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| **Continuous Provision Mapping for Spring Term 1 2025 TOPIC- Kings, Queens and (Traditional) Fairy Tales**  |
| **Construction Areas**  | **Investigation Areas**  | **Water Areas** **(outdoors)**  | **Areas for digging sand and mud (outdoors)**  | **Malleable Areas**  | **Creative Areas**  |
| Stickle Bricks Duplo Bricks Mobilo Base Boards Design Prompts  | Magnifying Glasses Tweezers Deep tuff spot tray Sorting bowls/trays Atlas and globe Magnets     | Water Tray Aprons  | Digging tools for sand Digging tools for mud kitchen Mud kitchen Aprons/protective clothing including wellies   | Creation Boards Cutting tools Moulding Tools Aprons  ModrocRange of containersBowls with water inSponges for smoothingPrompts for ideas | Paint Brushes- fine Paper-assorted sizes Paint palettes Water pot Drawing pencils Colouring pencils Scissors Paint in pump pots Plain paper Sugar paper Chunky marker pens Prompts relating to topic   |
| **Overview of Skills to be Taught /re-visited during Continuous Provision**   |
| **Indoors-** Joining x2 bricks together and separating them again  Horizontal and vertical stacking Bridging-using 2 blocks to support a 3rd Enclosing-using bridging techniques to create an enclosed space Joining materials together using clipping, tying, knotting, stapling, pegging, etc | Explore the natural world in winter Observe weather conditions for winter Observe the behaviour of animals and birds during wintertime MagnetsLooking at different materials-magnetic and non-magnetic  |   | Explore the texture of wet sand and mudExplore changing the texture of sand and mud by adding in water Changing effects of sand by adding alternative mediums-sand, glitter, glue, salt, water, flour  | **WEEK 3-4**Use simple tools to mould and shape modrocUse Modroc to cover a container ready for adding on a painted designTo understand that for Modroc to work we need to dip it into waterTo learn how to use a sponge to smooth out the ModrocTo add on embellishments in a pattern to create a designCreating a pattern following a design | **WEEKS 1-2**Use photos, magazines and other media images of faces to create versions of a portrait**WEEKS 5-6**Portrait drawing and painting using previously taught knowledge of facial features and colour mixingUsing ‘good looking’ skills to draw what we see so it looks like what we seeChoosing the correct colours carefully  |
| **Enhanced Provision for Spring Term 1 TOPIC- Kings, Queens and (Traditional) Fairy Tales**  |
| House Building Books Castle prompts- turrets, towers, moats, draw bridge, different types of castlesThe Last Castle book The Castle the King Built**WEEKS 2-3 The Three Pigs Construction Yard** (in/out)Provide hard hats, tools, Hi viz jackets, building blocks, bricks, tyres, crates, tarpaulins and things for fixing and joining-string, rope, pegs, clips, etc**WEEK 4/5**The Pigs have been asked to build a castle for the King- a class letter to arrive with the request | Weather and seasons books Weather and seasons flash cards for sorting Books which feature celebrations Winter display objects-gloves, scarf, ice cubes, frost patterns, icicles Magnets Metal castle objects-coins, goblet, queen’s jewellery, kings cape, crownMaterials for sorting-plastic, metal and wooden   |  | Sand buckets Sand moulds Digging equipment-spades, spoons and scoops Sieves Mud kitchen recipe cards Mud kitchen equipment-sauce pans and oven traysClip boards and writing carrier for recipe writingJars with ingredients-stones, conkers, sticks, pine cones-**WEEK 1-3 Goldilocks’ Cottage** -make porridge for the bearsa class letter to arrive with the requestHead band character masks**WEEK 5-6 Design and Create a cake fit for the Queen’s ball celebrations**Add in sequins, glitter and shiny thingsa class letter to arrive with the request | Pasta Scissors Jewels and sequinsShiny objectsDesign Ideas for a King/Queens/Prince/Princesses gobletPrompts of goblet designsGold and silver paintFine paint brushes | Flash card prompts of Queens, Kings, Princes and Princesses as ideasWax crayons and pastel colours Books featuring ‘Royals’   |

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| **Continuous Provision Mapping for SPRING Term 1 TOPIC- Kings, Queens and (Traditional) Fairy Tales**  |
