

## Prime Areas of Learning

### Communication and language

Stories may include, The Enormous Watermelon, The Gingerbread Man, the Billy Goats Gruff, Jack and the Beanstalk, Little Red Riding Hood.

We will be using talk for writing to help us learn and construct a range of stories

We will use language from the stories we read to retell, and make up our own stories, through use of puppets, story sequencing activities and role play both indoors and outside.

We will develop our skills of predicting what might come next and making up our own endings.

We will develop our listening and concentration skills in a range of situations building up the amount of time we can sit quietly, .



### Physical development

In gym and dance we will respond to stories using a range of movements

We will develop our fine motor control, when designing and making e.g. bridges for the Billy goats, baskets for red riding hood, houses for the three little pigs. Tools we may use include, scissors, knives and forks in the play dough, potato peelers, for whittling wood, saws and hammers and nails.

We would normally be learning how to dress ourselves, please could you practise this at home including turning arms the right way round!

We will think about food, cooking and healthy eating, especially when reading The three Billy Goats Gruff, The enormous watermelon and Goldilocks.



### Personal social and emotional development.

We will continue to develop our ability to talk with confidence about our own needs, views interests and opinions.

We will be thinking about how our actions can affect others and considering the consequences of our own and others actions.

The characters in the stories will help us to consider different feelings and think about the consequences of their actions.

The story of Little Red Riding Hood will also provide us with the opportunity to discuss ways of staying safe and 'stranger danger'

We will also consider staying safe and those people in our lives who help us.

We will also be thinking about how to keep ourselves safe and our rights and responsibilities to ourselves and others.

### Literacy

We will be learning to recognise, read and write two letter sounds, ai, ee, igh oa oo, ar, er, or, ur, th, sh, ch, oi ow.

We will develop our reading comprehension by answering questions about what we have read, "I think...because..."

We will use sounds to read and write simple words and start to use the words in sentences.

We will develop our writing skills in the role play area by writing, shopping lists, receipts, price lists, special offer posters, etc.

We will also develop our spelling skills by being able to hear spot and write rhyming words.

### Mathematics

Using the traditional tales as a starting point we will be learning to work out:-

what one more and one less from a number to 20 is, find out the total of two groups by adding them together, how many are left when some are removed. We will record our work using our own ideas as well as completing simple calculations.

Traditional tales gives plenty of opportunities to develop our measuring skills, with weight, length and time. The role play area will be a shop so we will be developing our skills identifying, counting and ordering coins and money.



## Once upon a time...

Learning from a starting point of Traditional Tales

Specific areas of learning

### Expressive Arts and Design

We will explore how to use a range of different media to create pictures and models. We will then use our knowledge of how to use the different resources to make our own model or picture.

We will go to the Forest School area and use the natural materials to explore colour, shape and texture.

We will make up our own stories as well as retelling the traditional tales, through role play and drama.

We will respond to the tales through music and singing, creating different sound effects using the unturned percussion as well as making up our own dances in response to the stories and music.

### Understanding the World

We will reflect about how we spent our holiday and how we celebrated Christmas, did we do things similar or different to our friends?

We will learn how people across the world celebrate different times and learn about and from a number of festivals, including Chinese New Year.

We will listen to a range of tales from across the world, including Anansi the spider and we're going on a lion hunt. Are the stories set in Chepstow, how do we know, how is the place similar or different from where we live? What do the people do similarly or differently to us?

We will continue to use the I pads and programmable toys to support our learning across the curriculum.

*The End*