

Topic: Once Upon A Time...

EYFS Curriculum Objectives	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Story / Theme	Funny Bones	Peace At Last	Room On The Broom	The Smartest Giant In Town	The Three Little Pigs	Jack And The Beanstalk	The Snowman
PSED Building Relationships <ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Self Regulation Spring Term Managing Self <ul style="list-style-type: none"> Manage their own needs. 	Discuss pictures of faces depicting different emotions. Why might the people be feeling this way?	Circle Time My friend is...and I like... Recap what is a friend and what do friends do? How can I be a good friend?	How do I make new friends? Why do we make friends?	What can I do when I fall out with my friends? How can I make up with friends when I've fallen out with them?	Share the friendship rules poster. Introduce the 5R - Reciprocity. Read the story of The Lion and the Mouse. http://read.gov/aesop/007.html	Introduce the 5R - Resourcefulness. Share the story of Anansi, explaining the he is a very clever, resourceful spider. https://www.bbc.co.uk/programmes/articles/1t24wjYnjtbNKT0rzSd3Tgy/anansi-and-the-moss-covered-rock-1-anansi-the-spider	Introduce the 5R - Reflectiveness. Share the story of The Owl who was Afraid of the Dark by Jill Tomlinson. Discuss what kinds of things we can reflect on to improve our learning or skills.

<p>COMMUNICATION AND LANGUAGE</p> <p>Listening , Attention, Understanding</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Listen and talk about stories to build familiarity and understanding. <p>Speaking</p> <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Ask question to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times. 	<p>Talk about Halloween and families, including people in your family who you would celebrate with.</p> <p>Linked to TNW - Investigate pumpkins, seeds, skin, colour, shape, size.</p> <p>Re-read Funny Bones to build familiarity.</p>	<p>Hot Seating - pretend to be Mr Bear.</p> <p>Children to use talk partners to think of a question to ask Mr Bear to find out which room he might be trying get to sleep in.</p>	<p>Re-read Room on the Broom, can the children hear the rhyming words?</p> <p>Light Boxes. Have a collection of objects and discuss the colours, weight what can you see?</p>	<p>Create a 'story basket' using the clothing items and animals from the story.</p> <p>Children to match items to animals and retell the story in their own words.</p> <p>Continues a rhyming string - cat, bat, sat, mat, etc.</p>	<p>Create a 'story' map on the tuff tray with building resources and animals from the story.</p> <p>Role play the story using story language.</p>	<p>Adult to dress as Jack or the Giant.</p> <p>Develop pupil's ability to ask questions: i.e. Why did you climb the beanstalk? Were you scared when you were in the giant's castle?</p> <p>Create small world castle scene to promote retelling of the story.</p>	<p>Christmas Cooking - making snowman biscuits.</p> <p>Support use of language when describing order of ingredients, look and feel of the mixture before and after, the smell of the biscuits cooking, etc.</p>
<p>PHYSICAL DEVELOPMENT</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, 	<p>Premier Sports</p> <p>Football Skills</p> <p>Cosmic Kids Yoga - Ruby Broom</p>	<p>Premier Sports</p> <p>Football Skills</p> <p>Autumn Dance - Autumn Weather</p> <p>https://www.bbc.co.uk/sounds/play/p047txhg</p>	<p>Premier Sports</p> <p>Football Skills</p> <p>Room on the Broom Dance</p> <p>https://www.bbc.co.uk/programmes/p03q0btt</p>	<p>Premier Sports</p> <p>Football Skills</p> <p>The Smartest Giant In Town Part 1</p> <p>https://www.bbc.co.uk/programmes/b03g6vs9</p>	<p>Premier Sports</p> <p>Football Skills</p> <p>The Smartest Giant In Town Part 2</p> <p>https://www.bbc.co.uk/programmes/b03g6vsb</p>	<p>Premier Sports</p> <p>Football Skills</p> <p>Trolls Cosmic Yoga</p> <p>https://www.youtube.com/watch?v=U9Q6FKF12Qs</p>	<p>Premier Sports</p> <p>Football Skills</p> <p>Frozen Cosmic Yoga</p> <p>https://www.youtube.com/watch?v=xlg052EKMtk</p>

