



Once Upon a Time...

Children's current knowledge, skills, interests and experiences	The children need...	Intention (based on the needs of the children at the end of the previous half term)
- Upton library - Summer reading challenge? - Favourite books- Julia Donaldson, Paw Patrol, fairy tale stories (Disney), dinosaurs, sharks / ocean adventures - Teacher roleplay- reading and RWInc in reading area - Favourite stories - Story voting – every day - Allergies to some foods (when cooking) e.g. dairy, kiwi, egg	- World Book Day- March 4th - Opportunities to be read to by a variety of different people to inspire a love of reading e.g. Mr Churchill, grandparents, library staff, parent visitors - Visit to Upton Library - Reading challenges- reading in unusual places etc. - Drama sessions to inspire creativity and story skills - Experience books in a variety of ways e.g. cooking / role-play - Parent and child sessions- weekly 'story time' in school- stories and activities linked to books - Allotment time- linked to stories e.g. Jack and the Beanstalk, The Enormous Turnip, Oliver's Vegetables etc. - Different versions of traditional tales e.g. The Runaway Pancake - Stories from around the world- The Runaway Chapati - Visitor- oral storytelling from around the world - Helicopter story sessions - Visit to a church (Easter) - Easter fun day- involving preschool children	- Fine motor skills- pencil grip - Letter formation - Handwriting- children to learn to write using the yellow guidelines - General sound discrimination - Red word spellings - Number recognition to 10 - Subitising 4 and 5 - Listening and attention skills - Understanding- EAL and SALT - Building positive relationships- negotiating skills and kind hands / words - Writing numbers to 10

Personal, Social and Emotional Development	
What do we want the children to learn?	What learning opportunities will we provide?
To begin to understand and recognise others' feelings e.g. happy, sad, angry, worried To be able to recognise when they have shown certain learning characteristics e.g. proud penguin, thinking tiger and playful puppy To show independence when choosing own activities To remember and put into practice all the things they need to do on our 'Brilliant' charter To independently manage their own personal hygiene e.g. handwashing To understand how to keep themselves safe when playing and using equipment To play collaboratively with others and know how to take turns and share	Marvellous Me Worry monster Learning critters Critterificates- focussing on children demonstrating characteristics of learning Brilliant charter- linked to class dojos and reinforced throughout the day PSHE 'Jigsaw' sessions 'Healthy Me'

Enquiry questions:

How do I write a story?



Sparkly starter
Staff drama production- The Runaway Pancake
 Writing focus: write to the elves to ask for some shoes for the role-play area

Communication, Language and Literacy	
What do we want the children to learn?	What learning opportunities will we provide?
To listen attentively and respond with comments or questions How to answer questions in full sentences to demonstrate understanding To be able to ask simple questions e.g. How, Who, When, What etc. To participate in small group discussions by offering their own ideas To use recently introduced vocabulary from key texts and story maker sessions To be able to innovate familiar stories orally using their own ideas To be able to offer their own explanations about why things happen To use full sentences which include past and present tenses	Marvellous Me Maths meetings e.g. I know...because... Modelling reasoning skills Recall time Story time visits from parents and members of the local community Story maker- The Gingerbread Man Language Screen intervention Drama session linked to stories Helicopter story sessions Elves and the Shoemaker role-play Story language and story sequencing cards in small world and reading areas Puppets linked to key texts Reading area- story tent Puppet show area and resources

Physical Development	
What do we want the children to learn?	What learning opportunities will we provide?
To be able to negotiate the space around them with consideration for others To move in a variety of ways e.g. twirling, marching, swaying, tiptoe, giant steps, galloping To be able to control a pair of scissors to make snips in paper To demonstrate strength, balance and co-ordination when moving	Continuous provision for gross motor development e.g. balancing, stepping, swinging, jumping, lifting etc. Storycise Scissor skills to be taught and differentiated resources to be provided for left-handed children or those needing support Storycise Cosmic Kids yoga Funky fingers for fine motor development Daily active time - to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing e.g. handing, climbing, pushing and pulling, weight bearing activities, yoga poses, sky writing, body letter formation, co-ordination activities P.E.- Dance Large construction – to build castles, caves, bridges



Fab finish

Children to write and share their stories (written or through drama) with preschool children

Mathematics	
What do we want the children to learn?	What learning opportunities will we provide?
Can count forwards to 20 accurately Counts objects up to 20 with accurate 1:1 correspondence and cardinality Says the number that is one more than a given number (up to 10) Selects the correct numeral to represent 1 to 10 objects Children can write numbers to 10 Can order numbers to 10 Can combine two sets to find a total (up to 10) Can take some objects away to find an amount (up to 5) Talk about and explore 2D shapes e.g. circles, rectangles, triangles Explore 3D shapes and begin to talk about their properties e.g. round, flat, pointy, curved etc.	White Rose maths inputs Providing opportunities to explore 1-10 and shapes in the continuous provision and set up of the classroom environment Voting for the favourite book for story time Daily Maths Meetings Interactive displays linked to current learning

