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Aims

- 1) To be able to order and retell traditional stories.
- 2) To follow instructions to make foods related to the traditional stories.
- 3) To participate in traditional activities related to the celebration of Chinese New Year.

WB

Wk1
7th January
Gingerbread Man

Wk2
14th January
Gingerbread Man

Wk3
21st January
Gingerbread Man

Wk4
28th January
Goldilocks and the
Three Bears

Wk5
4th February
Goldilocks and the
Three Bears

Wk6
11th February
Goldilocks and the
Three Bears

Events

07.01.18
INSET Day

04.02.18
Assessment Week

05.02.18
Chinese New Year

14.02.18
Work Showcase

15.02.18
KS1/EYFS Disco

Growth
Mind-set/
Golden
Rules

We Listen

We are Gentle

We are Honest

We Look After Property

We Work Hard

We Walk Around School
Sensibly

Literacy
Focus

The Gingerbread Man
(Fiction)
Oral Retelling

The Gingerbread Man
(Fiction)
Story Mapping

Gingerbread Men
Recipe
(Non- Fiction)
Instructions/ Recipes

Goldilocks and the
Three Bears
(Fiction)
Wanted Posters

Goldilocks and the
Three Bears
(Fiction)
Letter Writing

A Chair for Baby Bear
(Fiction)
Descriptions

Maths
Focus

Number
1 more/ 1 less

Number
Numeral Recognition
and Ordering

SSM
2D/ 3D Shape

Number
Addition

SSM
Capacity

Number
Data Handling

Focus Task

Maths
Naming 1 more/ 1
less buttons on the
Gingerbread Man

CLL
Drawing and Labelling
a Story map to retell
the Gingerbread Man

Maths
Naming and
Describing 2D/3D
Shapes

CLL
Writing a wanted
poster to describe
Goldilocks

Maths
Ordering and
Describing the Capacity
of containers

CLL
Designing, labelling and
writing a description of
Baby Bears Chair

PSED

Reinforcing School
expectations

MFAB2.Aware of the
boundaries set, and of

Reinforcing School
expectations

MFAB2.Aware of the
boundaries set, and of
behavioural

Reinforcing School
expectations

MFAB2.Aware of the
boundaries set, and of
behavioural

Discussing the importance
of positive behaviours:
Linked to Goldilocks and
looking after property.

Discussing the importance
of positive behaviours:
Linked to Goldilocks going
into the 3 Bears house.

Discussing what their
favourite topping for
porridge would be.

SCSA 1 Confident to speak
to others about own

	behavioural expectations in the setting.	expectations in the setting	expectations in the setting.	MFAB2.Aware of the boundaries set, and of behavioural expectations in the setting.	MFAB2.Aware of the boundaries set, and of behavioural expectations in the setting.	needs, wants, interests and opinions.
CL	<p>Retelling the story of the Gingerbread Man.</p> <p>LA2. Listens to stories with increasing attention and recall.</p> <p>S3. Links statements and sticks to a main theme or intention.</p> <p>S4. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>S5. Introduces a storyline or narrative into their play.</p>	<p>Retelling the story of the Gingerbread Man.</p> <p>LA2. Listens to stories with increasing attention and recall.</p> <p>S3. Links statements and sticks to a main theme or intention.</p> <p>S4. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>S5. Introduces a storyline or narrative into their play.</p>	<p>Following instructions to make gingerbread men, using bossy verbs</p> <p>S3. Links statements and sticks to a main theme or intention.</p> <p>S4. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Retelling the story of Goldilocks and the 3 Bears.</p> <p>LA2. Listens to stories with increasing attention and recall.</p> <p>S3. Links statements and sticks to a main theme or intention.</p> <p>S4. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>S5. Introduces a storyline or narrative into their play.</p> <p>3 Bears cottage role play.</p> <p>S5. Introduces a storyline or narrative into their play.</p>	<p>Discussing how people celebrate Chinese New Year.</p> <p>S3. Links statements and sticks to a main theme or intention.</p> <p>Chinese New Year role play.</p> <p>S5. Introduces a storyline or narrative into their play.</p>	<p>Describing what their chair for Baby Bear would be like.</p> <p>LA1. Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>S1. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>
PD	<p>Handwriting, correct letter and number formation</p> <p>MH 8-Shows a preference for a dominant hand.</p> <p>MH 10- Begins to form recognisable letters.</p> <p>MH 11- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Handwriting, correct letter and number formation</p> <p>MH 8-Shows a preference for a dominant hand.</p> <p>MH 10- Begins to form recognisable letters.</p> <p>MH 11- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Handwriting, correct letter and number formation</p> <p>MH 8-Shows a preference for a dominant hand.</p> <p>MH 10- Begins to form recognisable letters.</p> <p>MH 11- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Handwriting, correct letter and number formation</p> <p>MH 8-Shows a preference for a dominant hand.</p> <p>MH 10- Begins to form recognisable letters.</p> <p>MH 11- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Handwriting, correct letter and number formation</p> <p>MH 8-Shows a preference for a dominant hand.</p> <p>MH 10- Begins to form recognisable letters.</p> <p>MH 11- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Handwriting, correct letter and number formation</p> <p>MH 8-Shows a preference for a dominant hand.</p> <p>MH 10- Begins to form recognisable letters.</p> <p>MH 11- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>

