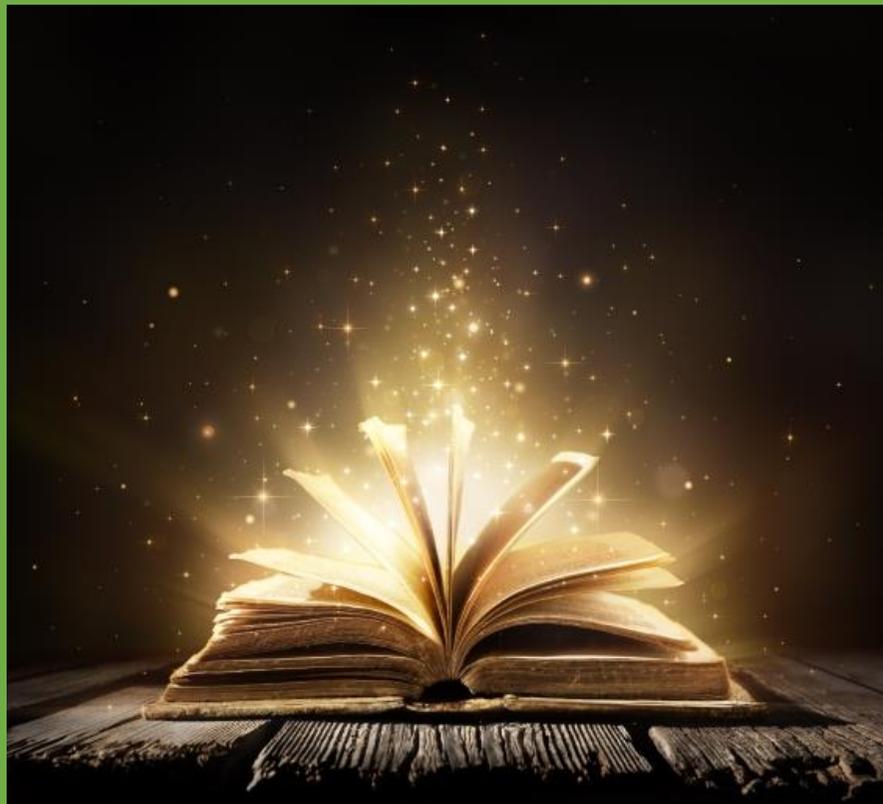


Once Upon a Time... Reception

Essential Learning

By the end of this unit children will...

- Know a range of traditional fairy tales.
- Use recording tools such as story maps and visual tools such as sequencing cards to retell a story.
- Select relevant adjectives to describe a character or setting.
- Develop their knowledge of size and quantity in mathematics.
- Understand more about the life cycle of plants and keeping healthy.
- Construct objects and buildings from a story using a range of junk modeling materials.



Intent

Children need to continue to develop their knowledge of rhythm and rhyme and also to learn about story structure, characters, setting and key events. This topic will therefore focus on traditional tales. Tales We will be discussing characters feelings and emotions within the stories to help the children develop their emotional intelligence.

Implementation

Children will learn through a pedagogy of play, wonder and personal interest whilst also ensuring that all areas of the EYFS curriculum are planned for within this topic. We will have visits from authors, cooking and many learning opportunities that are led by the children's interests too. We are setting up weekly planned outdoor session for the EYFS cohort as a whole and they have daily provision linked to interests and learning goals within our fabulous outdoor area.

Impact

We will assess the children's learning by making informed observations through play and guided activities. We will assess whether the children have gained the knowledge and skills outlined in this theme overview. We will then identify any gaps in learning that need to be addressed next time or in subsequent themes/topics.

Once Upon a Time

Communication and language

We will be learning to:

- Listen attentively and respond to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Listen to and talk about stories to build familiarity and understanding. Retell the story, once we have developed a deep familiarity with the text; some as exact repetition/some in their own words –we will be using 'Talk for Writing' to support this.

Personal social and emotional development

We will be learning to:

- Think about the perspectives of others.
- Manage our own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions –this will be supported through playing games, taking turns and through some focused intervention groups which support speaking and listening skills.

Physical Development

We will be learning to:

- Demonstrate strength, balance and coordination when playing.
- Develop the overall body strength, co-ordination, balance and agility –this will be done through taught sessions surrounding traditional tales.
- Hold a pencil effectively in preparation for fluent writing – starting to use the tripod grip –this will be supported through focused Handwriting sessions for all of the children.

Literacy

We will be learning to:

- Read some letter groups that each represent one sound and say sounds for them –this will be supported through frequent reading both at school and at home. Reading packs will come out this term, so that the children have resources to support them with reading at home.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Start to write simple CVC words and some of us will start to write short sentences with words with known sound-letter correspondences, maybe even using a capital letter and full stop.

Mathematics

We will be learning and embedding:

- The composition of numbers to 10.
- How to continue, copy and create repeating patterns.

Understanding the World

We will:

- Compare and contrast characters from stories, including figures from the past.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories that we have looked at this term.

Expressive art and design

We will:

- Make use of props and materials when role playing characters in narratives and stories. We will create collaboratively, sharing ideas, resources and skills.
- Develop storylines in our pretend play.