Literacy			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
Beginning to know some set 2 special friends: ay, ee, igh, ow, oo, <u>oo</u> Beginning to read some ccvc / cvcc words and words containing the set 2 sounds above. Can read 4 sound words Can read simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words. Can understand simple sentences To explores the meaning of new vocabulary To be able to listen to stories with increasing attention and recall. Knows these 5 common exception words: he, we, be, me, she Knows these additional 4 common exception words: you, said, are, go	Story telling tent – reading area The wolf and the three bad pigs The Gingerbread Man, The Runaway Pancake, The Runaway Chapati Story maker- The Gingerbread Man Storycise RWInc- (differentiated) word time / Ditties / Red Books 1-5 / Red Books 6-10 and Green books 1-5 RWInc intervention groups Daily story times Red word castles Opportunities to develop blending skill in the continuous provision inside and out Weekly individual readers LanguageScreen intervention Home learning (Tapestry)- videos modelling set 1 and 2 'special friends', blending 4 sound words and ccvc/ cvcc words, sentence writing and red word reading Ditties sheets / red books / green books to be sent home each week Set 2 Sound books (yellow) to be sent home when ready Reading books sent home every week match the children's reading ability Vocabulary cards which match the children's current phonic knowledge to be put in areas of the continuous provision	Children can form most of their letters correctly Beginning to put spaces between words and a full stop at the end of a sentence Using Fred Fingers, the child can make plausible phonetic attempts to spell unknown words containing known sound-letter correspondences Beginning to use special friends in spelling. Children attempt to write short sentences / phrases with words containing known sound-letter correspondences Can spell the common exception words: he, me, we, she, be Can spell these additional common exception words: go, no, put, of To be able to innovate familiar stories using their own ideas	Innovating stories – Story Maker, story maps, different versions or books, storymaker, drama Drama session linked to stories Helicopter story sessions Red word castles Daily name practice Mark making and segmenting opportunities in continuous provision inside and out e.g. writing labels for models, role-play area, writing caves etc. Daily RWInc. session to include segmenting and handwriting skills Opportunities to develop story writing and segmenting skills in the continuous provision Intervention groups- handwriting, names and letter formation Green books with yellow lines to be used / handwriting lines to support letter formation Home learning (Tapestry)- videos modelling writing set 1 and 2 'special friends', 4 sound words, ccvc/ cvcc words, red words and a 'hold a sentence' Writing letters to the elves asking for shoes for the roe-play area Story maps displayed in the writing and reading areas Writing cave

Expressive Arts and Design	
What do we want the children to learn?	What learning opportunities will we provide?
To explore and use a range of materials e.g. paint, collage, malleable materials, junk modelling, glues and tapes To be able to sing a range of songs and rhymes from memory and experiment with different ways of changing them e.g. pitch, dynamics, tempo etc. To be able to listen to a range of music and talk about what they hear, how it makes them feel and their likes and dislikes To understand how to follow a recipe and to enjoy making a range of foods (allergies) To try a range of different fruits (allergies) and talk about what they taste like / likes / dislikes	Skills to be specifically taught to children e.g. colour mixing and joining techniques for junk modelling Cooking- e.g. gingerbread men, pancakes, chapattis Fruit tasting linked to the books 'Handa's Surprise' and 'Fruits' Daily singing / rhythm and rhyme built into inputs Weekly music sessions- Charanga Music

Understanding the World	
What do we want the children to learn?	What learning opportunities will we provide?
To learn to comment and ask questions about the world around them e.g. How do things grow? What has changed? How is it different? What happened? Why? To look for similarities and differences in plants To observe the changes that happen to plants as they grow To look closely at the structure of different plants To be able to plot on a map where stories from around the world come from To understand how to use some IT equipment and know what it is used for and some key vocabulary To know what a Church is To learn about Easter	Woodland time Allotment time- gardening areas for planting- linked to 'Oliver's Vegetables' Growing beans- linked to 'Jack and the Beanstalk' Daily story time to include stories from around the world. As a class, plot onto a map where the stories come from and discuss Bean diaries in the writing area Easter fun day- involving the preschool children Visit to a local church Opportunities to discuss why Christians celebrate Easter Daily maths meeting- weather and seasonal change Learning critters- thinking tiger and linking leopard Exploring outside environment- animals, plants, seasonal change, weather etc. Creative and critical thinking skills

Parents	
Parents	Home learning
<u>Important dates:</u> Monday 22nd February- children start back at school Thursday 4th March- World Book Day Thursday 1st April- last day of school before Easter Friday 2nd April – Good Friday Easter break- Monday 5th – Friday 16th April Monday 19th April- children start back at school Parents invited to weekly story sessions with book-related activities	Doodle Maths Tapestry- home learning uploaded on Fridays Reading books- handed in on Tuesdays and issued on Fridays World Book Day

Topic Vocabulary		
Anchor words for all (key vocabulary for the topic)	Words for most	Words for some (more challenging specific vocabulary)
Look Listen Question words- What, why, how Once upon a time Next Then Suddenly The end Forest Cave Castle Grumpy Giant Big Princess / prince Kind Little Bridge River Bad	Fairy tale At last In the end Mean Ugly Sunny Quick as a flash And they were never seen again Beautiful And they all lived happily ever after Clever After that Troll	There lived Gloomy Early one morning Handsome There once was Eventually Finally One fine day

Key texts
The Gingerbread Man (Story Maker) The Runaway Pancake The Runaway Chapati The Elves and the Shoemaker The Enormous Turnip The Three Little Wolves and the Big Bad Pig Jack and the Beanstalk

Impact of Spring 2 curriculum		Next steps	
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