



Spring 1: Once Upon a Time



- Key texts : **Mixed up Fairy tales**
- Jack and the Beanstalk
- 3 Billy goats gruff
- The Gingerbread man
- The 3 little pigs
- Little Red Riding hood
- All fairy tales/traditional stories



What we will cover

(may change based on children's interests):

Making gingerbread men,

Planting and caring for beans

Knights, castles, building houses, princesses, story language.

Building bridges lined to the Three Billy Goats Gruff

Vocabulary

Knight, castle, King, Queen, Long ago, Character, Villain, Hero. Beanplant, beanstalk, Royalty/ Monarchy

PSHE

The new small person by Lauren Child

I can tell you how a new baby can affect a family

I can tell you how babies need to be cared for

I can tell you how to take turns and share equipment

I can tell you how I would make others feel welcome

I can tell you who I would talk to if I feel unsafe or worried

Songs and poems:

- When Goldilocks went to the house of the bears
- Long, long ago (There was a princess) -with Makaton.
- The gingerbread man song
- Run Rabbit

Key learning:

- I know that a wood is a place with lots of trees.
- I know and name some parts of a plant – roots, stem and leaves. I also know what a plant needs to survive – water, soil, sun.
- I know what fiction and non-fiction books are and I know the important parts of a story (characters, settings, beginning, middle and end)
- I can retell or act out a story
- I can create maps of storybook settings.
- I know there are real Kings, Queens, Princes and Princesses
- I know that our new King is King Charles III and before that we had Queen Elizabeth II.

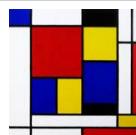
Key Questions: Are there real Kings and Queens?

What are the ingredients of a good Traditional Story? How can I build a strong bridge?

Expressive arts:

Skills:

- Drawing outlines and filling space.
- Using colour exploring the use of colour for a purpose.
- Printing tools and techniques.



Observational drawings of beans, plants, objects (e.g. glass slipper).

What can we do at home to help?

Read (and tell from memory) lots of traditional stories together. Talk about characters, settings and events.

Please share any photographs of any of these things that you do at home on Tapestry. We love to see them and add them to our environment or big book.

Notice changes in the weather and wintery weather we may experience. Build a snowman, make snow-angels or go sledging if we get the chance.

Consider planting beans or peas (or seeds), caring for them daily and seeing how they grow through the half term.

Recall any visits such as to see a pantomime or visit a castle you may have had or go if you can. Look at photographs and talk about what happened.

Visit woodland with your child and go for a walk. Encourage them to use their senses. Can they imagine what it would be like to be Little Red Riding Hood or the Wolf walking through the trees?

Maths white rose units:

Week 1 and 2: Alive in 5

Introduce 0

Find, subitise and represent 0-5

Explore 1 more and 1 less, composition and conceptual subitising to 5.

Week 3: Mass and capacity

Compare mass, find a balance, explore capacity and compare capacity.

Week 4 and 5: Growing 6,7,8

Find and represent 6,7,8. Explore 1 more and 1 less and explore composition of 6,7,8.

Make pairs odd and even, find a double to 8, make a double to 8. Combine 2 groups, Conceptual subitising.

Week 6: Length height and time

Explore length, compare length, explore height, compare height, talk about time, order and sequence time.

Phonics

Phase 3:

Week 1 ai ee igh oa

Week 2 oo oo ar or

Tricky words: was you they
Week 3 ur ow oi ear

Tricky words: my by all

Week 4 air er words with
double letters: dd mm tt bb rr
gg pp ff

Tricky words: are sure pure

Week 5 longer words