gymnastics, sport and swimming.							
<p>PHYSICAL DEVELOPMENT Fine Motor Skills</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style, which is fast, accurate and efficient. 	<p>Cut and stick the skeleton.</p> <p>Letter formation.</p> <p>Hammering tees into pumpkins.</p>	<p>Scissor skills. Letter formation.</p> <p>Use pinchy fingers (thumb and index finger) to place cheerios onto sticks of spaghetti.</p>	<p>Letter formation.</p> <p>Rolling dough sausages to make broomsticks.</p>	<p>Scissor skills. Letter formation.</p> <p>Sew / thread new socks or a tie for George the giant.</p>	<p>Scissor skills. Letter formation.</p> <p>Knives and forks in dough.</p> <p>Festive Lolly Stick Stars (See creative).</p>	<p>Scissor skills - cutting triangles to make Christmas Tree Cards.</p> <p>Letter formation. Threading beads onto pipe cleaners attached to card faces to make crazy hair or beards.</p>	<p>Scissor skills. Letter formation - all phase 2.</p> <p>Snowman Christmas Craft - scissor related activities.</p>
<p>LITERACY Word Reading</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. 	<p>c o k</p> <p>Identifying initial, middle and end sounds in words.</p> <p>Segmenting and blending vc/cvc orally.</p> <p>Introduce remember words: I.</p>	<p>ck e u</p> <p>Identifying initial, middle and end sounds in words.</p> <p>Segmenting and blending vc/cvc orally.</p> <p>Remember words: the.</p>	<p>r h b</p> <p>Identifying initial, middle and end sounds in words.</p> <p>Segmenting and blending cvc orally.</p> <p>Remember words for reading: Introduce the octopus family: no, to go.</p>	<p>f/ff/l/ll/ss</p> <p>Identifying initial, middle and end sounds in words.</p> <p>Segmenting and blending cvc orally / visually.</p> <p>Recap Octopus family: to no go.</p>	<p>j v w</p> <p>Segment and blend rhyming CVC words.</p> <p>Segmenting and blending cvc orally / visually.</p> <p>Identifying initial, middle and end sounds in words.</p> <p>Remember words: into.</p>	<p>x y z</p> <p>Segment and blend rhyming CVC words.</p> <p>Identifying initial, middle and end sounds in words.</p> <p>Segmenting and blending cvc orally / visually.</p> <p>Recap phase 2: I, the, no, go, to, into.</p>	<p>Learn mnemonic phrases for phase 2 tricky words: the, I, no, go, to.</p> <p>Identifying initial, middle and end sounds in words.</p> <p>Segmenting and blending cvc orally / visually.</p> <p>Roll and read phase 2 sounds.</p>

<p>LITERCY Comprehension</p> <ul style="list-style-type: none"> Retell known stories in their own words. Answer simple questions about stories (Rex Retriever). Make simple predictions (Predicting Pip). Apply early reading skills: picture cues. 	<p>Sharing Funny Bones - discuss characters and events. Introduce Rex Retriever picture / skill.</p>	<p>Apply Rex Retriever during guided reading.</p>	<p>Introduce Predicting Pip during guided reading.</p>	<p>Recap Rex and Pip picture cards and apply when reading Oxford Owl eBook.</p>	<p>Recap Rex and Pip picture cards and apply when group reading. Introduce blending reading symbol.</p>	<p>Recap Rex and Pip card prompts, along with reading tool box skills covered: picture cues, pointing finger, key words and blending.</p>	<p>Sequence the pictures of a snowman being built. Predict what might happen at the end and draw the ending. Retell the sequence in own words.</p>
<p>LITERCY Writing</p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Segment small words orally. Spell words by identifying the sounds and then writing the sound with letter/s. <p>PD Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Guided Group - Silly Soup, using and applying phonic knowledge. Name writing. Letter formation. Skelton speech bubbles.</p>	<p>Name writing. Letter formation. Writing Assessment Make a silly soup for the bear family - use pictures and encourage early writing skills.</p>	<p>Name writing. Letter formation. Introduce 'say your sentence out loud symbol'. Write a spell for the witch using key word 'the'. u, e, g, handwriting sheet.</p>	<p>Name writing. Letter formation. Introduce cvc picture and phoneme frames. r, h, b, handwriting sheet. To say and hear word sounds in order to spell.</p>	<p>Name writing. Letter formation. Ted Book: Write a letter / note to mummy pig. To mum, I love you... Continuous Provision: CVC rhyming words.</p>	<p>Name writing Letter formation. Writing lists, Christmas cards and Santa letters. Writing Christmas cards using 'to' and 'love from'.</p>	<p>Name writing Letter formation. Independent writing lists and cards.</p>
<p>MATHEMATICS Number</p> <ul style="list-style-type: none"> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare Numbers. 	<p>Number Zoo 1. Look at 2D shape 'circle' properties. Subitise</p>	<p>Number Zoo 2. Look at 2D shape 'rectangle' properties.</p>	<p>Number zoo 3. Look at 2D shape 'triangle' properties.</p>	<p>Number zoo 4. Comparing different sized footprints. Exploring the</p>	<p>Number zoo 5. Loom bands and numbered lolly sticks.</p>	<p>Number zoo 6. Money language and coin recognition. Christmas shop 1p, 2p, 5 and 10p.</p>	<p>Number zoo 7. Cut and stick the presents in the right order. 1-10. Fill up the stockings with</p>

