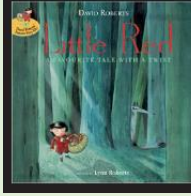
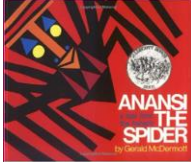
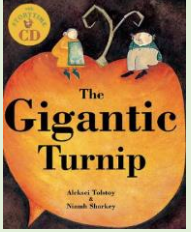


# Reception Class Spring 2: Fairy tales



	Communication and Language	Personal, social and emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive Arts and Design	R.E
<b>Week 1- 2</b> <b>Little Red Book week (week 2)</b> 	<ul style="list-style-type: none"> <li>To enjoy listening to longer stories and can remember much of what happens.</li> <li>To articulate their ideas and thoughts in well-formed sentences.</li> <li>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>To develop their own narratives and explanations by connecting ideas or events.</li> <li>To identify new vocabulary and use them in sentences throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>To consider the way Little Red felt at different times of the story.</li> <li>To suggest healthy food we can put in a basket for Grandma?- <b>Little Red</b></li> <li>To consider why the three bears were angry, can we take what is not ours? <b>Goldilocks and the three bears-</b></li> <li>To discuss times when we have missed our families and how we can look after each other. <b>Sleeping beauty-</b></li> <li>To use fruit to make <i>banana berry burst juice</i> for the inn.</li> </ul>	<b>PE: Humpty Dumpty, moving in sequence</b> <b>Jack and Jill, creating our own movements</b> To combine different movements with ease- using rhythm and actions to work with the nursery rhymes. <b>Continuous Provision</b> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<b>Phonics-</b> To read and reread words and books containing known graphemes: <ul style="list-style-type: none"> <li>y, x, ch, sh</li> <li>th, th, qu, ou</li> </ul> <b>Literacy:</b> To read what they have written to check it makes sense. Use phonics to write sound which match those they say. Write some irregular words. By: <ul style="list-style-type: none"> <li>Label writing</li> <li>Note of advice</li> <li>Advert</li> <li><b>Retell the story with an alternative character.</b></li> </ul>	<b>Building 9 &amp; 10</b> <ul style="list-style-type: none"> <li>Counting on and back to 9 and 10</li> <li>Representing 9 and 10 in different ways</li> <li>Arranging 9 and 10 into smaller groups, exploring the composition of the numbers.</li> </ul> <b>Comparing numbers to 10</b> <ul style="list-style-type: none"> <li>Compare numbers to 10 by lining items up and making comparisons</li> <li>Knowing where a number sits in comparison to other numbers</li> <li>Comparing 2 quantities and ordering 3 or more quantities.</li> </ul>	<ul style="list-style-type: none"> <li>To name and describe people in our community who can help us if we are in need.</li> <li>To observe the changing season, blossom growing bulbs flowering etc.</li> <li>To compare Little Red and other characters from fairy tales</li> </ul>	<ul style="list-style-type: none"> <li>To role play inn goes meeting wolves.</li> <li>To use a range of materials to create their own props for the role play area.</li> <li>To listen to and comment the rhythm of nursery rhymes. (PE)</li> <li>To combine movements to accompany nursery Rhymes. (PE)</li> </ul>	To understand that we should try to be kind and not hurt others. Reflect on ways to be kind and helpful to others.
<b>Week 3-4</b> <b>Anansi the Spider</b> 	<ul style="list-style-type: none"> <li>To enjoy listening to longer stories and can remember much of what happens.</li> <li>To offer ideas in response to problems characters have in the stories.</li> <li>To discuss new Vocab linked to our stories.</li> <li>To join with key parts of familiar texts.</li> <li>To present 3D models to the class.</li> <li>To describe and answer questions about their 3D models.</li> <li>To identify new vocabulary and use them in sentences throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>To set goals when planning their construction of buildings.</li> <li>To show perseverance when constructing a house for the three pigs. <b>The Three Little Pigs</b></li> <li>To discuss Cinderella's feelings at different parts of the story. What could we say to reassure her? <b>Cinderella</b></li> </ul>	<b>PE: Hickory, Dickory, Dock, creating different movement sequences</b> <b>The Three Little Pigs Responding in movement to words and music</b> To combine different movements with ease- using rhythm and actions to work with the nursery rhymes. <b>Continuous Provision</b> <ul style="list-style-type: none"> <li>Making 3D shapes using dough</li> <li>Using 3D shapes to construct buildings such as castles, houses etc. challenging them to add to their structure, e.g. making bridges or motes.</li> </ul>	<b>Phonics-</b> To read and reread words and books containing known graphemes: <ul style="list-style-type: none"> <li>oi, ue, er, ar</li> <li>Recap and Apply y, x, ch, sh</li> </ul> <b>Literacy:</b> To read what they have written to check it makes sense. Use phonics to write sound which match those they say. Write some irregular words. By: <ul style="list-style-type: none"> <li>Call and response poem</li> <li>Caption writing</li> <li>Descriptive poster</li> <li><b>Booklet about spiders</b></li> </ul>	<b>Bonds to 10</b> <ul style="list-style-type: none"> <li>Children explore bonds to 10 with real objects and different contexts. E.g. egg boxes, 10 frames, fingers etc. Children consider how many more you need to make a full 10.</li> </ul> <b>3D Shape</b> <ul style="list-style-type: none"> <li>Children consider which shapes stack and which shapes roll.</li> <li>Constructing 3D models in different ways.</li> <li>Start to be introduced to the names of shapes and consider similarities and differences.</li> </ul> <b>Mouse Shapes</b>	<ul style="list-style-type: none"> <li><b>Read the three little pigs.</b> Which material is best to build a house from?</li> <li>Set up a Safari Hut in the role-play area – include props like leaflets, maps, photos to help identify minibeasts, magnifying glasses, binoculars, bug catchers etc</li> <li>To recognise the similarities and differences between the wildlife in the UK and parts of Africa.</li> <li>To recognise that some environments are different to those we live in</li> </ul>	<ul style="list-style-type: none"> <li>Using 3D shapes to print with paint, making pictures of houses and castles linked to fairy tales.</li> <li>Use junk modelling to construct a house or castle for a character from a fairy tale.</li> <li>Role Play working in a Safari</li> <li>To listen to and comment the rhythm of nursery rhymes. (PE)</li> <li>To combine movements to accompany nursery Rhymes. (PE)</li> </ul>	To learn to say sorry when we hurt someone and ask Jesus to help us to do this. Reflect on ways to do this.
