

Expressive Arts and Design (EAD)

I will be ...

- learning to describe the texture of different materials
- learning to role play different traditional tales
- making my own masks and puppets to act out the stories
- singing and performing a range of well-known nursery rhymes and songs
- designing and making simple structures and models, using a range of tools and materials

Understanding the World (UW)

I will be ...

- using the internet to find pictures of fairytale characters, kings/queens, castles and bridges
- using the I-pad to play simple fairytale-themed number games
- using the listening station to listen to and join in with reading traditional tales
- creating a map to show a character's journey
- sorting, testing and investigating different materials recognising similarities and differences between things in the past and now e.g. clothing/ houses & homes

**'Once Upon
a Time'
Spring Term**

Maple

Mathematics (M)

I will be

- counting forwards and backwards to 20 (and beyond) and ordering the numbers
- practising the formation of 1 and 2 digit numbers using a wide range of writing tools e.g. pencils, chalks, felts, crayons
- learning about odd and even numbers
- using addition and subtraction in stories
- learning to use the language of measurement to compare quantities e.g. greater/smaller, longer/shorter, heavier/lighter
- using everyday language related to time; order and sequence familiar events and measure short periods of time
- using 3D shapes to build models of towers, castles and bridges

Physical Development (PD)

I will be ...

- learning how to make playdough and manipulate malleable materials
- composing a dance using a storyboard of events from fairytales e.g. Goldilocks, Bear Hunt
- beginning to show more accuracy and care when drawing and painting
- learning to hold my pencil in a tripod grip when practising my letter formation
- exploring a range of tools and equipment, performing practical tasks safely

In PE lessons I will be ...

- working in pairs and teams to co-operate and solve problems
- practising my hand-eye, foot-eye co-ordination

Literacy (L)

I will be learning to...

- write my name with correct letter formation
- use my phonic knowledge to write words and simple sentences to convey meaning, including
 - labels for pictures
 - a sorry letter
 - a 'wanted' poster
 - a character profile
 - simple instructions
- re-enact stories through role play and small-world play
- think about the structure of stories e.g what happens in the beginning/middle/end
- use my phonic knowledge to read simple regular words
- read 'tricky' words: he, be, me, we, she, was, you, they, all, are my, her
- recognise all Phase 3 sounds: qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er

Communication and Language (CL)

I will be...

- listening to a wide range of traditional tales
- re-telling familiar stories in the correct sequence, using my own words and recently introduced vocabulary
- describing characters, the setting, the problem and the solution in well-known tales
- talking about what I see, hear, feel and think
- learning new words to ask my friends questions

Personal Social Emotional Development (PSED)

I will be learning to....

- explore emotions and feelings in stories and empathise with the characters
- follow rules and instructions to keep me safe
- work and play co-operatively, taking turns with others
- know right from wrong and make choices accordingly
- think about occasions/events which are special to me and my family and share these with my friends

SCARF Unit: Keeping Myself Safe:

- Know that food water exercise and sleep are important parts of a healthy lifestyle
- Recognise emotions and feelings associated with feeling unsafe and where to find help
- Understand and learn the PANTS rules



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Reception