of the book.

What learning will this book support?

- **Oracy and Communication** — Children's language develops through talk, experience and meaningful interactions. This book gives them a wonderful opportunity to use rich vocabulary, share their thoughts and tell stories in their own words.
- **Creativity and Imagination** — It sparks creative thinking and storytelling as children interpret the beautiful illustrations.
- **Observation and Attention to Detail** — Children are encouraged to look closely, notice small details and make connections.
- **Wonder and Curiosity about the World** — The story introduces awe and wonder about the natural world and the ocean (and our visit to the beach).
- **Confidence** — It is a perfect book for children to "read" by themselves and feel successful as storytellers.

Key Vocabulary for the term:

For the first few weeks we will be learning the school and class rules and discussing:

Rules, boundaries and expectations

The theme's vocabulary:

Key Vocabulary

- **Superhero:**

A brave person (real or pretend) who uses special powers to help others.

- **Superpower:**

Something extra special you can do, like being kind, running fast, or making people smile.

- **Strength:**

Something that makes you feel powerful inside, like courage or helping hands.

- **Teamwork:**

Working together with friends to be super helpers.

- **Brave:**

Feeling scared but trying anyway, like a superhero.

- **Unique:** Special and different in your own wonderful way.

individual, unique, friend, kind, family, home, relationships, exercise, emergency and rescue.

Real – life superheroes:

Firefighter, Police Officer, Paramedic, Air ambulance pilots, Coastguard, Doctor, Nurse, Vet, Mountain Rescuers,

Carers, Teachers, Scientists, Explorers, People in the Armed Forces, Olympians, Paralympics, Mum, Dad, Family (and many more)

PSED:

Our “**Am I a Superhero**” question helps Ladybirds children explore their own unique powers, build confidence, and celebrate what makes them special.



During the year we will be focusing on children's personal, social, and emotional development and this term our focus is:

Self – regulation and my feelings:

We will support Ladybirds children as they begin to understand their feelings and emotions by recognising that sometimes they feel happy, sad, scared, angry and shy.

The children will be discussing and identifying their own and others emotions and begin to learn strategies to respond positively.

Children will explore their own unique strengths and abilities, discovering that everyone has “superpowers” that make them special.

During the term we will be discussing different things the children are good at, what their talents are that give them their own unique superhero identity.

We will be thinking about how we can show kindness, help others and play confidently like a superhero.



During the first week we will be sending home **Chatter Bags**

This fun Chatter Bag helps children explore their own strengths and imagination as everyone has superpowers!

My Chatter bag...

What goes inside I need to decide

Some things about me for my class to see

What I collect, like or do that makes me a superhero too!

Please help your child choose **4 to 6 small items** that they can easily carry in their chatter bag.

Here are some ideas:

- A photo of their family or a special person or drawings of family members,
- A baby photo of themselves (great for discussion!)
- A photo of their pet or favourite animal
- Their favourite small toy
- A drawing or painting they made at home
- A special treasure from home this could be a shell from a holiday, a birthday card, a cuddly toy

Important reminders for parents:

- Nothing valuable or fragile
- Nothing too big (should fit easily in a small bag)

This is a lovely way to build confidence, oracy skills, and help everyone get to know each other better.

We will share the bags in small groups during the next two weeks.

Learning in Ladybirds Class

Once the children have settled into the Ladybirds routines and we have completed the Reception baseline assessments (please see the Baseline Letter on Class Story), all children will follow our Early Years curriculum.

This curriculum is carefully planned in a sequential way to support progress across all areas of learning. You can view our Long-Term Plan (LTP) on the EYFS Curriculum page of our school website.

Our curriculum is play-based and follows the Statutory Early Years Foundation Stage (EYFS) Framework for children aged 0–5. The framework is divided into seven areas of learning:

Prime Areas (these are the foundations for all learning): Communication and Language Physical Development Personal, Social and Emotional Development

Specific Areas (these build on the prime areas): Literacy Mathematics Understanding the World Expressive Arts and Design All

seven areas are woven throughout our daily routines, activities, and play in Ladybirds Class.

Phonics is taught daily in Reception and KS1 through the Little Wandle programme which is a systematic and highly effective approach used for the teaching of early reading and writing.

