

## Once Upon A Time

### Communication, Language and Literacy.

- **Texts being used:**  
*Each Peach, Pear, Plum*  
*The Jolly Postman*  
*The Great Fairy Tale Disaster*  
*The Gruffalo*  
*The Easter Story*

**Reading:** Phonics recognition and appliance – Phase 3 GPCs and tricky words. Key words sent home (100 words for End of Reception)

Non-fiction – cookbooks, planting instructions, nature guides. looking at contents page and indexes, poems, reading labels, reading CVC words and captions

**Writing:** Apply phase 2 and 3 GPCs and tricky words in independent writing. Write name without aid. form letters correctly (weekly handwriting session) Story maps and mini books, character descriptions.

**Listening and attention:** They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

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

**Speaking:** Introduces a storyline or narrative into their play. Confidence in speaking in a group and staying on topic, listening and asking a question.

Sequencing events, retelling stories, using language to imagine and recreate.

### Duckling's Class Spring 2- Topic Web

#### Knowledge and Understanding of the World.

**People and communities:** Find out about families and family customs such as Mother's Day and Easter. How do you celebrate these festivals?

**The World:** The garden and looking at seeds, planning and planting- links to Jack and the Beanstalk. Watching them grow, investigating why some things don't grow and thrive Noticing change, growth and decay.

**Technology:** understanding the purpose and uses of technology. use technology to record our veggies growing, data collection (most popular etc.)



### Mathematical Development

#### **Number:**

To represent numbers within 10.  
To recall some number bonds to 10.  
To explore odd and even numbers.  
To recall doubles facts.

#### **Shape, space and measure:**

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

Recognise the common units of time (minutes, hours, days, weeks, months, years).

Exchange one coin for several of another and make small amounts.

Uses mathematical names some 3D shapes.

### Personal, Social and Emotional Development

**Making relationships:** SCARF: Rights and Responsibilities

**Sense of Self:** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Understanding emotions:** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

### Physical Development

**Moving and handling:** (Gymnastics) Finding ways of using a range of large and small equipment – balancing, jumping, travelling. Exploring ways of moving with confidence and safety within a defined space - using low level PE equipment (boxes, benches, balances) – travelling safely over, under, around and through. Develop ways of jumping off and landing appropriately.

**Handwriting** – sitting correctly, pencil grip- effective tripod grip.

**Health and self-care:** shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Practices some appropriate safety measures without direct supervision.

### Expressive Art and Design

**Exploring and using media and materials:**

construct with purpose in mind, combine media and join materials (three little pig's houses), evaluate and adapt strategy to suit. Create simple representations, explore colour mixing (Easter Cards and Mother's Day) use technology and media (Spring pictures)

**Being imaginative and Expressive:** retelling traditional tales using props, masks and costumes. Make props to support retelling.

Responding to music with movement (sneaking into the woods, climbing the beanstalk, building little pigs house)