

Traditional Tales

<p>Reception Spring 2</p>	<p>Book Focus The Big Pancake The Gingerbread Man The Three Little Pigs The Three Billy Goats Gruff The Ugly Duckling Dear Zoo</p>	<p>Songs and Rhymes We're going to the zoo, zoo, zoo Animal Fair</p>	<p>Enhancement Visit - Kirkley Hall Woods and Zoo</p>
<p>Communication and Language</p> <p><u>Listening and Attention:</u> Shows variability in listening behaviour. May indicate two-channelled attention.</p> <p><u>Understanding:</u> Understands a range of complex sentence structures. Beginning to understand humour. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where and how.</p> <p><u>Speaking:</u> Extends vocabulary by exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>Personal, Social and Emotional Development</p> <p><u>Making Relationships:</u> Develops friendships with other children. Is increasingly flexible and cooperative. Will take steps to resolve conflicts with other children sometimes by themselves, sometimes with support. Is proactive in seeking adult support and able to articulate their wants and needs.</p> <p><u>Sense of Self:</u> Recognises that they belong to different communities and social groups and communicates freely about own home and community. Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. Can describe themselves in positive but realistic terms. Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</p> <p><u>Understanding Emotions:</u> Understands their own and other people's feelings, offering empathy and comfort. Talks about their own and others' feelings and behaviour and its consequences. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</p>	<p>Physical Development</p> <p><u>Moving and Handling:</u> Can move in a range of ways. Jumps off an object and lands appropriately. Negotiates space successfully when playing running and chasing games with other children. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in rolling, throwing, catching and kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control and intention. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters independently.</p> <p><u>Health and Self Care:</u> Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. Usually dry and clean during the day. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks by taking independent action. Shows understanding of how to transport and store equipment safely.</p>	<p>Characteristics of Effective Teaching and Learning:</p> <p>Playing and Exploring ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p>Active Learning MOTIVATION Being involved and concentrating Keep Trying Enjoying and achieving what they set out to do</p> <p>Creative and Critical Thinking THINKING Having their own ideas Making Links Working with ideas</p>
<p>Listen with increasing attention during our school visit and during assemblies. Follow a more complex set of instructions not linked to our daily routine. Develop confidence to speak to visitors and adults less familiar to us.</p>	<p>Discussing future aspirations. What would you like to be when you grow up? Discuss jobs our parents have. Welcome visitors to discuss what they do – postman, dentist, hairdresser, nurse, etc. Concentrating for longer periods of time during plan, do and review. Persevere if encounter difficulties. Circle time games and activities to develop the idea we belong to a house team. Turn taking during PE sessions. (Large equipment for gymnastics and team games during multi skills)</p>	<p>Develop confidence using large gymnastic equipment. Create a sequence using a travel, balance, roll and jump. Rolling, throwing and catching skills using a range of different equipment. Develop accuracy when aiming to a target. Playing games such as Robin Hood in House Teams.</p> <p>Forming letters using correct formation using a firm grip.</p>	<p>Key Vocabulary Jesus, Easter, cross, Disciples, New Life, eggs, bonnet. Spring, flowers (daffodils, tulips, snowdrops, crocus). Career, job, work. Pancake, frying pan, oil, toppings, recipe, ingredients, equipment, scales, tally</p>

<p>Literacy</p> <p>Reading: <i>Enjoys an increasing range of print and digital books, both fiction and non-fiction. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Describes main story settings, events and principal characters in increasing detail. Re-enacts and reinvents stories they have heard in their play. Knows that information can be retrieved from books, computers and mobile digital devices. Is able to recall and discuss stories or information that has been read to them or they have read themselves. Begins to recognise some written names of peers or family members. Blend sounds together to read simple words and knows which letters represent some of them. Starts to link sounds to letters, naming and sounding the letters of the alphabet. Begins to link sounds to some frequently used digraphs. Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</i></p> <p>Writing: <i>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Begins to break the flow of speech into words and to segment the sounds in words. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. Uses their developing phonic knowledge to write things such as labels and captions, progressing to simple sentences.</i></p>	<p>Mathematics</p> <p><i>Counts out up to 10 objects from a larger group. Matches the numeral with a group of items to show how many there are (up to 10). Shows awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups within the number. In practical activities, adds one and subtracts one with numbers to 10. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”. Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.</i></p>	<p>Understanding the World</p> <p>People and Communities: <i>Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members. Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</i></p> <p>The World: <i>Looks closely at similarities, differences, patterns and change in nature. Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary from one another. Makes observations of animals and plants and explains why some things occur and talks about changes.</i></p> <p>Technology: <i>Click on different icons to cause things to happen in a computer program. Talk to children about their actions, and support children to understand different purposes of different technologies.</i></p>	<p>Expressive Arts and Design</p> <p>Creating with materials: <i>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts</i></p> <p>Being Imaginative and Expressive: <i>Creates representations of both imaginary and real-life ideas, events, people and objects Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth Introduces a storyline or narrative into their play Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</i></p>
<p><i>Continue Little Wandle Phase 3. Continue to visit school library and read with our buddies. Continue to read a school reading book. Read this to our buddy. Sharing traditional tales and retelling them. Enjoy stories from our ‘Mystery Reader’ sessions. Write a letter to the zoo. What animal would you like them to send? Write a simple traditional story retell. Begin to write a simple sentence.</i></p>	<p><i>Orally count to 20. Count in steps of 2s. 1 less than, 2 less than. Number bonds to 10. Subtraction using number sentences. Find half an amount practically using objects. Grouping 3D shape, naming them and use them to build models. Ordering objects by length. Longer, longer than, longest, shorter, shorter than and shortest. Use non-standard units of measurement to measure objects and then compare.</i></p>	<p><i>Friends of Jesus and the Easter story. Visit Kirkley Woods to observe signs of spring. Visit Kirkley Hall zoo to observe animals living there. Find out about the role of a zookeeper. Melt chocolate and make Easter nests. Go on an egg hunt. Celebrate Pancake Day. Make pancakes and choose a favourite topping. Record using tally marks.</i></p>	<p><i>Still life paintings and drawings of spring flowers. Create an Easter Bonnet. Role play - Animal rescue centre/zoo. Make an Easter card.</i></p>