

Expressive Arts and Design

Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind. Paintings and collages of Traditional Tale characters, settings, Pantomime scenes, make a Hansel and Gretel house using Junk Modelling, design a shoe for the Shoemaker's shop.

Introduce a storyline or narrative into their play. Plays co-operatively as part of a group to act out a narrative. Weekly Role Play and Small World areas.

Maths

Beginning to use everyday language related to money. Learning to buy things in the Shoemaker's shop, buying and selling ticket for pantomimes in CIL.

Orders two items by length or height. Jack and the beanstalk, comparing the Shoemaker's shoes.

Can describe their relative position such as "behind" or "next to". Describing Little Red Riding Hood's walk through the woods

Beginning to use everyday language related to time. What time did Cinderella have to be at the ball? What time did they Shoemaker go to bed and what time did the Elves arrives? O'clock times and moving on to half past times.

Understanding of the World

Looks closely at similarities, difference, patterns and change.

Comparing similarities and differences between characters and storylines. Discussing different versions of Traditional Tales.

Enjoys joining in with family customs and routines Weekly PSHE sessions, talk about New Year and Christmas celebrations.

Completes a simple program on a computer and uses age-appropriate computer software Weekly visit to the ICT suite, iPads in class, interactive whiteboard activities

Traditional Tales

Reception Spring 1 2021

Communication and Language

Able to follow a story without pictures or props. Listen when stories are told without books. Listening to different versions of Traditional tales.

Uses language to imagine and recreate roles and experiences in play situations. Act out traditional tales in the role play area, with puppets and in drama activities. Make up endings for stories or own stories based on traditional characters.

Links statements and sticks to a main theme or intention. Be able to say which character they like, what their favourite part of the story is, explain what they think will happen next in a story, create own stories/endings.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Talk about the beginning, middle and end of the story; say how they feel about a character; explain what happens next; retell stories with puppets/pictures/masks.

Introduces a storyline or narrative into their play. Role play in small world and role play area.

Literacy

Begins to read words and simple sentences. Enjoys sharing their reading book, reading words and captions in daily phonics sessions.

Enjoys an increasing range of books. Enjoy sharing a range of traditional tales, class story books and non-fiction books.

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes name and other things, including labels and captions. Attempts to write short sentences in meaningful contexts.

Write for a purpose using phonic knowledge such as writing about their favourite character, making a wanted poster to catch the bad wolf, making labels for the shoemaker's toyshop.

Physical Development

Has increasing control over an object in pushing, patting, throwing, catching or kicking it. Using small apparatus, practice throwing underarm, aiming at a target.

Use simple tools to effect changes to material. Play dough, junk modelling

Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Snack time, PE sessions, discussing getting a good night sleep and linking it to the Shoemaker being asleep when the elves come.

Personal, Social and Emotional

Initiates conversations, attends to and takes account of what others say. Learn to listen and talk to each other in circle times and with their talk partner. Sharing WOW moments.

Explains own knowledge and understanding, and asks appropriate questions of others. Talk about traditional tales and explain storylines and new words.

Confident to speak to others about own needs, wants, interests and opinions. Say which part of a story they like and share the talking bag with the class.

Can describe self in positive terms and talk about abilities. Share their work with others at the end of sessions and say what they have done and are good at. Sharing assemblies.