| **Writing Areas**  | **Funky Fingers/Fine Motor Development**  | **Reading Shed/Book Areas**  | **Role-Play**  | **Small World Areas**  | **Maths Area**  |
| Colouring pencilsSharpeners and rubbersWriting pencilsPlain and lined paperNotebooksClipboardsWipe boards, pens and erasuresPhase 2 and 3 grapheme chartsHandwriting rhymes on displayChalk and blackboards | In indoor construction area this term:Stickle bricksSmall cubesSugar cubesWooden lolly sticksPlay dohTwigsDuploWooden logsStonesPrompts for ideas relating to topicObjects for joining materials-paper clips, Sellotape, pegs, string, glue, play doh | Fiction and non-fiction books for pleasureDecodable booksPuppets linked to storiesCushions for sitting onExamples of story mapsStory spoonsPhotos of authors and illustrators | **Home corner-**cooker, oven, fridge, microwaveTea setDinner setSaucepans and stirring resourcesTable and chairs | People/knights/Kings/QueensBlocks for buildingTrees, rocks, pinecones, artificial grassAnimalsHabitats | Flash cards number 1-5Subitising patterns example cards5 x framesCounting objectsFlash cards 1-5Number blocks 1-5 charactersPattern cardsPattern prompts |
| **Overview of Skills to be Taught /re-visited during Continuous Provision** |
| Letter formation for new graphemes taught displayed in writing area and on writing boardsNew graphemes and their phonemes-phase 3 LWLS Develop fine motor skills for writing (see funky fingers)    | Development of hand-eye-coordination  Holding an object in both hands at once Joining construction materials together by pushing and then pulling them apartJoining materials by threading and then knotting string togetherUsing paper clips and pegs for fixing two surfaces together   | Handling books carefully Turn a page at a time Holding books up the correct way Places books back correctly on their shelves Identifying pictures and texts Identifying the author and knowing what an author’s job is Oral blending and blending CVC words   | Doing up and un-doing fastenings on clothing Sharing and turn taking Tidying up and caring for resources Communication Imitating domestic routines which we see in our own homes Creating a new version of porridge for one of the 3 Bears and then a cake for the QueenWriting a recipe or a list for ingredients needed to make the porridge | Organising and sorting resources back into their correct places Turn taking and sharing Communication-adding a narrative to a game Using blending skills to follow a sequence of designCombining fixing and joining skills to create houses/ castle for their small world playUse of new vocabulary relating to fixing and joiningNew vocabulary relating to castles-tower, turrets, draw bridge and moat | Making a wholesplitting a hole into parts-looking for the smaller numbers hidden inside the whole numberSubitising patterns 1-5 Counting forwards and backwards to 5 and then 10Copying and creating patterns which repeat Colour patterns Exploring odds and even ‘the pattern of numbers’   |
| **Enhanced Provision for Spring Term 1 Topic- Kings, Queens and (Traditional) Fairy Tales**  |
| Story map templates for scaffold-Story words and mats using widgetsStory Books**WEEK 1**Goldilocks and the Three Bears**WEEK 2**The Three Pigs**WEEK 3** Gingerbread ManPlay a rhyming game with thechildren. Provide the word‘man’. Can the children think upor identify words that rhymewith man? set up this[Gingerbread Man RhymingActivity](https://www.twinkl.co.uk/resource/t-t-2545052-the-gingerbread-man-rhyming-activity-resource-pack) to help the children to find the rhymes. **WEEK 4** The Castle the King Built  | Coloured beads for pattern threading Alphabet beads  | Books/stories featuring Kings/ Queens/ Traditional and Fairy Tales/CastlesWidget blending cards  with key words from storiesBlending cards with magnetic letters  and widgetsSequencing cards from familiar stories on a string with pegsWord maps relating to stories/texts Story map templates for scaffold and word mats relating to current book/text  | Dressing up clothes as characters from the storyFood-fruit and vegetables Balti dishes Different sized bowls and spoonsHead band masks Clip boards and recipes for followingWidget word promptsPictures of the 3 bears and Goldilocks Pictures of the queenRequest letter for each classDressing up clothes as ‘royals’  | Designing