

Communication and Language

Listen to and enjoy familiar and traditional stories. Use props/story boxes to retell stories through play. *Billy Goats Gruff, Gingerbread Man, Goldilocks, Cinderella*

Learn and talk about story language – beginning, middle, end, characters, events, sequencing.

Read nonsense stories, making up own oral nonsense stories.

Recreate scenarios using role play and small world toys.

Sequence pictures to retell stories chronologically.

Talk about the characters in stories and how they might feel.

Literacy

Fred Talk sounds in words of story characters 'pig', 'red', 'stick', 'chop', 'bed'.

Blend sounds for reading and segment sounds to spell CVC words

Story telling role play area - props, books, puppets.

Read & follow recipes to make food associated with stories e.g. gingerbread biscuit, porridge.

Find information in non-fiction books linked to the events and characters in the stories e.g. wolfs.

Write your own recipes for Gingerbread Men.

Use speech bubbles to write what story characters' say

Outdoor

Playhouse – write character descriptions

Mud kitchen – follow recipes

Literacy lodge – Read and retell traditional stories.

Construction bricks- build bridges, cottage, palace linked to stories.

Tuff tray – Use a range of resources to create character's faces & label their features

ICT

Purple Mash – Maths City 1 - Toy shop

ICT Links

Watch online clips of traditional tales to inspire their own story telling and role play.

Use 2Simple to draw characters.

Programmable toys to create routes.

Record work on Seesaw

Take photo using ipad

Understanding the World

Talk about similarities and differences.

Talk about the seasons and how they change focusing on winter activities, clothes etc.

Cook using different ingredients.

Look at and describe different materials and their textures e.g. shiny glass slipper, soft oats

Use stories to explore different features e.g. forests, bridges, hills, valleys, routes and journeys. Recreate stories using small world resources.

Explore toys and how they move using describing words – push, pull, twist, turn, spin.

Expressive Arts and Design

Combine media to make collages of different scales.

Explore textures which could be used to create characters from stories.

Make masks, puppets and models of characters to retell familiar stories

Explore rhythms & chants in stories.

Explore sounds of instruments & use them to retell stories.

Build a strong bridge for the Billy Goats to cross.

Use stories as a focus for role play. Make cottage/kitchen for bears -add labels, signs in outside playhouse.

Once Upon A Time

F – What makes a traditional fairy story?

What types of characters are in a traditional fairy story?

Dates to note:

Hook Day: Book and toy of fairy/traditional story character 11-1-19

Home Learning due: 14-2-19

Seedlings Learning Share: 12-2-19.

Half term 15-2-19

PSED

Rule & Responsibilities, SEAL - Getting on Falling Out. Play turn taking games.

Reinforce class rules & routines. Talk about actions and consequences linked to familiar tales.

Talk about friendships & stories that reflect positive & negative friendships.

Talk about stories with a moral and discuss.

RE

Shrove Tuesday – Lent – Pancake Day

Unit 3 – Other Special People

PD

Gym – Use of Space – Use mats/benches, roll, jump, slide, crawl

Games – Basic Motor Skills – move freely, change direction and speed, avoid obstacles

Fine motor –Pencil control, scissor control, letter formation using sensory materials.

Gross motor – Use outside equipment safely, aware of own space.

Health and Self Care – Notice changes in their body during exercise.

Maths

Playing games with shapes/stepping stones on the floor.

Collect a basket of role play food items for Little Red Riding Hood to take to Grandma's house. Sort, count & match number of items to correct numeral.

Find one more/one less using different equipment e.g. pigs, bears, farm animals.

Kim's game – tray of objects, adding 1 more or taking 1 away. Develop using correct language.

Use mirrors in the water tray to explore reflections. What did the Gingerbread Man see as he looked into the water when he travelled on the fox's tail?

Place characters in different positions to tell stories and use positional language.

Look at clocks and make clock to show the time Cinderella must leave the Ball