

**Class R**

**Spring**

 **Term 1**

**Traditional Tales**

**Children contribute to the planning and pick the traditional tales.**

**Literacy**

Continuing phase 2 & 3 phonics sessions

Goldilocks and the three bears:

Re-telling the story with actions/puppets. Letters of apology from goldilocks. Write a letter of apology from Goldilocks.

Little red riding hood:

Sequencing the story. Acting out through masks/props (a red cloak). Following instructions to make bread/buns for Grandma. How can we help the Wolf to be kind? Create a wanted poster.

The Ginger bread man:

Learning the story off by heart. Following instructions to weigh and bake gingerbread people. Editing the ending of the ginger bread man.

**Personal, Social and emotional development**

Talk about Goldilocks being alone in the woods. Think about advice we could give her to keep safe. Think about how we can show respect towards the property of others. Talk about forgiveness.

 Role-play situations.

 Be aware of the attitudes of different characters; choose who the good/bad characters are and discuss why.

Play co-operatively, taking turns when playing dice games and work fairly with each other.

**Expressive arts and design**

Explore the traditional tales through art and design. Use instruments to recreate characters – think why you would need and loud/quiet sound, soft/hard sound, high/low pitch. Re-create scenes from the tales. Role play the stories in the adapted home corner or with finger puppets.

**Understanding of the world**

To understand that these tales were written a long time ago and have been passed though out great, great, great grandparents. To complete simple programs on a computer related to the tales. To begin to have an understanding for similarities and differences between materials and their uses, experiment with building materials to build a strong house for the pigs.

**Physical development**

To become aware of the need to be safe in school, especially when tackling new challenges as well as, considering and managing risks.

To understand the need to eat healthily. To continue developing fine and gross motor skills.

Explore moving and journeys in PE:

Warm up -small steps/ big steps, heavy/light. Statues –low/med/high level. Different movements at different directions and speeds.

**Communication and language**

To listen to a variety of Traditional tales using a wide variety of mediums.

Take part in circle time to allow the children to share news, ideas, feelings, objects and pictures.

Explore enhanced free choice literacy-based activities.

To role-play traditional tales with puppets/masks /play script. To be able to re-tell the tales, sequence stories and re-create scenes.

**Mathematics**

Recognises numerals 1 to 10. Counts out up to 10 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 10 objects. Counts objects to 10. Counts an irregular arrangement of up to 10 objects. Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.

Orders two or three items by length or height. Orders two items by weight or capacity.