and then creating own castles/houses for the x3 pigsClip boards and pencils to show design FIRSTPrompt cards for ideasWidget word cards | Maths Books ’Odd Socks’Natural resources to create own patterns-shells, conkers, twigs, pinecones Multi links and number block cards Subitising dice and cards 1-5  Rek ‘n’ Reks5 framesPart, Part Whole scaffolds using numiconNumber sentence cards using, ‘first, next and now’WEEK 3 Practise subitising smallnumbers with this [**Gingerbread Man Subitising Activity**](https://www.twinkl.co.uk/resource/the-gingerbread-man-subitising-activity-t-m-33907).Children can look at the numberof buttons on the GingerbreadMan, say how many and feed itto the fox!  |

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| **Spring 1**  | **Topic/Theme:**  | **Kings, Queens and (Traditional) Fairy Tales**  |
|   | **Key Knowledge and Vocabulary**  |
| **Communication and Language (oracy)** |  To use new vocabulary in different contextsTo listen to and talk about stories to build familiarity and understandingTo retell the story, some as exact repetition and some in their own wordsTo use story language, key words and phrases during role play and small world play |
| WRITING            | To form lower-case and capital letters correctly To spell words by identifying the sounds and then writing the sound with letter(s) SegmentingTo mark make with increasing control and purpose To understand that when writing we track from left to right To apply correct letter formation using the memorable phrase for each grapheme taught in LWLSP To create own story maps using concrete objects, pictures and writing To learn letter groups/families to support handwriting-handwriting lessons to begin DiagraphsTricky words- I, this, the, he, sheCaption writing to match a picture, based on our spoken wordsFinger spaces, capital letters and full stops to be modelled**WEEK 1-2**Goldilocks and the Three Bears-story maps-use phonics to add on keywords, captions and phrases**WEEK 3** The Three Pigs-caption writing**WEEK 4**The Castle the King Built-captions focus on segmenting**WEEK 5** Using our phonics knowledge to write an invitation to the ‘Fairytale Ball’ |
| Hand Writing | To use core muscle strength to achieve good posture when sitting at a table or sitting on the floor To develop small motor skills so that they can use a range of tools for drawing, writing and painting Develop the foundations of a handwriting style which is fast, accurate and efficientTo apply correct letter formation using the memorable phrase for each grapheme taught in LWLSP To remember the Crocodile Writing GripTo learn letter groups/families to support handwriting-weekly handwriting lessons to begin **WEEK 1:** Long Ladder Letters: l I t u j y**WEEK 2:** Curly Caterpillar Letters: c a o d g q e s f**WEEK 3:** One Armed Robot Letters: r b n h m k p**WEEK 4:** Zig-Zag Monster Letters: v w x z**Letter families to be introduced and correct letter formation taught using LWLS rhymes during weekly formation lessons and then practised daily throughout the week in SODA time.****WEEK 5 and 6:** assessment of formation with taught letters in words |
| READING   | To learn that the pictures are drawn by an illustrator and the words are written by an author To learn to read individual graphemes as taught in Little Wandle Revised Letters and Sounds programme To use phonics knowledge to blend CVC words, simple phrases and captions  To know when reading we read from left to right To increase pace/fluency when identifying graphemes/familiar words To develop our comprehension skills by talking about what we have read or heard others read To read simple phrases and sentences made up of words with known GPCs and a few common exception wordsTo use full sentences to answer questions to show understanding of what has been read.To use story language for re-telling our own stories |
| Phonics   | **Little Wandle Revised Letters and Sounds Programme****Phase 3:**Week 1: ai ee igh oa Week 2: oo oo ar Week 3: ur ow oi ear Week 4: air er words with double letters: dd mm tt bb rr gg pp ff Week 5: longer wordsWeek 6: review and assessment **Tricky Words:**Week 2: was you theyWeek 3: my by allWeek 4: are sure pure |
| Texts to be used for **Focus**/supported reading | * **Goldilocks and the Three Bears**
* **The Three little Pigs**
