


<p><u>Personal, Social and Emotional Development</u></p> <p>Reflect upon a traditional fairy tales and the characters actions, thoughts and feelings. Work with other children through team games, role-play and construction activities. Think about how our actions affect other people. Learning how to understand and regulate our emotions.</p>	<p><u>Physical Development</u></p> <p>Develop fine motor skills using tools such as tweezers to pinch objects and pipe cleaners to thread objects such as leaves made by the children. Explore different ways of moving like characters and objects in a story. Learn about healthy living, (e.g. What would be a healthy breakfast to start the day like Goldilocks?)</p>	<p><u>Communication and Language</u></p> <p>Use story stones to retell a traditional fairy tales. Use role-play and props such as a story-telling chair to re-tell a story verbally. Take part in hot-seating activity whilst performing in role as a character from a story.</p>	<p><u>Our class stories</u></p> <p>Week 1 - Goldilocks and the Three Bears Week 1</p> <p>Week 2 - Goldilocks and the Three Bears Week 2</p> <p>Week 3 - Jack and the Beanstalk Week 1</p> <p>Week 4 - Jack and the Beanstalk Week 2</p> <p>Week 5 - The Ugly Duckling</p>
<p><u>Spring 1 Curriculum Map - Once Upon A Time</u></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>			
<p><u>Literacy</u></p> <p>Create story-maps to re-tell a traditional fairy tale. Retell stories using words and actions. Think about the characters and be able to ask questions. Sequence stories and be able to write about what we have learnt. Discuss character traits. Mark make and form letters in different environments. Continue to develop writing skills by segmenting and writing CVC words. Learning Phase 3 and cementing knowledge of Phase 2 sounds in Phonics.</p>	<p><u>Maths</u></p> <p>Learning about the numeral zero, finding 0-5 and getting more confident with subitising numbers 0 to 5. Continuing to build fluency in learning 1 more and 1 less. Conceptual subitising (the ability to see sets of numbers within other sets, such as seeing the two and three in the number five, without having to count.)</p>	<p><u>Understanding The World</u></p> <p>Investigate different properties of materials and experiment making different kinds of beds. Talk about what we have heard and seen in stories and picture books and how this is different/ the same. Talk about members of our family and community. Compare and contrast a story we have read set in the past to today, (e.g. noting fashion and clothes in 'Jack and the Beanstalk').</p>	<p><u>Expressive Arts and Design</u></p> <p>Develop cutting, sticking and junk-modelling skills to build bridges and castles. Painting beanstalks and vegetable printing, collaging bears and using water colour paints. Using our voices in different ways (high/low, loud/quiet, fast/slow.) Recognising different rhythms and clap along to these. Using actions to accompany a song and knowing the names of some musical instruments</p>

