

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

Comprehension.

Able to answer how and why questions?

Retell 3 traditional stories using their own words and recently introduced vocabulary—**use story mats to tell traditional tales**

Anticipate key events in stories using **action prompts**.

Describes main story settings, events and principal characters

Uses story telling vocabulary—**through role play, and oral retelling using story language with actions and story maps**

Writing.

Write and read back simple sentences that can be read by others— **through writing story books, making lists, labels, wanted posters, sorry letters, instructions**

Transfers digraphs to spellings in sentences.

Writes labels, captions.

They read and write some irregular common words

Word Reading-Phonics

Consolidate phase 3 j v w

Continue phase 3— **ay ai /ee -y/igh -y /ow oa/ oo long/oo short/ ar /or /oy oi/ ur er/ ow**

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 and Numerical Patterns.

Can count 1-1 correspondence to 10 with unmoveable objects.

Can find missing numbers in add and subtract problems e.g. $2 + 3 = 5$

Begin to use conceptual subitising to 7

Automatically recall number bonds up to 5 (including subtraction facts)

Verbally recite beyond 20.

Explore and represent patterns within numbers up to 10 including some double facts and how quantities can be distributed **equally between more than 2.**

Shape Space and Measure.

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 correct terms 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.

Using reasoning skills to solve problems—**Sharing objects by 3**

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

Learning Web—Specific subjects

Understanding the World

Through the theme of story telling we will learn to:

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

People, Cultures and Communities.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explore the natural world around them, making observations and drawing pictures of animals— **compare rural settings / woodland / village / town**

Expressive Arts and Design

Through the theme of story telling we will learn to:

Creating with Materials

Experiments to create different textures—**Artist Chidi Okoye**

Return to and build on their previous learning, refining ideas and developing their ability to represent them. —**Explore 2d and 3d artwork/ construction linked to homes/ furniture/ bridges Make Porridge Make gingerbread men**

Being Imaginative and Expressive

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

Sing in a group or on their own refining pitch, dynamics, tempo etc.— **Move to music and sing songs using Music Express Scheme**

Use music making skills when performing stories and poems. Develop storylines in their pretend play and small world play - **through role play e.g Telling Tales Theatre and Healthy Food Café**

Watch and talk about dance and performance art, expressing their feelings and responses— **Cinderella / The Nutcracker / Peter and the wolf**

Communication and Language

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

Listening Understanding 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**

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**

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Speaking

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

Use new vocabulary through the day.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen—**exploring materials / clay / bricks / water /ice**

Physical Development

Through the theme of story telling we will learn to:

Gross Motor Skills

Combine different movements with ease and fluency

Develop overall body-strength, balance, co-ordination and agility e.g **gymnastics linked to The Three Billy Goats Gruff**

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Fine Motor Skills

Consistent use of tripod grip

Most letters are formed correctly and sitting on line



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:

Managing Self

Identify own goal, collects resources and works towards it.

Show resilience and perseverance in the face of challenge.

Being independent. Identifies and manages their own needs. Show understanding about the different factors that support their overall health and wellbeing. **Healthy eating focus**

Focus on E-Safety—**Smartie The Penguin**

Self—Regulation

Understand why rules are important.

Able to talk about how they feel and recognise others may have different feelings. Recognise their actions can affect others—**through stories such as Goldilocks and the Three Bears**

Take others ideas into consideration and develop ideas together. Able to negotiate.— e.g. **building small world woodland area**

Building Relationships

Form positive attachments to adults and friendships with peers

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 words

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

Quick fire questions number bonds to 5

Practise writing numbers to 20

Cook with your child and discuss the change in ingredients