

Reception and nursery class  
19.02.18 – 30.03.18  
6 week term  
**Cooking**

### Links with parents

- Stay and play session – Thursday 8<sup>th</sup> March
- Parent/family visitors to read their favourite stories

### Trips and events

- All children visit the library
- New reading initiative (reception)

### List of stories

Little Red Riding Hood  
The 3 Little Pigs  
Cinderella  
The Gingerbread Man  
The three Billy Goats Gruff  
The Snow Queen  
Funny bones (speech bubbles)  
Easter stories

### POR

- Biscuit bear
- Nursery stories

# Once Upon a Book Term 4 2017/18



At the end of this term;

- Children will be able to listen to and enjoy a range of Traditional Tales
- They will be able to have a go at creating their own stories
- They will have an awareness of story structure
- They will be able to retell stories

**Children's interests and strengths are recorded through observations and are used to inform future topics.**

**Important dates:**

World Book day – 1<sup>st</sup> March  
Mother's day – 11<sup>th</sup> March  
Easter Sunday – 1<sup>st</sup> April  
Science week – date tbc  
Parent's evening – date tbc

Personal, social and emotional development  
Term 4

<b>Making relationships</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults	Takes steps to resolve conflicts with other children, e.g. finding a compromise	They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

<b>Self-confidence and self awareness</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
	Enjoys responsibility of carrying out small tasks	Can describe self in positive terms and talk about abilities.	They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

<b>Managing feelings and behaviour</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Aware that some actions can hurt or harm others	Can usually adapt behaviour to different events, social situations and changes in routine	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
Tries to help or give comfort when others are distressed			
Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.			

# Personal, social and emotional development – Term 4

## Continuous provision and everyday practice

Circle time – talk, listen, ask questions, contribute own feelings and ideas

Enjoy sharing and celebrating work with the whole class

Continue to reinforce sharing; taking turns to use limited equipment e.g. bikes, computer etc.

Work in pairs and small groups at classroom activities

Encourage children to talk to adults and peers in pairs and small groups

Continue to encourage children to communicate needs

Join in discussions about stories and books that emphasise moral issues

Continue to work positively with parents –encourage to visit/share skills

Work towards independence during small tasks

Develop confidence in talking to other children and to adults

Circle time –contribute to discussion keeping safe and healthy

Continue to promote independence in the classroom – choosing own resources for a purpose

Play “inside-out” – where each member of the class says something nice about a chosen child.

Explore stories about caring for each other through role-play, small world and puppetry.

Play circle games and matching games to emphasise turn-taking.

Discuss the morals outlined in each traditional tale

Vote whether characters were right/wrong in their decisions

Talk about the importance of helping/being kind to one another – link to the story i.e. how could specific characters right a wrong?

How would you help to take care of the 3 little pigs/save them from the big bad wolf?

Supervise children in resolving their own conflicts

Children present their ideas to the class – small presentations

Support children in managing their own behaviour during parent visits

## Communication and language

### Term 4

#### Listening and attention

22-36 months	30 – 50 months	40 -60 months	ELG
Shows interest in play with sounds, songs and rhymes.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Maintains attention, concentrates and sits quietly during appropriate activity	They listen to stories, accurately anticipation key events and respond to what they hear with relevant comments, questions or actions.

#### Understanding

22-36 months	30-50 months	40-60 months	ELG
Developing understanding of simple concepts (e.g. big/little).	Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Responds to instructions involving a two-part sequence	Children follow instructions involving several ideas or actions.
		Able to follow a story without pictures or props	

#### Speaking

22-36 months	30-50 months	40-60 months	ELG
Holds a conversation, jumping from topic to topic.	Uses a range of tenses (e.g. play, playing, will play, and played).	Uses language to imagine and recreate roles and experiences in play situations	They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
Beginning to use word endings (e.g. going, cats).	Uses intonation, rhythm and phrasing to make the meaning clear to others.		

# Communication and language – Term 4

## Continuous provision and everyday practice

Talk about personal experiences in class and group circle times

Use imaginative talk in role play, small world play, puppet play

Listen attentively to music and to audio CDs

Develop language skills through structured and unstructured discussions

Retell familiar stories in role play and small world etc.

Talk about own experiences related to content of books – i.e. moving house, visiting grandparents

Make up own stories inspired by books, poems, pictures, music etc.

Comparing and contrasting non-fiction texts

Hot seating the characters from the traditional tales

Children have a go at changing events in a familiar story

Introduce story maps – children make their own story map

Discuss stories using the story maps

Guided reading sessions in small groups (reception)

Create role play area – fairy tale palace

Retell above texts with magnetic story props/small world toys/puppets

Encourage children to explain their experiences and introduce new vocabulary with responses.

Provide EAL children with opportunities to use home language.

Adults support child-led activities and encourage speaking and listening.

Adults to model language and use of reading and writing. E.g. following a recipe to make playdough

Encourage good listening in new and different situations i.e. listening to visitors

Physical development  
Term 4 - ball skills

<b>Moving and handling</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
Can kick a large ball.	Can catch a large ball.	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it	They handle equipment and tools effectively, including pencils for writing.
	Can copy some letters, e.g. letters from their name	Begins to form recognisable letters.	Children show good control and co-ordination in large and small movements

<b>Health and self-care</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
	Observes the effects of activity on their bodies	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
		Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks	

# Physical development – Term 4

## Continuous provision and everyday practice

Understand how our bodies change with exercise

Talk about effects of exercise after PE or outside play – perspiration, racing heart beat, heavy breathing, tiredness.