* The Queen’s knickers Hat by Nicholas Allen
* The Very little Cinderella by Theresa Heapy

**Historical texts:*** Little Elizabeth: The young princess by Valerie Wilding
* The Last Castle by Travis Jonker
* **The Castle the King built** by Rebecca Colby

**Non-fiction Texts:**Variety of books on; castles; kings and queens; |
| NUMBER     | To continue to develop fluency over the key skills of counting 1-5, 6-10 (stable order principle) To understand what makes a number odd or even relating to patternsTo learn number facts (number bonds) within 10 To understand that a number is made up of smaller numbers hidden inside-Part, Part, Whole model To use equipment such as cubes, numicon, number blocks, 5 frames to ‘SHOW IT and PROVE IT’ To introduce ‘number sentences’ using ‘first, next and now’ language  **Number Rhymes** Week 1:  Week 2: 10 little numbers Week 3: 10 fat sausages Week 4: 1, 2, 3, 4 ,5 once I caught a fish alive Week 5: 1, 2 buckle my shoes **WEEK 1:** Meet Number 10-look at doubles**WEEK 2:** Introduce Odds and Evens (numberblocks)**Week 3:** ‘SHOW IT and PROVE IT’ -links to odds and evens**WEEK 5:** Hidden numbers**WEEK 6:** Number sentences, first, now and next |
| NUMERICAL PATTERNS   | To copy, continue and create patterns using shapes, numbers-including odds and evens  To use previously taught pattern language to explain thinking to others-how do you know this? **TEXTS:** **WEEK 4:** To copy, continue and create patterns using shapes**Pattern Fish** **Odd Socks** Subitise numbers 1-5-daily fluency Introduce Rek ‘n’ Reks  |
| Understanding of the World: SCIENCE  | **Winter WEEK 4:**Exploring changing states of matter - ice/snow - heating and cooling **Colour Mixing -**links to ARTTo explore mixing colours and observing the changes that happen-using comparison language to discuss what is happening**WEEK 1:** explore what happens when colours are mixed-links to I can sing a rainbow song**WEEK 3:** Do Bears really eat porridge? Children in each class will research their bear to find out what they eat **Knights and their Armour:** **WEEK 6:**To understand that Knights wore armour to protect themselves whilst battling/dualling and that this armour needed to be strong To explore different materials to find something which is strong enough to protect you-provide pictures of armour and provide metal objects for children to explore and sort-metal spoons, coins, whisks, bowls, containers-alongside non-metal items too-plastic and wooden Explore magnetism with magnets by sorting and grouping ‘castle’ items such as old coins, Queen’s jewellery, a Kings cloak and a goblet-according to whether they are magnetic or non-magnetic **links to testing of materials for strength** |
| GEOGRAPHY  | **Seasons:** **Habitats****WEEK 2:** Do all Bears live in a cottage in the woods? Exploring habitatsChildren in each class will research a bear to find out where they live in the world Use an atlas/globe to locate the Bear’s country of origin **WEEK 4 Winter display (table top)**To know that the months of December, January and February are in the season of Winter To know that there are x four seasons and winter comes after autumn but before spring To observe the seasonal changes which happen in Winter on a winter walk To observe the behaviour of animals and birds during the winter months To know that many animals hibernate during winter and what this means  |
| HISTORY  | **Past and Present:** **Links with WEEK 5: Writing****Kings and Queens: Past and present** King Charles’ CoronationTo learn that the ‘past’ has already happened and the ‘present is the here and now To use comparison language to talk about the past-**TEXT:** **Little Elizabeth** **THEN and King Charles NOW****Nursey Rhymes:** Old King Cole The Grand Old Duke of York The Queen of Hearts **WEEK 6: children will experience a ‘Fairytale Ball’ as an end of topic event** |
| Personal, Social and Emotional Development  | To see themselves as a valuable individualTo build constructive and respectful relationshipsTo express their feelings and consider the feelings of othersTo identify and moderate their own feelings, socially and emotionallyTo think about the perspectives of others* Recognising and Understanding feelings
* Looking after myself. Good to be me
* Likes and dislikes. Trying new things.