Phonics - Nursery Autumn 1

phonics concentrates on developing children's speaking and listening skills through their ability to respond to sounds, play with sounds, songs and rhymes. These are all important skills for listening to others, understanding questions and developing concepts of things and lays the foundations for the phonic work which starts at the beginning of Reception.

This early stage of phonics, supports children in getting attuned to sounds, preparing them for hearing sounds in words (segmenting). It also prepares children with putting these sounds together (oral blending).

Phonics – Reception, Autumn 1

This is the very start of formal phonics teaching in Reception, where children learn their first letter sounds (Phase 2) and begin reading their first tricky words.

We don't start phonics learning until we have completed baselines

1 New sounds: **s, a, t, p**

2 New sounds: **i, n, m, d**

3 New sounds: **g, o, c, k**

New tricky word: **is**

4 New sounds: **ck, e, u, r**

New tricky word: **l**

5 New sounds: **h, b, f, l**

New tricky word: **the**

How you can help at home:

- Practise saying each sound clearly and purely (e.g. "s" not "suh", "m" not "muh")
- Play "I spy" using sounds rather than letter names (e.g. "I spy something beginning with mmm")
- Point out these sounds and tricky words in everyday reading — signs, packaging, favourite books
- With tricky words, remind your child these are words that can't be sounded out easily and need to be learned by sight

Please see your child's phonics home learning book when it is sent home.

Please visit the [Little Wandle](#) website and navigate to the 'For parents' section for more information.

Maths: is taught daily through morning routines which include children counting how many are here, days of the week, weather and seasons. All children will take part in counting songs and rhymes.

Nursery will focus on counting to 5 and beyond, and subitising up to 2 (instantly recognising small quantities, for example, “How many cars do you have?”).

Through play, adults will support the children to explore and discuss the differences between objects — such as size, length, weight, and capacity. Children will also consider which blocks are best for building (for example, those with flat or curved sides) and begin to spot simple patterns.

All of this will be developed naturally during child-led play through supportive adult interactions and thoughtful questioning.

Reception: will build on their prior mathematical knowledge learning to sort and classify objects by different attributes such as colour, size, shape, and type through play-based learning, helping them develop early maths thinking and problem-solving skills.

They will be matching equal and unequal sets, comparing objects and sets, subitising (instantly recognising small quantities, for example, “How many dinosaurs do you have?”).

The children will be ordering objects and begin to recognise simple numbers matching with accurate 1-1 correspondence which is one of the most important early maths skills for 4-year-olds (It means matching one object to one other object accurately — understanding that each thing gets counted once and only once).

The children will be recognising simple colour and size patterns and extend patterns with adult support.

All of this will be developed naturally during child-led play through supportive adult interactions and thoughtful questioning.

On our school website, under the **EYFS Curriculum** section, you will find a helpful document called ‘**What to Expect in the Early Years**’. This guide provides information on the different ages and stages of children’s development.

Please remember that every child develops at their own pace and in their own time.

Superhero home learning challenges:

Each half term children are encouraged to complete a piece of home learning supported by you the adults.

Please send pictures of your children's Superhero talents to go on our board via Tapestry this could be: gymnastics, horse riding, ice skating, building models, riding bikes, scooters, motorbikes, building tall towers, sandcastles, swimming etc.

During this half term please choose one home learning challenge to complete as a family (you can do more over the term if you would like to).

Please send in some photographs on Tapestry for your child to share with their teachers and friends.

- Make a **Superhero home or vehicle** for your superhero (using reclaimed materials) remember to add special superhero features to your model
- **Super Scientist Experiments:** Mix colours with water and paintbrushes (magic potions), or build a tall tower to test which blocks are best (flat sides vs curved).
- Design Your **Super Suit:** Draw or collage a superhero costume using crayons, paper, and stickers.
- **Create a cape** decorate an old pillowcase, piece of material, large sheet of paper or tea towel with markers to create a personalised cape.





Colour mixing				
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Home learning is due on Wednesday 21st October 2026.

Thank you for taking the time to read this information if you have any questions please feel free to message via Dojo.