<p>Interpretive Dance: The snowman</p> <p>BI1. Begins to build a repertoire of songs and dances.</p>	<p>Interpretive Dance: The snowman</p> <p>BI4. Imitates movement in response to music.</p> <p>MH1. Experiments with different ways of moving.</p> <p>BI1. Begins to build a repertoire of songs and dances.</p> <p>BI5. Understands that different media can be combined to create new effects.</p>	<p>Interpretive Dance: The snowman</p> <p>BI4. Imitates movement in response to music.</p> <p>MH1. Experiments with different ways of moving.</p> <p>BI1. Begins to build a repertoire of songs and dances.</p> <p>BI5. Understands that different media can be combined to create new effects.</p>	<p>Interpretive Dance: The snowman</p> <p>BI4. Imitates movement in response to music.</p> <p>MH1. Experiments with different ways of moving.</p> <p>BI1. Begins to build a repertoire of songs and dances.</p> <p>BI5. Understands that different media can be combined to create new effects.</p>	<p>Interpretive Dance: Chinese Dragon Dance</p> <p>BI4. Imitates movement in response to music.</p> <p>MH1. Experiments with different ways of moving.</p> <p>BI1. Begins to build a repertoire of songs and dances.</p> <p>BI5. Understands that different media can be combined to create new effects.</p>	<p>Interpretive Dance: Chinese Dragon Dance</p> <p>BI4. Imitates movement in response to music.</p> <p>MH1. Experiments with different ways of moving.</p> <p>BI1. Begins to build a repertoire of songs and dances.</p> <p>BI5. Understands that different media can be combined to create new effects.</p>
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L	<p>Ordering the events/ Illustrations to retell The Gingerbread Man</p> <p>R6. Beginning to be aware of the way stories are structured.</p> <p>R7. Suggests how the story might end.</p> <p>R8. Listens to stories with increasing attention and recall.</p> <p>R9. Describes main story settings, events and principal characters.</p>	<p>Drawing and labelling a story map to retell the Gingerbread Man</p> <p>R6. Beginning to be aware of the way stories are structured.</p> <p>R7. Suggests how the story might end.</p> <p>R8. Listens to stories with increasing attention and recall.</p> <p>R9. Describes main story settings, events and principal characters.</p> <p>W4- Hears and says the initial sound in words.</p> <p>W5- Can segment the sounds in simple words and blend them together.</p>	<p>Writing a list of ingredients to make Gingerbread Men</p> <p>Writing instructions to make Gingerbread Men</p> <p>W4- Hears and says the initial sound in words.</p> <p>W5- Can segment the sounds in simple words and blend them together.</p>	<p>Writing adjectives to describe Goldilocks</p> <p>Writing a Wanted Poster for Goldilocks</p> <p>W4- Hears and says the initial sound in words.</p> <p>W5- Can segment the sounds in simple words and blend them together.</p> <p>W8- Writes own name and other things such as labels, captions.</p> <p>W9- Attempts to write short sentences in meaningful contexts.</p>	<p>Writing a sorry letter pretending to be Goldilocks.</p> <p>W4- Hears and says the initial sound in words.</p> <p>W5- Can segment the sounds in simple words and blend them together.</p> <p>W8- Writes own name and other things such as labels, captions.</p> <p>W9- Attempts to write short sentences in meaningful contexts.</p>	<p>Designing, labelling and writing descriptive captions of a chair for Baby Bear</p> <p>W4- Hears and says the initial sound in words.</p> <p>W5- Can segment the sounds in simple words and blend them together.</p> <p>W8- Writes own name and other things such as labels, captions.</p> <p>W9- Attempts to write short sentences in meaningful contexts.</p>
	<p>Counting a given number of buttons onto a Gingerbread Man</p> <p>N4- Knows that numbers identify how many objects are in a set.</p> <p>N6- Sometimes matches numeral and quantity correctly.</p>	<p>Ordering numbered Gingerbread Men</p> <p>N2. Recognises numerals 1 to 5.</p> <p>N1 Children count reliably with numbers from 1 to 20.They place them in order.</p>	<p>Finding 1 more/1 less using the Gingerbread Mans Buttons</p> <p>N12. Says the number that is one more than a given number.</p> <p>N13. Finds one more or one less from a group of up to five objects, then ten objects.</p>	<p>Adding groups of compare bears</p> <p>N9- Estimates how many objects they can see and checks by counting them.</p> <p>N11-Finds the total number of items in two groups by counting all of them.</p>	<p>Describing and ordering the capacity of containers using porridge</p> <p>SSM5- Orders two items by weight or capacity.</p> <p>SSM1- Children use everyday language to talk about capacity, to compare quantities and objects and to solve problems.</p>	<p>Tallying favourite toppings for porridge</p> <p>N15- Records, using marks that they can interpret and explain.</p>
MD						

