



# Curriculum Overview

Reception Spring 1

This term, our topic is 'Once upon a time'

## Personal Social and Emotional Development



- To talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable.
- To show sensitivity to others needs and feelings.
- To take account of one another's ideas about how to organise their activity.

### Some of the learning activities:

- Discuss the character of the wolf. What was his behaviour like? Why?
- Use the fact that Grandma is poorly in bed as a discussion starter. Making a list of things to take her. Discuss experience of being poorly ourselves. Who looked after you? What sort of things did they do to look after you?
- Talk about stranger danger and how Little Red Riding Hood didn't know the wolf and it wasn't a good idea to talk to him.
- Talk about the emotions happy and sad. What made the gingerbread man happy/sad? Circle time activity - Pass him around the circle and ask the children to hold up the happy or sad face and say what makes them happy/sad and why.
- Encourage the children to work together in teams to create boats for the Gingerbread Man to cross the river with.

## Communication and Language



- Maintains attention, concentration and sits quietly during appropriate activity.
- To follow a story without props or pictures.
- Introduces a storyline or narrative into their play.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

### Some of the learning activities:

- Play a listening game - one child is blindfolded in the middle of a circle. The children in the circle take it in turns to say lines from the story e.g. 'All the better to eat you with' in an appropriate gruff voice. The blindfolded child guesses who was speaking/where in room child was.
- Share different versions of the story The Three Little Pigs and discuss how they are different and the same.
- Stick puppets in the small world area for children to retell the story.
- As a team construct a bridge for the Gingerbread Man outside and encourage the children to go 'under' 'on top' 'behind' etc.
- Listen to audio versions of the stories.

## Physical Development



- To show some understanding that good practise with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed and direction to avoid obstacles.
- Handles tools, objects, construction and malleable materials safely and with increasing control.

### Some of the learning activities:

- Look at Little Riding Hood's basket of food, was it healthy? Could the children suggest some healthy food to go in her basket?
- Children practise making curly tails for the pigs using different materials.
- Make gingerbread men with the children, encourage them to try it and express their likes and dislikes.
- Running techniques. Can you run like the ginger bread man?
- Changing speed and direction. Can you get away from everyone chasing you, run run as fast as you can you can't catch me I'm the ginger bread man.



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## Literacy



- To use vocabulary and forms of speech that are increasingly influenced by their experience of books.
- Enjoys an increasing range of books.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Can segment sounds in simple words and blend them together.

### Some of the learning activities:

- Hot seat the wolf or Little Red Riding Hood. The children use their knowledge of the story to ask relevant questions.
- Character descriptions.
- Wanted posters for the Wolf.
- Children to use their knowledge of the story to sequence it using the story s.
- Write the story in their own words.
- Writing shopping lists of ingredients and instructions for making gingerbread men.
- Role play.
- Use actions to retell the story.

## Mathematics



- Counts objects to 10, and beginning to count beyond.
- Counts out up to 6 objects from a larger group.
- Estimates how many objects they can see and check by counting.
- Can describe their relative position.
- Order 2 or 3 items by length or height.
- Uses everyday language related to time.

### Some of the learning activities:

- Measuring beanstalks with non standard units. Which is the tallest? Which is the shortest? Ordering them correctly.
- Sequencing events of the day/story.
- Can you find where the wolf is hiding? Underneath, on top, behind.
- What's the time Mr Wolf?
- Putting the correct number of buttons on the Gingerbread man to match the number.
- Counting the giants gold coins. Who has the most? Who has the least?

## Understanding the World



- To talk about past and present events in their lives and in the lives of family members.
- They know about the similarities and differences between themselves and others, and among families, communities and traditions.
- Looks closely at similarities, differences, patterns and change.

### Some of the learning activities:

- Talk about our grandparents; children to bring in photos of their grandparents. Staff bring in their own photos.
- Look at materials that houses around the world are made from.
- What are houses at home like? What kinds of things do we have in them?
- Look at different materials and discuss and investigate differences and similarities.
- Use the children's interest in the story as a springboard to finding out more about the different animals in the story. Research on the internet using a search engine.

## Expressive Art and Design



- Explores the different sounds of instruments.
- Initiates new combinations of movements and gesture in order to express and respond to feelings ideas and sequence.
- Constructs with a purpose in mind using a variety of resources.

### Some of learning activities:

- Use percussion instruments to make the sounds to accompany the characters from the story. Encourage the children to think about which instrument would be best for the wolf/grandma etc and how they should be played (quiet/loud, slow and fast).
- Create 3D houses using junk modelling and a variety of materials.
- Using a simple script of the story, read it aloud whilst the children move and act it out.
- Explore ways of moving to demonstrate the different characters in the story. Adult uses a noisy 'magic wand' and the children change into cats. dogs. foxes etc.

## Upcoming Events/Information

- Thursday 18<sup>th</sup> January 9.00am - Early Years 'stay and learn'
- Tuesday 6<sup>th</sup> February - e-safety day
- Thursday 8<sup>th</sup> February - Phonics workshop.
- Thursday 15<sup>th</sup> February - Valentines disco.
- Friday 16<sup>th</sup> February - Fairy tale ball (more details to follow)
- Friday 16<sup>th</sup> February - School Closes for Half Term
- Monday 26<sup>th</sup> February - Teacher Training Day
- Tuesday 27<sup>th</sup> February - School Re-opens
- Thursday 1<sup>st</sup> March - World Book Day

**Spring term reading target - I can make basic predictions.**