Ball skills

Literacy  
Term 4

<b>Reading</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Listens to and joins in with stories and poems, one-to-one and also in small groups	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	They demonstrate understanding when talking with others about what they have read.
	Beginning to be aware of the way stories are structured.		
	Suggests how the story might end.		
	Describes main story settings, events and principal characters		

<b>Writing</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Sometimes gives meaning to marks as they draw and paint	Can segment the sounds in simple words and blend them together	Some words are spelt correctly and others are phonetically plausible
	Ascribes meanings to marks that they see in different places		



## Continuous provision and everyday practice

Continue to teach children the alphabet during regular phonics sessions

Discuss authors and begin to look at books by the same author

Continue to use 'name' recognition self registration

Continue guided reading sessions (reception)

Update words for reading in the environment

Wording in the role play corner

Retell familiar stories in role play and small world etc.

Join in with daily stories, rhymes and songs

Children choose to look at books alone and with others

Bring books to school and take reading books home (reception)

Provide a variety of opportunities and resources for mark making

Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zig-zag books, flap books

Form letters in name using pens, paints, sand, by labelling models

Opportunities for writing in all areas of the classroom – clipboards, dry wipe boards etc.

Write a class book – the things we love

Provide activities to develop fine motor – popping bubbles, threading activities and small construction

Introduce speech bubbles in text – children write their own

Maths  
Term 4

<b>Number</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	Says the number that is one more than a given number	Say which number is one more or one less than a given number
		Finds one more or one less from a group of up to five objects and then ten objects	

<b>Shape, space and measure</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Uses shapes appropriately for tasks	Uses familiar objects and common shapes to create and recreate patterns and build models	They recognise, create and describe patterns
			They explore characteristics of everyday objects and shapes and use mathematical language to describe them

## Continuous provision and everyday practice

Sing number songs and rhymes e

Errors in counting backwards and forwards using puppet (missing number, repeated number, wrong order)

Recite number names in order, continuing the count forwards or backwards from a given number

Count a set of objects (5, 10, 20) giving just one number name to each object

Recognise none and zero in stories, rhymes and when counting

Recognise numerals 1-9, then 0 and 10, then 10 and beyond

Compare two numbers and say which is more or less

Solve simple practical problems and respond to “what could we try next?”

Register – count number in class. Use number line to work out number sentences.

Use mathematical language half, circle, how many etc. to describe  
Use shapes in pictures.

Use paper/magnetic shapes to make 2d pictures

Continue to provide number labels in the environment – e.g. bikes, snack tables

Encourage mathematical vocabulary during snack time – discuss sharing amounts of objects talk about 1 more, less, full, empty etc.

Show children patterns and symmetry and point this out in the environment.

Play number & shape bingo games

Counting the Easter eggs – Easter egg hunt, who has the most/least?

Designing/continuing an Easter pattern

Matching animals to the correct numerals

Introduce symmetry – making patterns

Understanding of the World  
Term 4

<b>People and communities</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
Learns that they have similarities and differences that connect them to, and distinguish them from, others	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Enjoys joining in with family customs and routines	They know about similarities and differences between themselves and others, and among families, communities and traditions.

<b>The world</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Developing an understanding of growth, decay and changes over time.	Looks closely at similarities, differences, patterns and change	They make observations of animals and plants and explain why some things occur, and talk about changes.

<b>Technology</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Knows that information can be retrieved from computers	Uses ICT hardware to interact with age-appropriate computer software	<b>They select and use technology for particular purposes.</b>

# Understanding of the world – Term 4

## Continuous provision and everyday practice

Observe things closely, record through drawing and modelling – look for interesting objects during Nature detectives

Discuss changes, patterns, similarities and differences e.g. Observe and record the weather daily

Use small world and role play to explore other lives and environments

Find out about the world through looking at books, pictures, artefacts, talking to visitors

Discussing specific environments and who might live there?

Provide children with a variety of IT resources - Beebots, Ipads, laptops

Make story power point/flipchart story books – see Twinkle

Where do different stories come from around the world?

Discuss different buildings in Traditional Tales – materials. Create building display

Children make maps to help the different characters

## Expressive arts and design

### Term 4

<b>Exploring and using media and materials</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Taps out simple repeated rhythms.	Understands that different media can be combined to create new effects.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Explores and learns how sounds can be changed.	Manipulates materials to achieve a planned effect	Children sing songs, make and dance, and experiment with ways of changing them
		Constructs with a purpose in mind, using a variety of resources	

<b>Being imaginative</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Sings to self and makes up simple songs	Create simple representations of events, people and objects.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes
	Makes up rhythms.	Chooses particular colours to use for a purpose	

Role play opportunities: Princess castle

## Continuous provision and everyday practice

### Weekly EAD provision:

- Collage with different fabrics, papers, foods and materials
- Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.
- Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.
- Modelling with junk, clay, dough, construction
- Explore tools for painting; brushes, sponges, rags and fingers, use these tools to print patterns

Making Gingerbread Men - cooking

Continue to discuss different festivals and events personal to the children – involve parents

Parents to provide photographs of special events for children to discuss

Make stick puppets and masks for story telling

Make sock puppets – characters from the stories

Making props for the role play area

Teach new songs/make up new songs to support the stories

Detailed paintings of specific characters

Children create new characters for their own stories using a range of materials