	<p>N1- Recognise some numerals of personal significance.</p> <p>N2- Recognises numerals 1 to 5.</p> <p>N3- Counts up to three or four objects by saying one number name for each item.</p> <p>N5- Counts objects to 10, and beginning to count beyond 10.</p> <p>N6- Counts out up to six objects from a larger group.</p> <p>N7- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>N8- Counts an irregular arrangement of up to ten objects.</p>		<p>N1 They say which number is one more or one less than a given number.</p>	<p>N14- In practical activities and discussion, beginning to use the vocabulary involved in adding</p> <p>N2- Using quantities and objects, they add two single-digit numbers and count on to find the answer.</p>			
<p>UW</p>	<p>Floating and sinking.</p> <p>TW3-Talks about why things happen and how things work.</p> <p>TW4- Developing an understanding of growth, decay and changes over time.</p>	<p>Floating and sinking.</p> <p>TW3-Talks about why things happen and how things work.</p> <p>TW4- Developing an understanding of growth, decay and changes over time.</p>	<p>Making gingerbread men and decorating them.</p> <p>TW3-Talks about why things happen and how things work.</p> <p>TW4- Developing an understanding of growth, decay and changes over time.</p>	<p>Arctic animals to be added to the small world area.</p> <p>TW2. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>TW1 Looks closely at similarities, differences, patterns and change.</p>	<p>Discussing how people celebrate Chinese New Year.</p> <p>P&C2- Remembers and talks about significant events in their own experience.</p> <p>P&C3- Recognises and describes special times or events for family or friends.</p>	<p>Making porridge.</p> <p>TW3-Talks about why things happen and how things work.</p> <p>TW4- Developing an understanding of growth, decay and changes over time.</p>	

	<p>TW1- Looks closely at similarities, differences, patterns and change.</p> <p>Predicting how to and then rescuing the Gingerbread Man from the ice.</p> <p>TW3-Talks about why things happen and how things work.</p> <p>TW4- Developing an understanding of growth, decay and changes over time.</p> <p>TW1- Looks closely at similarities, differences, patterns and change.</p>	<p>TW1- Looks closely at similarities, differences, patterns and change.</p> <p>Gingerbread Man experiment. Place a small Gingerbread Man in the water and predict/ discuss what will and has happened.</p> <p>TW3-Talks about why things happen and how things work.</p> <p>TW4- Developing an understanding of growth, decay and changes over time.</p> <p>TW1- Looks closely at similarities, differences, patterns and change.</p>	<p>TW1- Looks closely at similarities, differences, patterns and change.</p> <p>Freezing and melting 3D shapes in the Water Tray</p> <p>TW2. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>TW1 Looks closely at similarities, differences, patterns and change.</p>	<p>Go on a winter walk around school and discuss features of the environment.</p> <p>TW2. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>TW4- Developing an understanding of growth, decay and changes over time.</p> <p>TW1 Looks closely at similarities, differences, patterns and change.</p>	<p>P&C4- Shows interest in different occupations and ways of life.</p> <p>P&C1- Enjoys joining in with family customs and routines.</p> <p>Tasting Chinese food e.g. spring rolls, prawn crackers.</p> <p>PC1. Enjoys joining in with family customs and routines.</p> <p>PC1 They know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>TW1- Looks closely at similarities, differences, patterns and change.</p>	
<p>EAD</p>	<p>Gingerbread scented dough. Decorating</p>	<p>Gingerbread scented dough.</p>	<p>Shape printing using different colours.</p>	<p>Porridge oat dough and bear cutters in the malleable area</p>		<p>Building a chair for Baby Bear using a variety of materials.</p>	

