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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  Modroc  Range of containers  Bowls with water in  Sponges for smoothing  Prompts 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  Magnets  Looking at different materials-magnetic and non-magnetic |  | Explore the texture of wet sand and mud  Explore 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 modroc  Use Modroc to cover a container ready for adding on a painted design  To understand that for Modroc to work we need to dip it into water  To learn how to use a sponge to smooth out the Modroc  To add on embellishments in a pattern to create a design  Creating 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 mixing  Using ‘good looking’ skills to draw what we see so it looks like what we see  Choosing 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 castles  The 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, crown  Materials 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 trays  Clip boards and writing carrier for recipe writing  Jars with ingredients-stones, conkers, sticks, pine cones-**WEEK 1-3 Goldilocks’ Cottage** -make porridge for the bears  a class letter to arrive with the request  Head band character masks  **WEEK 5-6 Design and Create a cake fit for the Queen’s ball celebrations**  Add in sequins, glitter and shiny things  a class letter to arrive with the request | Pasta  Scissors  Jewels and sequins  Shiny objects  Design Ideas for a King/Queens/Prince/Princesses goblet  Prompts of goblet designs  Gold and silver paint  Fine paint brushes | Flash card prompts of Queens, Kings, Princes and Princesses as ideas  Wax 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 pencils  Sharpeners and rubbers  Writing pencils  Plain and lined paper  Notebooks  Clipboards  Wipe boards, pens and erasures  Phase 2 and 3 grapheme charts  Handwriting rhymes on display  Chalk and blackboards | In indoor construction area this term:  Stickle bricks  Small cubes  Sugar cubes  Wooden lolly sticks  Play doh  Twigs  Duplo  Wooden logs  Stones  Prompts for ideas relating to topic  Objects for joining materials-paper clips, Sellotape, pegs, string, glue, play doh | Fiction and non-fiction books for pleasure  Decodable books  Puppets linked to stories  Cushions for sitting on  Examples of story maps  Story spoons  Photos of authors and illustrators | **Home corner-**  cooker, oven, fridge, microwave  Tea set  Dinner set  Saucepans and stirring resources  Table and chairs | People/knights/Kings/Queens  Blocks for building  Trees, rocks, pinecones, artificial grass  Animals  Habitats | Flash cards number 1-5  Subitising patterns example cards  5 x frames  Counting objects  Flash cards 1-5  Number blocks 1-5 characters  Pattern cards  Pattern 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 boards  New 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 apart  Joining materials by threading and then knotting string together  Using 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 Queen  Writing 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 design  Combining fixing and joining skills to create houses/ castle for their small world play  Use of new vocabulary relating to fixing and joining  New vocabulary relating to castles-tower, turrets, draw bridge and moat | Making a whole  splitting a hole into parts-looking for the smaller numbers hidden inside the whole number  Subitising patterns 1-5  Counting forwards and backwards to 5 and then 10  Copying 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 widgets  Story Books  **WEEK 1**  Goldilocks and the Three Bears  **WEEK 2**  The Three Pigs  **WEEK 3**  Gingerbread Man  Play a rhyming game with the  children. Provide the word  ‘man’. Can the children think up  or identify words that rhyme  with 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/Castles  Widget blending cards  with key words from stories  Blending cards with magnetic letters  and widgets  Sequencing cards from familiar stories on a string with pegs  Word 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 story  Food-fruit and vegetables Balti dishes  Different sized bowls and spoons  Head band masks  Clip boards and recipes for following  Widget word prompts  Pictures of the 3 bears and Goldilocks  Pictures of the queen  Request letter for each class  Dressing up clothes as ‘royals’ | Designing and then creating own castles/houses for the x3 pigs  Clip boards and pencils to show design FIRST  Prompt cards for ideas  Widget 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’ Reks  5 frames  Part, Part Whole scaffolds using numicon  Number sentence cards using, ‘first, next and now’  WEEK 3 Practise subitising small  numbers 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 number  of buttons on the Gingerbread  Man, say how many and feed it  to 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 contexts  To listen to and talk about stories to build familiarity and understanding  To retell the story, some as exact repetition and some in their own words  To 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) Segmenting  To 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  Diagraphs  Tricky words- I, this, the, he, she  Caption writing to match a picture, based on our spoken words  Finger 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 efficient  To apply correct letter formation using the memorable phrase for each grapheme taught in LWLSP  To remember the Crocodile Writing Grip  To 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 words  To 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 words  Week 6: review and assessment  **Tricky Words:**  Week 2: was you they  Week 3: my by all  Week 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 patterns  To 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 ART  To 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 habitats  Children 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’ Coronation  To 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 individual  To build constructive and respectful relationships  To express their feelings and consider the feelings of others  To identify and moderate their own feelings, socially and emotionally  To 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 dentist  Week 3: Orange brushes her teeth  Week 4: Yellow wants to play with orange  Week 5: Green gets glasses  Week 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 movements  To 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 routine  To 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/SODA  To 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:** Celebrations  Why 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 them  To explore, use and refine a variety of artistic effects to express their ideas and feelings  To create collaboratively, sharing ideas, resources and skills  To listen attentively, move to and talk about music  To watch and talk about dance and performance art, expressing their feelings and responses-links to PE dance  To sing in a group or on their own, increasingly matching the pitch and following the melody-weekly specialist music teaching-MRS WARD  To explore and engage in music making and dance, performing solo or in groups-weekly specialist music teaching-MRS WARD  To 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 skills  To listen attentively, move to and talk about music  To watch and talk about dance and performance art, expressing their feelings and responses-links to PE dance  To sing in a group or on their own, increasingly matching the pitch and following the melody  To explore and engage in music making and dance, performing solo or in groups  Singing assembly | |
| Additional Experiences  TRIPS/VISITS | Winter walk of awareness  Fairy Tales Ball-end of topic  Phonics/Early Reading Workshop for Parents | |