

Reception - Term 4 – Once upon a time- What happens in fairy tale land.

Week	C+L	PSED	PD	Lit	Maths	UtW	EAD	Provision Ideas
<p>1. <u>19/02/24</u> Back to school after half-term. The Three Little Pigs</p>	<p>LO: I can tell my friends what I did during the half-term holiday.</p> <p>What I did over the holidays.</p>	<p>LO: I can recall the class rules.</p> <p>Revisit class rules.</p>	<p>LO: I can build a house using a variety of materials</p> <p>Building houses out of different materials.</p> <p>Den building.</p> <p>LO: I can explain why I am making pancakes 21st: making/eating pancakes.</p>	<p>LO: I can write my half-term news Half-term news</p> <p>LO: I know what a speech bubble is Speech bubbles</p> <p>Alternative version: The three little wolves and the pig bad pig – Eugene Trivizas.</p> <p>And Suddenly by Colin McNorton.</p> <p>Handwriting practice</p>	<p>Length, height and time</p> <p>Step 1 Explore length</p> <p>Step 2 Compare length</p> <p>Step 3 Explore height</p> <p>Step 4 Compare height</p> <p>Step 5 Talk about time</p> <p>Step 6 Order and sequence time</p> <p>Check point</p>	<p>LO: I can talk about different materials and their properties.</p> <p>Materials</p>	<p>LO: I can play a part in a play of The Three Little Pigs</p> <p>Making own version of the story, filming it and showing to parents?</p> <p>(Movie instructions saved on drive).</p>	<p>Dens</p> <p>Building</p>
<p><u>Core/aspiration vocab:</u></p>	<p>News Sharing Turn-taking Experience Reflection Enjoyment Transport</p>	<p>Rules Expectation Mood Monsters</p>	<p>Materials Wood, straw, brick Waterproof Strong Weak Flammable</p>	<p>Speech bubble</p> <p>News Sharing Turn-taking Experience Reflection Enjoyment Transport</p> <p>Repeated refrain Exclamation marks Capital letters, full stops, word placement, finger spaces.</p>		<p>Materials Wood, straw, brick Waterproof Strong Weak Flammable</p> <p>Experiments</p>	<p>Play Part/role Version Film Videoing/filming Costumes Audible</p>	
<p>2. <u>26/02/24</u> Goldilocks and the 3 bears. SMV – chicks coming 26/02-08/03)</p>	<p>LO: I can talk about what I have seen (crime scene)</p> <p>Crime scene – stolen porridge</p>	<p>LO: I can discuss how the characters in the story are feeling</p> <p>How are the characters feeling through the story?</p> <p>Crime report.</p>	<p>LO: I can make porridge by following the instructions</p> <p>Making porridge.</p>	<p>LO: I can sequence the story of Goldilocks and the Three Bears Sequence the story.</p> <p>LO: I can think of an alternative ending for the story</p>	<p>Building 9 and 10</p> <p>Step 1 Find 9 and 10</p> <p>Step 2 Compare</p> <p>Step 3 Represent 9 and 10</p>	<p>Stranger danger.</p> <p>Dogs Trust - Dog safety.</p> <p>Not taking things from people.</p> <p>Visit from the police, with police car?</p>	<p>LO: I can talk about the artist, Linda Israel</p> <p>LO: I can create a bear, based on Israel's technique</p>	<p>Wooden spoon puppets and re-acting the story.</p>

				LO: I can recite the alphabet Wanted posters? Handwriting practice	Step 4 Conceptual subitising to 10	SMV – chick care		
<u>Core/aspiration vocab:</u>	Small, medium, large Visitor Beginning, middle, end.	Feelings Emotions Attachments	Recipe Instructions Steps List Safety Method	Small, medium, large Visitor Beginning, middle, end. Sequence Order		Police Police force People who help us. SMV: Chick care – life cycle, care, egg, egg tooth, hatching, development, growth.		
3. 04/03/24 The kiss that missed.	LO: I can talk about where my kiss would go.	LO: I can recognise my emotions and feelings and how others show feelings. Jigsaw planning	LO: I can make a necklace with a repeating pattern. LO: I can make a bird feeder	LO: I can write about where your kiss would go. Handwriting practice	Building 9 and 10 Step 5 1 more Step 6 1 less Step 7 Composition to 10 Step 8 Bonds to 10 (2 parts)	LO: I can make a map with key features on it.	LO: I can draw a Self-portrait – as a prince or princess. Crowns/ shields – home activity	Role play – prince/princess.
<u>Core/aspiration vocab:</u>	Travel Affection Direction Journey Destination	See Jigsaw planning	Repeating pattern 2 elements 3 elements Shape/design Bird feeder: Food, recipe, sustenance, support	Travel Affection Direction Journey Destination Full stops, finger spaces, capital letters, line placement		Map Location East, West, North, South Direction Destination	Self-portrait Features Reflection Design Observation	
4– 11/03/24 Zog - dragons banquet. Dragon Post, by Emma Yarlett	LO: I can talk about what skill I would like to learn – like Zog	Class specific needs. Visit from a dentist	Jousting on bikes, possibly bow and arrow, dancing. LO: I can make fruit salad Making fruit salad with buddies.	LO: I can write about what I would like to be when I grow up When I grow up, I want to be a	Building 9 and 10 Step 9 Make arrangements of 10 Step 10 Bonds to 10 (3 parts)	LO: I can talk about what doctors do for us. Visit from doctor? Dragon Post:	LO: I can design a dragon using an egg box (see The Egg Box Dragon by Richard Adams).	Paper dragons