* Initiates conversations and taking account of what others say
* Taking steps to resolve conflicts
* Beginning to negotiate and solve problems
* Confident to talk to others about own needs, wants, interests and opinions
* Describing self in positive terms
* Managing own needs

Manage their own needs**1 Decision PSHE (weeks 1-6)** Week 1: Purple watches the news Week 2: Red visits the dentistWeek 3: Orange brushes her teethWeek 4: Yellow wants to play with orangeWeek 5: Green gets glassesWeek 6: Red’s hearing aid |
| Physical Development  | **Gross Motor** To develop increased coordination, agility and balance during gymnastics  To know how to be strong when holding a shape/movement/balance focus on control and grace in movementsTo be able to say ‘why’ balance is strong or why I wobbled - when we place our hands on the floor, our palms must be flat, and our fingers should be spread to improve balance area To understand that we can move ‘gracefully’ and ‘control’ our bodies to make our movements smooth and good for our audience To follow a dance routineTo create own sequences by joining several movements together**Fine Motor** To know how to use scissors correctly to cut around a shape To form graphemes and numbers using mostly correct letter formation based on LWLSP’s rhymes -weekly formation lessons/targeted homework/SODATo hold a pencil effectively in a chosen dominant grip Know independently do up fastening including, buttons, press studs, Velcro and zips To fix and join materials together using clipping, tying, knotting, taping, gluing and pegging both indoors and outdoors (large and small scale) To use 2 blocks to support a third one   |
| R.E  | Recognise that people have different beliefs and celebrate special times in different ways To understand that some places are special to members of their community **Discovery Scheme:** CelebrationsWhy do People Celebrate?Religion: Hinduisam **Lesson 1:** Celebrating New Year**Lesson 2:** Chinese New Year (A Story from China)**Lesson 3:** Chinese New Year cont. (A Story from China)**Lesson 4:** Persian New Year (A Nowruz Story)**Lesson 5:** Persian New Year (A Nowruz Story) cont.**Lesson 6:** Holi (A Hindu Festival) |
| Expressive Arts and Design ART  | To return to and build upon their previous learning, refining their ideas and developing their ability to represent themTo explore, use and refine a variety of artistic effects to express their ideas and feelingsTo create collaboratively, sharing ideas, resources and skillsTo listen attentively, move to and talk about musicTo watch and talk about dance and performance art, expressing their feelings and responses-links to PE danceTo sing in a group or on their own, increasingly matching the pitch and following the melody-weekly specialist music teaching-MRS WARDTo explore and engage in music making and dance, performing solo or in groups-weekly specialist music teaching-MRS WARDTo use our knowledge of different emotions to represent how we feel in our drawings and paintings To use knowledge of our facial features to create a portrait of the Queen or King To use previously taught knowledge of our emotions to recreate portraits of ourselves and others to show how we are feeling-angry, happy, sad, frightened and surprised**WEEK 2:** To use different printing techniques to show texture in paintings-eg-bears fur**WEEK 6**: an end of topic ‘Fairytale Ball’ |
| DT | **WEEK 5:** **Castles:** To introduce Castles through the **TEXT: The Castle the King Built** Provide construction materials (inside and outside) for children to explore building castles Introduce new vocabulary-turrets, tower, draw bridge and moat (castle building)Develop skills needed for joining materials together- sellotape, pegging, clipping, tying and stapling in both large- and small-scale construction Use 2 blocks to support a third block-links to building houses for the three little pigs (fine motor)To learn how to use ‘bridging’ to create an enclosed space (putting a roof on)  |
| ROLE PLAY  | **WEEK 1** Introduce outside-The Three Bears Cottage-provide children with head band masks of the characters from the Three Bears story so they can act out making porridge in the malleable areas-sand/water areas and mud kitchens Add in clip boards and paper for children to make a recipe card of the different things they will add into their porridge-each bear might like a different flavour=provide jars of ingredients such as conkers, stones, twigs, shells Explore what will happen if we add water to the sand-how will this change our porridge? **WEEK 2** Introduce outside- the Pigs Construction Yard-provide children with large scale construction material such as tyres, crates, blocks, bricks and tarpaulins. Can children make houses for the three pigs? Which house will be strong? Why is this? Provide hi vis jackets, hats, tools and head band masks. Can the wolf blow the house down? Why? Why not? Introduce indoors- construction materials for children to fix and join together- using 2 blocks to support a third block Bridging a gap-making an enclosed space (putting a roof on) **WEEK 4** Introduce Building Castles-Now the Three Pigs have been asked by the King to build him a Castle using the knowledge discovered/rehearsed in week 2/3. How is a castle different to a house? **WEEK 5** Introduce The Queen needs a cake for the Ball into the malleable areas-using knowledge of mixing and changing materials, can children design and create a cake suitable for a Queen’s Ball? provide glitter, sequins and shiny (metal) objects **WEEK 6:** Fairytale Ball |
| MUSIC | To create collaboratively, sharing ideas, resources and skillsTo listen attentively, move to and talk about musicTo watch and talk about dance and performance art, expressing their feelings and responses-links to PE danceTo sing in a group or on their own, increasingly matching the pitch and following the melodyTo explore and engage in music making and dance, performing solo or in groupsSinging assembly |
| Additional Experiences TRIPS/VISITS  | Winter walk of awareness Fairy Tales Ball-end of topicPhonics/Early Reading Workshop for Parents  |