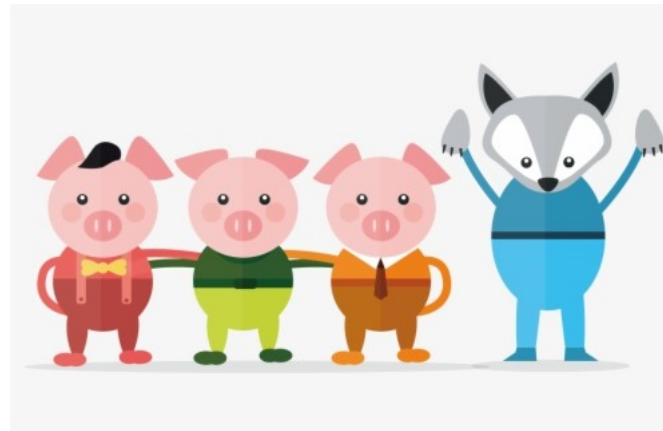




Traditional Tales



Experiences and Enrichment

Cooking Gingerbread Men

Building houses/Dens

Phonics

This half term we will be revising Phase 2 phonemes and starting Phase 3. The children will also learn more tricky words.

PRIME AREAS

Personal, Social and Emotional Development

We will be thinking about going for goals and the children will take responsibility for when things turn out well or not. The children will develop a motivation to set their own goals, make plans and think how to overcome obstacles. They will also develop skills to cope with frustrations and disappointment as well as success.

We will continue to focus on our school rules of Be Respectful, Be Ready and Be Safe

Communication and Language

We will be listening to poems, stories and information about traditional tales. We will act out the stories using puppets and props. We will be talking about if / how we celebrate Chinese New Year and Pancake day, thinking about the similarities and differences and asking questions. We will be retelling events using wow words like fierce. Later in the term we will be looking at how different versions tell each story and comparing them.

Physical Development

We will be using a variety of equipment such as blocks, piping, fabric to make buildings -dens/castles/palaces.. Using smaller construction equipment to make castles/ bridges chairs /houses (smaller scale.) PE-travelling in different ways -animals/ royal people/ Billy goats etc .Discussing fast / slow movements. We will work in teams to complete the Gingerbread man obstacle course. We will play games like What's the time Mr Wolf? We will continue with Forest Friday and using the outdoor spaces.

Specific Areas

Mathematics

In **Mathematics** we will be developing a deep understanding of number to 10, including the composition of each number. Automatically recall number bonds up to 5, and then some number bonds to 10. We will be beginning to learn doubling facts. We will learn to subitise (recognise quantities without counting) up to 5. Verbally count, recognising the pattern of the counting system.

The children will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity .

Understanding the world

In **Understanding the world** we will be looking at changes in materials through cooking activities- Gingerbread men, fairy cakes, making porridge etc. Dough activities, exploring textures and discussing using fairy tale dough mats. Testing strength of materials through Goldilocks story. Look at the clothes which fairy characters wear, how are they different from clothes we wear everyday. Think about modern outfits they would wear eg Red riding hood might wear a red hoodie top .

Create maps/follow routes to/from various starting points- through the woods/ from the palace /over the bridge etc

Literacy

In **Literacy** we will be reading and retelling a large range of traditional tales. We will compare different versions of the same story. We will focus on the Gingerbread man and the Three little pigs, use story maps to help us tell the story. We will act out the stories and think about the characters, asking the reasons and explanations for their actions.

We will look at the beginning middle and ends of fairy stories and decide if it is always a happy ending or not? The children will be discussing the good/ bad characters.

Also we will look at repetitive phrasing in stories and rewrite the endings of stories e.g. the gingerbread man gets away...

EAD

We will continue to develop a range of skills using materials, tools and processes (drawing, painting, printmaking, textiles, malleable materials and three-dimensional construction). Use imagination to create pictures. Paint pictures of favourite fairy tale character- using markers add fine details to pictures. We will be junk modelling- making houses for 3 pigs. Collage pictures from a variety of stories a wall freeze displaying all characters we have learnt about. Making lolly stick puppets to react stories with. Developing their imaginative thinking while in role. Lead the pupils on imaginary journeys linked to ongoing learning e.g. Goldilocks goes through the door to the three bears cottage. Begin to express different feelings. - hot seat characters from different fairy tales and talk about how they feel and why they feel this way. Recognise and explore how sounds can be changed, sing simple songs from memory - play musical instruments to create a musical accompaniment to fairy tales being read. See how by adding music the story is brought to life.

Home Learning

At home we would like you to log in to Bug Club and access the phonics reading books and games that match the phonics being taught in school.

Also access spelling shed and numbots for games to sport literacy and number.

Reading at least five times a week at home supports the development of reading in school.

