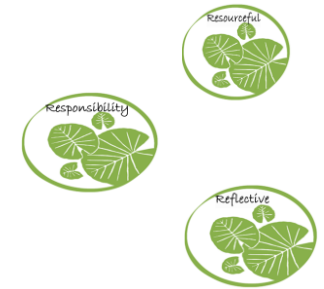


INTENT

Each week our learning will focus on the key skills we want to develop through exploring different fairy tales and our own interests as they arise. The theme 'Once upon a time...' will be explored in a hands-on approach, with a range of activities and learning experiences both inside the classroom and outside to progress the children's understanding of the world. These opportunities could involve looking at growth, such as planting seeds and observing their growth over a number of weeks; observing the differences between winter and spring; discussing new vocabulary within the stories we read and our learning. We will consolidate the learning we have done in Autumn term and Spring term 1, diving into greater depth and expanding our understanding of our immediate environment, becoming reflective learners, and learning amongst our peers.



HOOK

Jack and the beanstalk - The children will have an opportunity to build a beanstalk out of junk modelling materials and help turn the role play area into the giant's castle.

Lines of Inquiry

What changes can we see?
Storytelling and imagination
Past, present and future

OUTCOME

Class timeline of key life events experienced by the children and adults.
Growing our own plants, looking at what they need to grow and how we can take care of them.

EXPERT INPUT

LEARNING THROUGH ROLE PLAY

Goldilocks and the three bears house – porridge making station with table, Chairs (one to build), Bed for baby bear.

Jack and the beanstalk – The beanstalk and the giant's castle.
Making a goose or golden eggs for the roleplay. Musical instruments introduced after looking at the harp.



EYFS

Once upon a time

Spring 2

PSED:

ELG - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

ELG - Work and play cooperatively and take turns with others

Knowledge:

I understand that people feel different emotions.

I understand that someone might feel differently to me in different situations.

I understand that it is good to work together.

I understand that working with other people can be beneficial.

Skills

I can recognise the different emotions people exhibit.

I can name the different emotions.

I can explain how someone is feeling by looking at them and why they might be feeling that way.

Understanding the World

ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants

ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

We will:

Be able to discuss events that have happened in the past and things that are happening in the present.

A visual of a class timeline will help to show the concept of time and the past.

Explore different literature that introduces events that happened in the past. Children will also understand from books how things that happen at the start of the book is the past for the character.

Explore plants and the process of growing plants. This will involve making observations and describing differences between different plants.

Describe our immediate environment with each other and the adults in Foundation. We will use describing words to enhance our descriptions.

Begin to understand that easter is celebrated by many in the UK. Linking back to 'Let's Celebrate', the children will build on the idea that different people can believe and celebrate different things.

Key vocabulary:

Past, present, future, growing, seeds, water, sun, soil, Easter

Books we will explore:

Fiction texts:

Goldilocks and the three bears

Jack and the beanstalk

The gingerbread man

The three little pigs

Cinderella

The elves and the shoemaker

Non-fiction texts:

(History books looking at past events)

Rhymes/songs to introduce:

- 1. Did you ever see a bunny**
- 2. 5 little monkeys swinging from a tree**
- 3. The magic porridge pot**
- 4. The muffin man**
- 5. One, two buckle my shoe**

Maths:

ELG - Have a deep understanding of number to 10, including the composition of each number

ELG - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Building 9 and 10

We will introduce, sort and represent numbers 9 and 10.

We will order numerals 0-10, as well as looking at the composition of 9 and 10.

We will practice and learn our number bonds to 10.

We will introduce 3D shapes, build 3D shapes and matching 3D shapes.

Spring consolidation

We will recap the composition of all the numbers 0-10, looking at what numbers can be used to make them.

We will practice combining two groups to find the total.

We will look at estimating, focussing on estimating amounts, such as how many buttons are in a jar.

Key Vocabulary:

Composition, number bonds, 3D shapes, 2D shapes, combining, total, add, estimate

Communication & Language

ELG - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

ELG - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

ELG - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Learn new vocabulary

Use new vocabulary throughout the day

Reflect on our learning, discussing what we did, what went well and what we might change if we were to do it again.

We will...

Identify new vocabulary before engaging in our planning board and wheel time activities, for example, :

Listen to what others are saying and practice saying something related back to keep a conversation going.

Practice asking questions to each other, listen to what someone might be asking us and giving an answer to that question.

Build on our reading comprehension, providing explanations for why things happen in the book, before predicting what might happen next.

Use the past, present and future tense to describe some of the key events that happened in our lives. We will also use these tenses to practice sequencing a story, e.g. Goldilocks **ate** some porridge, goldilocks is sitting on a chair, Goldilocks is going to sleep in one of the beds.

Key Vocabulary

Past, present, future, conversation, question,

Literacy

ELG - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG - Spell words by identifying sounds in them and representing the sounds with a letter or letters

ELG - Write simple phrases and sentences that can be read by others.

Reading

We will be able to Fred talk 4 or 5 sounds including special friends from Set 1.

We will be able to read nonsense words with 3 or 4 sounds in, including special friends from set 1.

We will continue to learn our set 2 sounds.

We will be moving onto our Green story books when we are ready.

Writing

We will use our imagination to discuss words we want to write.

We will orally rehearse what we want to write before writing it.

We will practice writing C-V-C words and begin to write words in order to make a sentence.

Expressive Art & Design

ELG - Share their creations, explaining the process they have used

ELG - Make use of props and materials when role playing characters in narratives and stories.

ELG - Invent, adapt and recount narratives and stories with peers and their teacher

We will:

Begin to think about design before we create, what materials do we need to make it? what should it look like? What is the first thing I need to do?

Share our creations with others, explaining our designs and choices we made.

Use puppets to retell learnt stories, such as Jack and the Beanstalk.

Use the role play and small world area to invent our own stories, drawing on inspiration from classic fairy tales read in class.

Physical Development

ELG - Begin to show accuracy and care when drawing.

NB – Ensure that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers • that they can move and rotate their lower arms and wrists independently

We will:

Practise thinking about what we want to draw before drawing it.

Practice drawing different shapes and lines to improve our drawing skills.

Fine motor activities to perfect our pencil grip and finger strength.

PE Focus:

ELG - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG - Negotiate space and obstacles safely, with consideration for themselves and others

ELG - Demonstrate strength, balance and coordination when playing

Gymnastics:

In this unit, we will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children will explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. We will show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. We will copy, create, remember and repeat short sequences. We will also begin to understand using levels and directions when traveling and balancing.

Characteristics of effective learning:

<p>Playing and exploring engagement</p>	<p>Active learning motivation</p>	<p>Creating and thinking critically Thinking</p>
<p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing a particular interest 	<p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy and fascination • Not easily distracted • Paying attention to detail 	<p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of own ideas (new/meaningful to child) • Finding ways to solve problems • Finding new ways to do things
<p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experiences • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people 	<p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties 	<p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experiences • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
<p>Being willing to have a go</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a can do attitude • Taking a risk, engaging in new experiences and learning by trial and error 	<p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked