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

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

Core/aspiration vocab:	Small, medium, large Visitor Beginning, middle, end.	Feelings Emotions Attachments	Recipe Instructions Steps List Safety Method	LO: I can recite the alphabet  Wanted posters?  Handwriting practice  Small, medium, large Visitor Beginning, middle, end. Sequence Order	Step 4 Conceptual subitising to 10	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.
Core/aspiration vocab:	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 Yarlettt	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

Core/aspiration vocab	Ambition Skill Practice Determination Plan	Oral hygiene Tooth care	Recipe Instructions Steps List Safety Method	Dragon Post: I can write a letter to the dragon.  Handwriting practice  Ambition Plan Desire Intention Grow up	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.  Doctors Health service Medical People who help us Illness, cure etc.	LO: I can learn an Easter song.  Design Feature Sticking Stuck Character	
			Wethou			Dragon Post: material, absorbency, swelling/growth.		
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

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



# 'Once Upon a Time' What happens in Fairy Tale Land?



What are we learning this term?

### Literacy



#### Stories and

### Non-fiction Texts Alternative versions of stories

LO: I know what a speech bubble is LO:I can sequence a story







### Labelling their work and WANTED posters

LO:I can write labels LO: write sentences using fingers spaces.



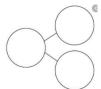


#### Maths



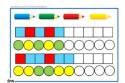
### Addition, Subtraction with numbers to 10

LO:I can explore the composit LO: I can represent and order



### Measurement and 3d shapes and patterns

LO:I can explore length, height and time. LO: I can explore 3d shapes LO: I can copy and continue patterns



### Expressive Art and Design



#### Bear painting inspired by Linda Israel.

LO:I can explore painting techniques LO: I can use a range of materials in my work



### Castle Themed Role Play & Construction

LO:I can take part in role play LO: I can explore making structures



### Understanding the world



### Castles, Knights, princesses, royalty.

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



#### Living in the past, old and new castles

LO:I can create a map with key features LO:I can explore life in a castle



## Personal, Social and Emotional



#### Looking after one another.

LO:I can explore how characters are feeling
LO:I can explore my own emotions
and ways to show others how I am
feeling



#### Playing games and taking turns

LO:I know the rules of the class LO:I can tell you why we have rules

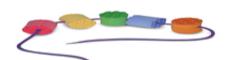


# Physical Development



### Fine motor skills - Threading and tying

LO:I can make a necklace by threading LO: I can form my letters correctly



#### Healthy Me! Banquets

LO:I can follow instructions for a recipe



### Communication and Language



#### Listening and Talking to others

LO:I can talk about what I have seen
LO: I can talk about what I would like to learn



#### Confidence to ask questions

LO:I can ask questions in relation to what I can see LO: I can explain reasons for my choices.

