

Personal, Social and Emotional Development

Keeping ourselves safe (PANTS)
 Dangers of talking to strangers. How to get help. (NSPCC)
 Getting on and falling out (SEAL)
 Celebrating different cultures, traditions and beliefs through stories e.g. The Town & Country mouse
 Circle Time— working as a group, what makes a good friend

Communication and Language

Retelling stories through drama & role play
 Creating individual Learning passports
 Talking about learning using the Learning Line
 Looking back at learning with our teacher to respond to and understand marking (green for supreme, pink for think)
 Show and Tell in front of the class

Understanding the World

Materials—Distinguish and understand different materials and their purpose.
 Build and test the 3 little pigs' houses using materials
 Observing the changes to oats when making porridge and tasting with different toppings.

Looking closely at features of landscapes in stories and our own environment. Creating maps and following routes on foot and with Bee-bots.

Bird Garden Bird Watch— identifying different species and recording how many we can see.

Planting, growing and caring for beanstalks. Making observations of changes and explaining them.

Looking at homes from different cultures around the world and investigating objects found inside them.

Sharing traditional stories from different cultures and in different languages.

Using computer programs to record and interpret data collected from bird watching and class surveys

Saving our work on the computer and learning how to print it.

RE

This is the world that God made.
 Respond to experiences of the natural world by planting seeds and watching them grow and thinking how we can care for the world.

Expressive Art and Design

Using costumes and props to imagine and create our own stories.

Exploring how sounds, voice sounds and instruments can accompany a story.

Use new techniques to create paintings e.g. splatter art, huff and puff paintings with straws

Look closely at our features and choose colour for a purpose to draw and paint self-portraits.

Using manipulation, shaping and cutting skills and knowledge of materials to create salt dough gingerbread men and clay pigs.

Role play

The Three Bears Cottage

WOW

Tell Me A Story
 Theatre—'The Big Enormous Present'

Health and self-care

Dressing independently for P.E and Games.
 Growing and cooking food to promote the importance of a varied and healthy diet.
 Improve and master running skills around the track to improve 7X7 running scores.
 Storytelling yoga
 7X7 learning home address

WOODPECKERS
Spring 1

British Values

Understanding right from wrong and discussing the morals in traditional tales. Should Goldilocks go into somebody's house and use their things?
 Compare different versions of the same story e.g. The Pea and the Princess.

Literacy

Become familiar with and retell traditional tales
 Phonics groups— phase 2 & 3
 Guided Reading groups
 Retelling stories through drama, story maps and sequencing pictures.

Using tools to support writing (phonics fist and sound cards)

Comparing different versions of a story and looking at gender stereotypes in fairy tales

Understand that writing can be used for different purposes. Write thank you cards, sorry letters, magic spells, lists, labels, instructions and recipes.

Handwriting groups focusing on posture, pencil control and letter formation.

Mathematics

Find one more than and one less than any given number to 20 and beyond
 Ordering numbers to 20 and beyond
 Posting letters using odd and even numbers
 Finding missing numbers between 0 and 20
 Using story characters and props to solve practical addition and subtraction problems.

Investigate and discuss size, weight, and capacity through practical activities linked to traditional tales.

Create and describe patterns using colour, objects, actions and sounds.

Explore shapes found in houses and learn the mathematical names for them.

Physical Development

Funky fingers—fine motor activities

Developing balance and co-ordination through athletics in P.E and by using the bikes and scooters and the trim trail on the field,

Tell Me a Story			
Spiritual	Moral	Social	Cultural
<p>Explore own feelings about themes in stories e.g. perseverance, justice, fairness, honesty, choice.</p> <p>Explore what it might be like to live in parts of the world where stories are written.</p> <p>Learning about and from the parables that Jesus told.</p> <p>Asking and responding to questions of meaning and purpose.</p>	<p>Explore values in stories e.g. Understanding right and wrong through empathy/sympathy. (Rule of Law), forgiveness, equality,</p> <p>Consequences for actions, linked to stories through character choices.</p> <p>Exploring different points of view within the same story.</p> <p>Explore the religious view point of moral decisions e.g. what would a Christian/Muslim person think about sharing?</p>	<p>Listening to the views of others and understanding that other people have different opinions.</p> <p>Children 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.</p> <p>Explore the language of story telling and communication.</p> <p>To explore the qualities for living in peaceful society e.g. sharing, turn taking etc.</p>	<p>Explore stories from a range of cultures.</p> <p>Explore the way in which stories are told and passed on verbally.</p> <p>Telling/writing stories based on those studied and personal experiences—'Everybody has a story to tell.'</p> <p>Exploring the similarities and differences of stories from different cultures.</p>