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| ***Topic Theme*****Happy Ever After** |
| Outcome Children will…Support a love of stories and reading. Children will learn to retell and act out familiar and traditional tales.  |

***Links to community/Courageous Advocacy – Something more***

Identifying right and wrong behaviour in fairy tales.

***Prior Learning where does this fit in?***

Children have been introduced to a range of new vocabulary and stories to support ongoing phonics, both reading and writing.

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| ***All things are possible if you believe*** | ***Communicators*** | ***Explorers*** | ***Readers*** | ***Believers***  |
| Retell and act out stories.Talk about favourite fairytales.  | Explore a range of fairytales which may be new to the children.  | Reading stories to the children to promote a love of reading. Children will continue to build on phonic knowledge. Goldilocks and the Three BearsRed Riding HoodVariety of Fairytales. | Children will have opportunity to question reflect and develop their own beliefs on right and wrong, based on the characters in the fairytales.  |

Expressive Art and Design

Explore and engage in music making and dance performing solo or in groups.

Watch and talk about dance and performance art expressing their feelings and responses. (Weekly dance sessions.)

Develop story lines in their pretend play – link to fairytales.

Music

Kapow – Musical Stories

Art and Design

Painting / cutting skills/ collage /junk modelling of items from stories/ mask making

Throughout the year, explore use and refine a variety of artistic effects to express their ideas and feelings.

Communication and Language

Listen to and talk about fairytales to build familiarity and understanding.

Retell the fairytale, both in continuous provision and during guided tasks.

Engage in story times.

Articulate their ideas and thoughts in well formed sentences, in response to discussions.

Learn new vocabulary – both through fairytales and Word Aware sessions.

Throughout the year, learn new vocabulary and use in different contexts. Listen to rhymes and song.

PSED

Think about the perspective of others through characters in the fairytales.

Express their feelings and consider the feelings of others. Link to characters feelings.

Health and wellbeing – having a good sleep routine. Why was Goldilocks so tired?

My Happy Mind

Physical Development

Progress towards a more fluent style of moving with developing control and grace. Combine different movements with ease and fluency

Throughout the year, develop overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. – dough disco, scissor skills, fine motor skill.

Understanding the World

**Past and Present**

Comment of images of familiar situations in the past – look at pictures of grandparents – link to Red Riding Hood.

Compare and contrast characters from stories, including figure from the past.

**People, Cultures and Communities**

**RE – Celebrations**

Recognise that people have different beliefs and celebrate special times in different ways.

Understand that some places are special to members of their community.

**The Natural World**

Describe what they see, hear and feel whilst outside

The hook for Goldilocks – find the items from the story outside.

Draw information from a simple map. - Goldilocks/Red Riding Hoods journey. What did she see on the way?

English

Read a few common exceptions words.

Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences.

Blend sounds into words.

Phonics – groups (Phase3, blending group, phase 2) Extra focus on blending.

Form lower case and capital letters correctly. (Name writing and CVC writing.)

Spell words by identifying the sounds and then writing the sound with letters.

Goldilocks and The Three Bear

The Three Little Pigs

 Red Riding Hood

Describing characters from Fairytales/ actions

Letter writing

Thought/speech bubbles - feelings

Labels and CVC words

Story maps

Outcome

To continue to label and write CVC words. Begin to write simple sentences.

Maths

Subitize

Comparing numbers to 5.

Compare length weight and capacity.

Composition of 4 and 5.

Comparing mass

Introducing 6,7 and 8.

Making pairs

Length and height