

### Communication and Language

Listen to and enjoy familiar and traditional stories.  
Use props to retell stories through play.

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.

Sing action songs linked to familiar stories.

### 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.

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

Write your own recipes for Gingerbread Men.

Use speech bubbles to write what story characters say

### ICT

Rising Stars programming,  
Traditional Tales  
12, 13, 23, 24

### ICT Links

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

Use 2Simple to draw characters.

Programmable toys to create routes.

### 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.

Plant a bean and watch it grow into a beanstalk.

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 house of the bears or a giant's castle in the outside area.

### PD

**Skipping** – British Heart Foundation

**Games** – Invasion/Target Games

**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.

## Once Upon A Time

F – What makes a fairy story?

What types of characters are in a fairy story?

### Dates to note:

Hook Day: Dress up as fairy/traditional story character 6-1-17

Home Learning due wk :13-2-17

Seedlings family assembly: Date to be confirmed.

Half term 17-2-17

### 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

### 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