				Dragon Post: I can write a letter to the dragon. Handwriting practice	s Step 11 Doubles to 10 (find a double)Step 12 Doubles to 10 Step 13 Explore even and odd	I can talk about how my dragon has hatched and about the material it was in.	LO: I can learn an Easter song.	
Core/aspiration vocab	Ambition Skill Practice Determination Plan	Oral hygiene Tooth care	Recipe Instructions Steps List Safety Method	Ambition Plan Desire Intention Grow up		Doctors Health service Medical People who help us Illness, cure etc. Dragon Post: material, absorbency, swelling/growth.	Design Feature Sticking Stuck Character	
5. 18/03/24 The castle the king built Castle trip? ASSESSMENT WEEK	LO: I can talk about life in a castle and what they can observe at the trip. I am the king – circle game. (Like Simon says)	Class specific needs. Safety on a trip.	LO: I can talk about Safety on a trip- new environment.	LO: I can Label a castle. LO: I can Write about the trip to a castle, if appropriate. Handwriting practice	Explore 3d shapes Step 1 Recognise and name 3-D shapes Step 2 Find 2-D shapes within 3-D shapes Step 3 Use 3-D shapes for tasks Step 4 3-D shapes in the environment	Trip- Old and new. LO: I can talk about who worked in a castle? Castles around the World. BBC teach.	LO: I can Make a castle with different materials.	
Core/aspirational vocab:	Old New Change Feature Enjoyment Observation Role (in castle) Change			Portcullis Draw bridge Maze Topiary crenulations Different roles within the castle (various names, ie. Knights, Merchants)		Portcullis Draw bridge Maze Topiary crenulations Different roles within the castle (various names, ie. Knights, Merchants)	Strong Weak Design Feature Label Method	
6. 25/03/24 Aladdin	Talking about what you would wish for if you had a genie	What are your hopes – 5 finger prayers.	Clay or collage – Weaving (like the carpet). Weaving on the fence. Loom?	What would you wish for – for yourself and for the world? Write their 5 finger prayer.	Explore 3d shapes Step 5 Identify more complex patterns Step 6 Copy and continue patterns Step 7 Patterns in the environment	Where does your Aladdin come from? Research the country.	Going around the world on a magic carpet – where would they visit?	Making caves out of papier mache

				<p>Fact finding about Jordan (or alternative location) – make a book.</p> <p>Handwriting practice</p>				
<p><u>Core/aspiration vocab:</u></p>	<p>Genie Destination Intention Wish</p>	<p>Hopes Fears Intentions</p>	<p>Clay Design Weave Thread</p>	<p>Desire Intention Wish Personal/global</p>		<p>Origin Map Location Country/town/village</p>	<p>Origin Map Location Country/town/village</p>	




'Once Upon a Time'

What happens in Fairy Tale Land?



What are we learning this term?

<p>Literacy</p> 	<p>Stories and Non-fiction Texts Alternative versions of stories</p> <p>LO: I know what a speech bubble is LO: I can sequence a story</p> 	<p>Labelling their work and WANTED posters</p> <p>LO: I can write labels LO: write sentences using fingers spaces.</p> 
<p>Maths</p> 	<p>Addition, Subtraction with numbers to 10</p> <p>LO: I can explore the composite LO: I can represent and order</p> 	<p>Measurement and 3d shapes and patterns</p> <p>LO: I can explore length, height and time. LO: I can explore 3d shapes LO: I can copy and continue patterns</p> 
<p>Expressive Art and Design</p> 	<p>Bear painting inspired by Linda Israel.</p> <p>LO: I can explore painting techniques LO: I can use a range of materials in my work</p> 	<p>Castle Themed Role Play & Construction</p> <p>LO: I can take part in role play LO: I can explore making structures</p> 
<p>Understanding the world</p> 	<p>Castles, Knights, princesses, royalty.</p> <p>LO: I can explore features of a castle LO: I can explore royalty from around the world. LO: I can explore materials and their properties</p> 	<p>Living in the past, old and new castles</p> <p>LO: I can create a map with key features LO: I can explore life in a castle</p> 
<p>Personal, Social and Emotional</p> 	<p>Looking after one another.</p> <p>LO: I can explore how characters are feeling LO: I can explore my own emotions and ways to show others how I am feeling</p> 	<p>Playing games and taking turns</p> <p>LO: I know the rules of the class LO: I can tell you why we have rules</p> 
<p>Physical Development</p> 	<p>Fine motor skills - Threading and tying</p> <p>LO: I can make a necklace by threading LO: I can form my letters correctly</p> 	<p>Healthy Me! Banquets</p> <p>LO: I can follow instructions for a recipe</p> 
<p>Communication and Language</p> 	<p>Listening and Talking to others</p> <p>LO: I can talk about what I have seen LO: I can talk about what I would like to learn</p> 	<p>Confidence to ask questions</p> <p>LO: I can ask questions in relation to what I can see LO: I can explain reasons for my choices.</p> 