

Personal, Social and Emotional (self, others)

Through listening to stories, show awareness of the needs of and respect of others' views. Discuss ideas about what is right and what is wrong and whether circumstances can change this. Answer 'What if ...?' questions about the stories. Explore the meaning of 'trust' and share ideas about whom we can trust. Explore the meaning and importance of 'new beginnings' and what this might mean for us as individuals.

Share ideas about how to keep healthy and safe.
Share with others our likes and dislikes.

Communication and Language (self, others)

Listen and respond to stories with relevant comments, questions and actions. Join in with refrains. Talk about plot, characters and settings. Role play – develop language skills and new vocabulary through interaction with others. What are the characters like? Share ideas and opinions. What would happen if these characters met? What would they say? What would they do? Create stories using these characters and settings. Use stop frame animation and voice over.

Physical Development (Self, Others)

Travelling in different ways – using different parts of the body
Dance/Drama – Using shapes and movements to tell a story
Design and make a chair for baby bear using boxes and other materials.
What's the time Mr Wolf?
Cosmic Yoga
Gymnastics (with and without apparatus)

The World (Others,Beyond)

Making a cushion for baby bear- using different materials to investigate what would be comfortable or not.

Compare environments.

Use ipad (chatterpix to record an apology to baby bear from goldilocks)
Use Bee Bot to explore floor maps
Use computer games to enhance learning in other areas.

A Little Bit of Winter: Can we keep something frozen using different materials.

R.E. – Celebration – Jews celebrating Shabbat

Celebrations: Chinese New Year

Huff, Puff and Gruff. Once Upon a Time...

Topic Launch: Tuesday 7th January 2024

Children come in to find a crime scene with 3 cups, 3 spoons and 3 plates (all different sizes) along with some porridge and tipped over chairs. They have to work out who they belong to.

Mathematics (White Rose Maths):

Alive in 5
Mass and Capacity
Growing 6,7,8
Length, height and time

Expressive arts and Design (Beauty)

Role play – Three Bears Cottage, small world, finger puppets, masks.
Explore and use different textiles and textures to make bear masks, cushions and pictures
Wanted poster for the wolf
Use props to re-enact the stories
Shades of red
The Gingerbread Man song
Compose story accompaniments using percussion
Making up a dragon dance

Literacy – Reading and Writing (others, beauty)

Listen to and discuss the stories. Compare the two stories (Goldilocks and the Three Little Bears and Little Red Riding Hood). Share ideas about plot, setting and characters. Share ideas about how the stories could be changed.

Focused Author: Hans Christian Anderson, Brothers Grimm and Joseph Jacobs.

Writing opportunities–Story maps, character descriptions, writing the story

Phonics – Read Write Inc Phonics – Starting with special friends sh, th, ch, ng, nk, qu.
Word time to encourage independent blending and reading.

RATIONALE: The children's learning opportunities will be based upon three traditional stories, Goldilocks and the Three Bears', 'Little Red Riding Hood' and 'The Gingerbread Man'. Working with these stories will provide opportunities for sharing ideas and opinions and for creative learning, particularly through drama, dance and writing. The children will be encouraged to talk about and compare settings, characters and events in the stories and to create their own versions using the same characters and settings.

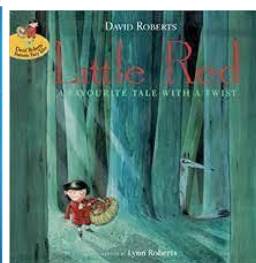
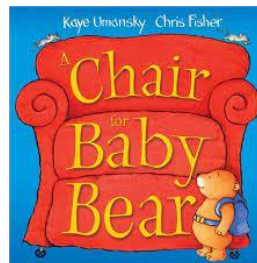
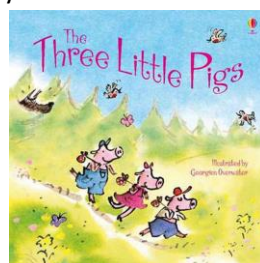
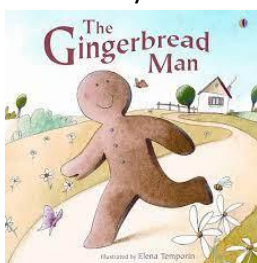
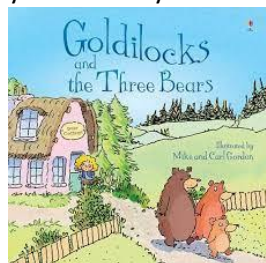
LEARNING TOOLBOX OPPORTUNITIES: Collaborative story telling (Drama, rap, building, role-play and art work), Independence (pupils creating their own version of the traditional tale), Pupils will be reflecting on the stories they read and how we could change them.

OUTCOME –
Wednesday 12th
February 2.30pm

Some ideas of things you might like to do at home

Focus Texts and Focus Authors

During this half term we will be looking at traditional tales as well as looking at authors Hans Christian Anderson, Brothers Grimm and Joseph Jacobs. We will also be exploring some alternative versions of these famous stories we all know and love. Below are pictures of some of the texts we will be looking at. Do you have any stories at home from these authors? Have you read any of these books before or seen them when you've been at the library?



Maths

White Rose Maths:

<https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning> . Here is the website if you would like to see the sort of things we are doing at school.

Composition of numbers to 5: Can the children find different ways to make numbers up to 5. For example the composition of the number 4. Knowing that 1 and 3, 2 and 2, 4 and 0 make 4. Can they then apply this to everyday life. E.g there are 4 of us going out. 2 want an egg sandwich and 2 want a cheese sandwich. 4 altogether.

Subitising numbers to 5: This is when you are able to look at a group of objects and realise how many there are without counting. Playing games that involve using a dice can really help this skill. Also subitising small amounts of objects up to 5, for example buttons or sweets.

One more/ one less up to 5: Can your child confidently tell you one more and one less of a number? You can practice this verbally or with small objects at home.

Cooking and baking at home: Can your child help you to weighing out ingredients from a recipe? You could talk about how the numbers are going up on the scale, which means it is getting heavier etc.

Challenge for this half term:

We will continue to practice this lots at school but we hope your child can independently zip up their own coat and take off their jumpers (if they can't already) by February half term.

Literacy

Practicing blending words together e.g. get your c-oa-t. Spotting sounds your child recognises from our phonics lessons, for example when out on walks or when sharing other stories at home.

Spotting rhyming words and continuing rhyming strings, for example hat, mat, sat, rat, cat
Children could create their own traditional stories, with help to scribe from an adult.

Writing simple words for things like shopping lists, cards, pictures.



Topic

Making signs for Goldilocks to stop her from entering the cottage.

Making a new chair for Baby bear (or bear at home) using different construction materials, e.g Lego Duplo or blocks.

Can your child re-enact parts of the stories at home using props they can find?

Building different houses out of materials and testing if they fall down (you could use a hairdryer or a fan!).

Useful websites:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

<https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=early-years>

<https://www.bbc.co.uk/cbeebies/games>

<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=1>