

PSED

- Road safety and why it is important to stay safe
- To continue to develop relationships with others in their class.
- To talk about their feelings and understand that their actions can affect other peoples feelings.
- To take turns with others

Maths

- Subitising 1-4—how many fingers? Show me?
- Counting in the correct order
- Number placement on a track
- Understanding that each number has a value of one more than the previous number—stairs
- Ordinal numbers, first, second, etc
- Composition of 5 through number rhymes
- Partitioning 5—part, part, whole
- Understanding that 6 and 7 are made up of '5 and a bit'
- Understanding when quantities are equal or not equal
- Comparing and measuring mass/ capacity and height
- Understanding the language of heavy/ light, full/ empty, tall/ short

UW

- Freezing and melting ice experiments
- How things have changed over time—looking at seasonal changes autumn to winter
- Exploring different types of transport over the years linked to traditional tales (horse and cart, bicycle, van, boats)
- Looking at physical changes in ourselves—how have we grown?
- Local walk looking at the different houses; draw what you see
- Map drawing—where did the gingerbread man go?

CL

- Use of stem sentences to support correct sentence formation
- Language interventions to continue
- Oral story telling of familiar stories
- To use past and present tenses correctly most of the time
- To answer questions on what has been read to them/ they have read and have an understanding of a familiar text
- Story stones with familiar characters and settings on to support oral retelling

Term: Spring 1

Topic: Where did it start?



End points:

Children will be able to retell a small selection of familiar stories using actions.

Children will be able to write simple cvc words and captions linked to their phonics knowledge

Children will have an understanding of how characters from traditional tales are different from characters in modern day and name some different stories

Key Vocabulary

Character, setting, traditional, plot, hero, villain

Key Texts

- The 3 Little Pigs
- The Gingerbread man

PD

- Fundamental movement skills: balancing and twisting
- Creating story characters from playdough
- Indoor houses in construction to decorate for the 3 little pigs
- Obstacle course for the gingerbread man to move around and cross the river
- Body awareness intervention to start

Literacy

- Letter formation—daily handwriting (curly caterpillar letters)
- labelling parts on an animal (pig, wolf using phase 3 sounds)
- Caption writing (EG he ran and ran/ huff and puff/ he has big teeth)
- Drawing club—more focus on writing than drawing moving forward
- Reading cvc words and short, simple captions
- Wanted poster for the big bad wolf
- Instructions on how to make gingerbread
- Sequencing a familiar story—the three little pigs
- Story map of the gingerbread man to develop oral retelling
- Sorry letters from the wolf

EAD

- Baking and decorating gingerbread biscuits
- Junk modelling houses for the characters to live in
- Boat building for the gingerbread man
- Pancake day baking
- Collaborative art—houses link
- Performing songs to an audience using the new outdoor stage
- Skill—using resources safely and choosing the correct one for the purpose