

Literacy

- Texts –traditional tales, stories and rhymes.
- Looking at characters in stories, exploring what they think, feel, say...
- Retell the story, once we have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Learn new vocabulary and use vocabulary from our stories throughout the day and in continuous provision.
- Story maps: exploring the structure of traditional tales.
- RWI daily phonics (includes guided reading and writing daily writing opportunities).
- Acting out stories indoors and outside.
- Home reading book box.

Expressive Arts and Design

- Playing co-operatively as part of a group to develop and act out scenarios, retelling traditional tales.
- Exploring colour, shape, texture and form when making character portraits, collages and props for stories.
- Continuing to build on joining and fixing skills taught in previous half term and looking at ways to improve our work.
- Painting traditional tale characters and making theatres/puppets.
- Following our Charanga music scheme on the topic 'Everyone!'
- Practise threading and weaving techniques using various materials and objects, through Kapow DT textile sessions

Maths

- Continuing with NCETM Maths Mastery.
- WRM- Alive in 5 and Growing 6,7,8. Consolidating our understanding of numbers 0-5, then 6-8. Subitising, comparing numbers and exploring the composition of numbers to ten.
- Comparing amounts based on traditional tales more, fewer, less.
- WRM – Mass & Capacity- Comparing length, weight and capacity – Jack and the Beanstalk measuring, weighing porridge and comparing containers, chairs, bowls.
- Understanding the 'one more than/one less than' relationship between consecutive numbers.
- Time: vocabulary of time using stories as model; morning, afternoon, evening, year, day, introduce o'clock.

Traditional Tales



Communication and Language

- Retelling our traditional tales, once we have developed a deep familiarity with the text, some as exact repetition and some in our own words.
- Use new vocabulary from our stories in different contexts throughout the day.
- Simple story language: once upon a time, one day, they lived happily ever after.
- Asking questions about our stories to find out more and to check we understand.
- Talk Boost intervention.
- Daily role-play in traditional tales 'gingerbread' house.

Understanding the World

- Our local environment: Exploring Winter and the changes in the world around us.
- Make predictions based on experiences, make observations and explain why some things occur, talk about similarities, differences and changes.
- Talk about caring for our environment, how things grow and habitats.
- Growing our own beanstalks.
- Investigating materials with our Big Bad Wolf and making houses for the Three Little Pigs!
- Exploring why some places are special in RE.

PSED

- Children will continue to be encouraged to share and take turns fairly and try out new activities with confidence.
- Learning to identify and moderate our own feelings socially and emotionally.
- Discussing how we express our feelings.
- Circle time.
- Following our Coram 'SCARF' programme around the topic 'Keeping Myself Safe'
- Forest School sessions building up resilience and confidence

Physical Development

- Moving creatively to music through dance lessons.
- Outside play activities.
- Developing our small motor skills so that we can use a range of tools competently, safely and confidently.
- Continuing to work on correct letter formation using RWI phrases.
- Revising and refining the fundamental movement skills we have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.