

Once upon a time

Reception

Core Books

Week 1. Little Red Riding Hood
Week 2 Little Red Riding Hood
Week 3 Three Billy Goats Gruff
Week 4 Three Billy Goats Gruff
Week 5 The Magic Porridge Pot
Week 6 The Magic Porridge Pot



Core Rhymes and Songs

I Can Sing a Rainbow.
In and out the dusty Bluebells
Two little dicky birds
This Little Piggy Went to Market.
If your happy and you know it.
The 12 Days of Christmas

Cultural Capital

Theatre Group - Traditional Tale



Knowledge

- I know and can explain what a traditional tale is.
- I can name the key characters in a book.
- I can use adjectives to describe characters.
- I can talk about the beginning, middle and end of a story.
- I know and can describe key parts of the plot and produce a simple story map.
- I can retell a traditional tale using key phrases from the story.

PSED	CLL	PD	Literacy	MD	UW	EAD
<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding enjoyment. Form and</p>	<p>Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Count objects, actions and sounds. Understand the 'one more than/one less than' relationship between consecutive numbers. Count objects, actions and sounds.</p>	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Draw information from a simple map.</p> <p>What people are special and why? - RE</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch</p>

<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and</p>	<p>phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing,</p>	<p>lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>			<p>and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>
--	--	---	--	--	--	--

friendships with peers. Show sensitivity to their own and to others' needs.		catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting				
Key Vocabulary Traditional Tale Charactor Hero and Villain Moral Story Map Overcome Feelings Emotions – happy sad cross angry frightened frustrated	Talk Words Listen Attentively Share Question Answer Sentence Retell describe	Weave Thread Grip Control Form Letter formation Cutlery – knife fork spoon	Traditional tales Character	Subertise More Less One more/less Compare Cardinal number		Colour Mix Lighter Darker Shades Pitch Loud Quiet

<p>Week 1 RSHE scheme</p> <p>Feelings and emotions Create a feelings wall/tree for children to be able to explain/point to how they are feeling and why.</p>	<p>See Literacy, RHE, Circle Time. What is a traditional tale and can we name any?</p> <p>Asking questions to find out more. Ask the wolf questions to find out why hes at Grandmas house</p>	<p>Weaving like a basket – fences outside Threading – relate to patterns</p>	<p>Reading simple labels – labelling parts of little red riding hoods clothes Reading</p>	<p>All about 0 – numeral writing, representing 0, counting back and forth to 0.</p>	<p>Journey through the woods what will little red riding hood see on the way to Grandma's house</p>	<p>Exploring Red – making it lighter darker – colour mixing</p> <p>Roleplay – grandma's house</p>
<p>Week 2 – RSHE Scheme</p> <p>Emotions Sharing Being kind to others why do we need to do this</p>	<p>See Literacy, RHE, Circle Time.</p> <p>Retelling story once familiar with text.</p>	<p>Cutting skills drawing and cutting fruit to put in red riding hoods basket</p>	<p>Writing labels - the wolf, grandma the house</p> <p>What is a character? Who are the characters in our book? Draw and label them.</p>	<p>Recognise and represent numeral 1. Recognise and represent other representations of 1. What is 1 more than 1, what is 1 less than 1?</p>	<p>Families –family members looking at people who are older and younger</p>	<p>Singing for xmas production</p> <p>Roleplay – grandmas house</p>
<p>Week 3 RSHE Scheme</p> <p>Emotions/ feelings</p>	<p>See Literacy, RHE, Circle Time. Engage in non fiction books about goats and farms. Asking questions</p>	<p>Focus on ensuring good use of knife fork and spoon (lunchtimes) – inform parents</p>	<p>Reading simple captions related to the story. Writing simple captions about the story - using phonics</p>	<p>Recognise and represent numeral 2. Recognise and represent other representations of 2.</p>	<p>Investigating water - how can the goats cross the river – Floating and sinking.</p>	<p>Singing for xmas production</p> <p>Construct and build a bridge for the goats -using junk modelling</p>

				Can you count out 2?		
<p>Week 4</p> <p>RSHE Scheme</p> <p>Feelings/emotions</p> <p>Anti bullying week</p>	<p>See Literacy, RHE, Circle Time.</p> <p>Retelling story once familiar with text.</p>	<p>Focus on ensuring good use of knife fork and spoon (lunchtimes)</p>	<p>Describing the goats and the troll –</p> <p>Describing words - adjectives.</p>	<p>Comparisons – what numbers within 2?</p> <p>What is 1 more than 2?</p> <p>What is 1 less than 2?</p>	<p>Drawing simple map of the Billy goats journey</p> <p>Draw a map for the billy goats to get to the other side of the river successfully (a bird's eye view). You will need...</p> <ul style="list-style-type: none"> • Grass. • River. • Bridge. • Troll 	<p>Singing for xmas production</p>
<p>Week 5 –</p> <p>RSHE Scheme</p> <p>Describing own feelings and why</p>	<p>See Literacy, RHE, Circle Time.</p> <p>Asking questions to find out more?</p> <p>Retelling story once familiar with text.</p>	<p>Focus on ensuring good use of knife fork and spoon (lunchtimes)</p>	<p>Simple instructions –</p> <p>How to make porridge?</p> <p>What would you put in special flavoured porridge pot(CP)</p>	<p>Recognise and represent numeral 3.</p> <p>Recognise and represent other representations of 3.</p> <p>Recognise, represent and talk about properties of a triangle.</p>	<p>Making and tasting Porridge – see smelling feeling.</p> <p>Christmas – why do we celebrate - Christmas story.</p>	<p>Singing for xmas production</p> <p>Different textures to create with – bumpy soft shiny</p>



<p>Week 6 – RSHE Scheme</p> <p>Discussions about own feelings and why different scenarios.</p>	<p>See Literacy, RHE, Circle Time.</p> <p>Describing events and celebrations - Christmas</p>	<p>Focus on ensuring good use of knife fork and spoon (lunchtimes)</p>	<p>Writing insides of Christmas cards Writing instructions</p>	<p>Can you count out 3? What numbers are within 3? What is one 1 more than 3? What is one less than 3?</p>	<p>Healthy choices - what could you add to porridge to make it healthy.</p>	<p>Singing and performing for the xmas production.</p> <p>Christmas cards Christmas crafts</p>
--	--	---	--	--	---	--