<p>Gingerbread Men using a variety of resources.</p> <p>MH6. Uses simple tools to effect changes to materials.</p> <p>MH7. Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Building a boat for the Gingerbread Man, then testing in the water tray.</p> <p>EUM&M 5-Understands that different media can be combined to create new effects.</p> <p>EUM&M 6- Manipulates materials to achieve a planned effect.</p> <p>EUM&M 7- Constructs with a purpose in mind, using a variety of resources.</p> <p>EUM&M 8- Uses simple tools and techniques competently and appropriately.</p> <p>EUM&M 9-Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>MH6. Uses simple tools to effect changes to materials.</p> <p>MH7. Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Collage gingerbread men</p> <p>EUM&M 5-Understands that different media can be combined to create new effects.</p> <p>EUM&M 7- Constructs with a purpose in mind, using a variety of resources.</p> <p>Gingerbread scented puffy paint pictures</p> <p>EUM&M 5-Understands that different media can be combined to create new effects.</p> <p>EUM&M 6- Manipulates materials to achieve a planned effect</p>		<p>EUM&M 9- Beginning to be interested in and describe the texture of things</p> <p>EUM&M 4- Experiments to create different textures.</p> <p>3 bears cottage in the role play area.</p> <p>BI4. Introduces a storyline or narrative into their play.</p> <p>BI5. Plays alongside other children who are engaged in the same theme.</p> <p>Making bear masks</p> <p>EUM&M 6- Manipulates materials to achieve a planned effect.</p> <p>EUM&M 9-Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Oat sensory tray, wet & dry oats with different sized bowls, containers and spoons.</p> <p>EUM&M 9- Beginning to be interested in and describe the texture of things</p> <p>EUM&M 4- Experiments to create different textures.</p>	<p>Chinese restaurant in the role play area.</p> <p>BI4. Introduces a storyline or narrative into their play.</p> <p>BI5. Plays alongside other children who are engaged in the same theme.</p> <p>Making Chinese lanterns</p> <p>EUM&M 6- Manipulates materials to achieve a planned effect.</p> <p>EUM&M 9-Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Red sparkly playdough</p> <p>Yellow & red sand</p>	<p>EUM&M 5-Understands that different media can be combined to create new effects.</p> <p>EUM&M 6- Manipulates materials to achieve a planned effect.</p> <p>EUM&M 7- Constructs with a purpose in mind, using a variety of resources.</p> <p>EUM&M 8- Uses simple tools and techniques competently and appropriately.</p> <p>EUM&M 9-Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Chinese restaurant role play continued.</p> <p>BI4. Introduces a storyline or narrative into their play.</p> <p>BI5. Plays alongside other children who are engaged in the same theme.</p>
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| <ul style="list-style-type: none"> • Join in with repeated refrains and story language. • Give meaning to the marks that they make as they write. | <ul style="list-style-type: none"> • Show an understanding of stories and their features e.g. characters, setting, beginning, middle, end • Hear, say and write the initial sound in words. | <ul style="list-style-type: none"> • Can retell, order and discuss a selection of traditional tales. • Use their phonic knowledge to write words in ways which match their spoken sounds. |
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Parental Involvement

- Home Reading Books
- Talk Books
- Profile Questionnaires
- Parents Open Afternoons

Key Vocabulary

Once upon a time, story, book, beginning, middle, end, characters, Gingerbread Man, Goldilocks, 3 Bears, Chinese New Year, China, celebration, instructions, recipe,