	<p>numbers. Recognises numerals 1-6. Play build the skeleton game- recognise and use numbers to 6.</p> <p>Spotty dog orchard game to count 1:1 beyond 10.</p> <p>Using Pumpkin, dice, hammers and golf tees. Throw the dice and count out the correct number of nails from a larger amount.</p>		<p>Witches Spell: Says/finds the number that is one more than a given number.</p>	<p>composition of numbers 1,2 and 3.</p>	<p>Look at 2D shape Pentagon properties.</p>	<p>Ordering numbers 1-10 on the beanstalk.</p> <p>One more and one less.</p>	<p>the right number of presents.</p>
<p>MATHEMATICS Numerical Patterns</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. Compare length, weight and 	<p>Using magnetic shapes, make skeleton pictures using 2D shapes.</p>	<p>Weighing compare bears and comparing weight.</p> <p>Using the cubes to copy, continue</p>	<p>Peg board challenge- Can you use the pegs to make 2D shapes?</p>	<p>Compare squares and rectangles.</p> <p>Make shape pictures using squares and</p>	<p>Spatial awareness.</p> <p>Going on a treasure hunt outside using picture cues.</p>	<p>Christmas repeating patterns.</p>	<p>Cut different sized triangles to make a Christmas Tree. Place the triangles in order of size.</p>

capacity.		and create repeating patterns.		rectangles.	Prompt children to use positional language.		
RE		See PCC		See PCC		See PCC	
<p>U+W Past and Present Spring Term People, Culture and Communities</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel outside. 	<p>Talk about Halloween and families, including people in your family who you would celebrate with. Linked to TNW - Investigate pumpkins, seeds, skin, colour, shape, size.</p>	<p>Read: My Family by Lisa Bullard.</p> <p>Think about the family unit and how families are all different.</p> <p>Talk about people who are special to them.</p> <p>Remembrance day PowerPoint.</p>	<p>Talk about why we raise money for Children In Need.</p>	<p>Look at photos of their family. Talk about their family. Other children could ask questions about their family members.</p>	<p>What things do we do together as a family /Class / School?</p> <p>Look at some images of different family / community events.</p>	<p>Read the First Christmas. Talk about the different ways people celebrate the Christian Festival of Christmas.</p> <p>Discuss other recent festivals that the children may have celebrated: Divali, etc.</p>	<p>Make some different sized ice blocks. Place the ice in the outdoor learning area for the children to explore.</p> <p>Encourage discussion around the melting, feel and size of the ice. Relate to the snowman in The Snowman story.</p>
<p>Music EXPRESSIVE ARTS AND DESIGN Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	<p>Look at Vivaldi Autumn, talk about the music. How did it make you feel? What could you hear? What instruments</p>	<p>Listen to Bjork 'It's oh so quiet'. Compare the quiet and loud changes in the song.</p> <p>Explore making loud and quiet sounds with voices and</p>	<p>Introduce Rhythm. Listen to Clap Clap.</p> <p>In groups of 4 children to use claves to create own rhythm,</p>	<p>Learn the song 'Smartest Giant in Town', https://www.youtube.com/watch?v=iJ4CHVIIv78</p> <p>In learning partners,</p>	<p>Share the Power point 'What am I?'</p> <p>Provide two identical sets of objects, one set hidden behind a screen. A hidden</p>	<p>Learn the song Anansi The Spider.</p> <p>https://www.bbc.co.uk/programmes/articles/1t24wjYnjtbNKT0rzSd3Tgy/anansi-</p>	<p>Use the instruments to accompany Christmas songs.</p> <p>Learn a sign along Christmas song to perform.</p>

	did they play and how did they play them. Explore percussion instruments and how they are played.	percussion instruments.	children to copy and clap the rhythm.	choose instruments to represent the animals from the story.	instrument is played, children need to listen and guess the instrument.	and-the-moss-covered-rock-1-anansi-the-spider Learn about pitch - ascending and descending.	
EXPRESSIVE ARTS AND DESIGN Being Imaginative and Expressive <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop story lines in their pretend play. 	Make a cut and stick skeleton.	Resource the role-play house with different sized Teddies to re-enact Peace At Last and make up own stories.	Can you make your own 'witches' broomstick? Set up a home office in the role play area.	Provide adult sized clothing items for the children to use in the role-play area to develop their own giant stories.	Adult focus: Printing Christmas Cards.	Adult focus: Completing Christmas Card Designs.	Printing using Christmas / Winter theme. Add detail using pastels and craft materials.
EXPRESSIVE ARTS AND DESIGN Creating with Materials Create collaboratively, sharing ideas, resources and skills.	Rainbow Fish collage.	Wassily Kandinsky - explore colour mixing and make a class compilation of concentric circles and rings.	Wassily Kandinsky - Cutting out circles to stick on painted circles.	Provide powder paints for children to explore mixing their own colours to paint George some new clothes.	Use different construction equipment to build houses for the pigs.	Use the big construction bricks to build a castle or house for Jack. Provide role-play furniture to go inside models.	Paper plate snowmen - sharing ideas and resources to create a snowman plate.

CHARACTERISTICS OF LEARNING

<p>Playing and Exploring Make choices and explore different resources and materials. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves whilst playing. Make independent choices. Do things independently that they have been previously taught. Bring their own interests and fascination</p>	<p>Active Learning Begins to predict sequences because they know routines. Begins to correct their mistakes themselves. Keep on trying when things are difficult.</p>	<p>Creating and Thinking Critically Take part in a simple pretend play. Sort materials. Review their progress as they try to achieve a goal. Solve real problems. Know more so feel confident with coming up with their own ideas.</p>
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