

Communication and Language

Through the theme of traditional story telling we will learn to:

Listening and Attention

Listens and responds to ideas expressed by others in conversation or discussion.

They listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions—**shared and guided reading sessions**

Understanding

Responds to instructions involving a two-part sequence.

They answer how and why questions about their experiences and in response to stories or events.

After listening to stories children can express views about events or characters in the story and answer questions about why things happened—**focussing on story plot and behaviour of characters**

Speaking

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Introduces a storyline or narrative into their play.—**role play areas such as the Healthy Eating Cafe and Telling Tales Theatre**



Physical Development

Through the theme of story telling we will learn to:

Moving and Handling

Experiments with different ways of moving.

Travels with confidence and skill around, under, over and through balancing and climbing equipment.—**e.g gymnastics linked to The Three Billy Goats Gruff**

Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control —**e.g learning about brick bonds**

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Health and Self-Care

Eats a healthy range of foodstuffs and understands need for variety in food.

Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.—**Healthy eating focus**

Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.—**putting gymnastics equipment away**

Shows understanding of how to transport and store equipment safely.

**Our Theme is
If you go
down to the
woods ...**

Learning Web — Prime subjects

Personal, Social and Emotional Development

Through the theme of making the right choices we will learn to:

Self-confidence and Self-awareness

Can describe self in positive terms and talk about abilities.

They are confident to speak to a class group.

They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them—**through creative activities such as designing a woodland scene**

Managing feelings and behaviour

Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Children talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable—**through stories such as Goldilocks and the Three Bears**

Making Relationships

Explains own knowledge and understanding, and asks appropriate questions of others.

Takes steps to resolve conflicts with other children, e.g. **finding a compromise**.

WOW Experience

Performing their story telling skills to other classes and Exhall Grange children
Chinese New Year

Ways to help at home...

Read a wide range of traditional and modern tales at home and discuss the similarities and differences

Practise reading and writing tricky red words

Encourage children to speak in full sentences using the word **because** to explain their thoughts

Quick fire questions 1 fewer/less to 20

Practise writing numbers to 20

Cook with your child and discuss the change in ingredients

Literacy

Texts being used: Three Billy Goats Gruff, Goldilocks and the three bears, Three Little Pigs, The Gingerbread Man, The Enormous Turnip, Pumpkin Soup, The Gruffalo

Reading.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.- using patterned stories e.g traditional tales

Describes main story settings, events and principal characters

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.-through role play, and oral retelling using story language with actions and story maps

Writing.

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes labels, captions. Attempts to write short sentences in meaningful contexts

Use their phonic knowledge to read and write words in ways which match their spoken sounds.

They read and write some irregular common words .- through writing story books, making lists, labels, wanted posters, sorry letters, instructions

Phonics

Consolidate phase 3 j v w x z zz qu ch sh th ng

Continue phase 3- ai ee igh oa oo (long), oo (short) ar or ur ow oi ear air ure er

Continue reading phase 3 tricky words—was my you they her all are

Spell Tricky words—and to the no go I he she we be me

Maths

Number.

Knows one more or one less to 20

use the vocabulary involved in adding and subtracting—through practical activities
Records, using marks that they can interpret and explain—beginning to record number sentences

Shape Space and Measure.

Collect information in a block graph—using favourite stories/ characters

To use mathematical names for 'solid' 3D shapes mathematical terms to describe shapes.-

how many faces, edges, vertices

Selects a particular named shape (3D) - cube, cuboid, cylinder, sphere, pyramid

Uses familiar objects and common shapes to create and recreate patterns and build models.

Uses everyday language related to money- using 1p and 2p in cafe and building merchants

Children use everyday language to talk about size and weight - Compare weight/ size of

bears and ordering size Billy Goats Gruff

Can describe their relative position— on over beneath behind above under linked to stories

Problem solving/investigations.

Begins to identify own mathematical problems based on own interests and fascinations—Sharing objects by 3

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Understanding the World

Through the theme of story telling we will learn to:

People and Communities.

Know about and develop respect for their cultures and beliefs and those of other people—through religious stories and Chinese New Year

The World.

Looks closely at similarities, differences, patterns and change—making healthy foods e.g porridge and how bricks are made

Children know about similarities and differences in relation to materials

They know the properties of some materials and can suggest some of the purposes they are used for.-

by testing materials for strength and water resistance and building using different materials e.g

Three pigs houses, furniture for three bears, bridges

Ask questions about why things happen and how things work

Technology.

Children recognise that a range of technology is used in places such as homes and schools-

role play tills/ telephones /camera

Focus on E-Safety—Smartie The Penguin

Expressive Arts and Design

Through the theme of story telling we will learn to:

Exploring and using Media and Materials

Explores the different sounds of instruments.- through sounds, dances and songs related to the telling of Traditional Tales

Children sing songs, make music and dance, and experiment with ways of changing them— Move to music and sing songs using Charunga Scheme

Experiments to create different textures—Artist Chidi Okoye

Understands that different media can be combined to create new effects. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.

Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using—Explore 2d and 3d artwork/ construction linked to homes/ furniture/ bridges Make Porridge Make gingerbread men

Being Imaginative

Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative- through role play e.g Telling Tales Theatre and Healthy Food Cafe