<b>Week 5-6</b> <b>The Gigantic Turnip</b> 	<ul style="list-style-type: none"> <li>To enjoy listening to longer stories and can remember much of what happens.</li> <li>To role play making soup in the <i>Farm House Kitchen</i></li> <li>To listen to the ideas of others and respond with ways to solve problems as a team.</li> <li>To identify new vocabulary and use them in sentences throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>To taste vegetables and make a soup.</li> <li>To think of times when we can work as a team to get difficult jobs done like they did in <b>The Gigantic Turnip</b></li> <li>To show perseverance when jobs seem difficult.</li> <li>Weddings, have you ever been to a wedding? <b>Princess and the Pea</b></li> </ul>	<b>PE: Three little pigs: Exploring contrasting tempos</b> <b>Little Miss Muffet: Working with a partner exploring character movements</b> To combine different movements with ease- using rhythm and actions to work with the nursery rhymes. <b>Continuous Provision</b> <ul style="list-style-type: none"> <li>Develop fine motor skills by using tools such as knives, forks and spoons to make and eat soup.</li> <li>Investigate pushing and pulling in the setting. What different objects can be pushed and pulled? Which are easier / harder and why? Push tyres, pull carts etc.</li> </ul>	<b>Phonics-</b> To read and reread words and books containing known graphemes: <ul style="list-style-type: none"> <li>Recap and apply th, th, qu, ou</li> <li>Recap and apply oi, ue, er, ar</li> </ul> <b>Literacy:</b> To read what they have written to check it makes sense. Use phonics to write sound which match those they say. Write some irregular words. By: <ul style="list-style-type: none"> <li>Recipe writing</li> <li>Story map</li> <li>Bookmaking</li> <li>Shared write of alternative Story.</li> </ul>	<b>Patterns</b> <ul style="list-style-type: none"> <li>Build on the children's knowledge of AB patterns by introducing more complex patterns.</li> <li>Explore patterns where shapes are used more than once g.g ABB, AAB, AABB etc. Patterns should be repeated at least 3 times.</li> <li>Children are encouraged to say the pattern out loud.</li> </ul> <b>Consolidation</b>	<ul style="list-style-type: none"> <li>Read <i>Jack and the Bean Stalk</i> and plant and observe beans grow.</li> <li>Make bread rolls to eat with the soup, what happens to the flour when water is added? What happens when the rolls are left to prove? How do they change when they are cooked?</li> </ul>	<ul style="list-style-type: none"> <li>Making soup with healthy vegetables</li> <li>Investigate and comment on the art of Giuseppe Arcimboldo <a href="http://www.giuseppe-arcimboldo.org/">http://www.giuseppe-arcimboldo.org/</a>. Use vegetables to make collages and floor sculptures or photographs of vegetables to make different pictures.</li> <li>To listen to and comment the tempo of nursery rhymes. (PE)</li> <li>To combine movements to accompany nursery Rhymes. (PE)</li> </ul>	To know that Jesus forgave those who hurt him. Be aware that we can forgive other people when they hurt us.
<b>New Vocab</b>	Events, sequence, character, before, next, after that, finally, villain, hero, because, when, so, if, eventually	Persevere, participate, effort, try, team work, support, difficult, challenge, wedding, bride, groom, ceremony, feelings, because, so, when, goal, aim, miss, respect	Roll, crawl, jump, hop, stretch, bounce, sequence, perform, snip, attach, combine, chop, boil, push, pull	Segment, blend, phoneme, grapheme, digraph, spell, sentence, sense, once upon a time, character, events, happy ending, beginning, middle, end, inn, inn keeper, wood, safari, farm, turnip.	Compare, more, less, fewer, roll, straight, round, side, edge, face, similar, same, different, cube, cuboid, sphere, cylinder, pyramid, 3D, 2D	Seed, plant, grow, soil, healthy, seedling, sprout, water, sunlight, flour, water, combine, mix, stir, dough, heat, oven, rise, soft, warm, rest	Tempo, rhythm, rhyme, fast, slow, pitch, high, low, paint, mix, combine, colours, shades,	Forgive, sorry, apologise, kind, helpful, harm, support encourage