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Spring 2: Tales as Old as Time

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Topic title	Tales as Old as Time
Key Question	Why is a villain bad?
Global themes covered	    Critical thinking & Problem Solving Human Rights Equity Creativity
British Values	 Individual Liberty
Redlands Values	     
UN Global Values	     4 QUALITY EDUCATION 5 GENDER EQUALITY 10 REDUCED INEQUALITIES 16 PEACE, JUSTICE AND STRONG INSTITUTIONS 17 PARTNERSHIPS FOR THE GOALS
Charity Link	Asha India
Visit/Experience linked to the topic	Discovering a golden egg from Jack and the Beanstalk.
Overall outcome for topic (showcase)	Fairytale dress up day to celebrate the stories we have read and the different characters we have learnt about.
Hook	Discovering a golden egg from Jack and the Beanstalk.
Key Text suggestions	<p>Fiction:</p> <ul style="list-style-type: none"> • Jack and the Beanstalk. • Little Red Riding Hood. • The Gingerbread Man. • The Three Billy Goats Gruff. • Hansel and Gretel. • The Enormous Turnip. • Cinderella. • The Three Little Pigs. <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Time Travel Sleepover: Knights & Castles. • See inside Castles. • The Royal Family.
Communication and Language	<p>Development Matters Statements</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important.

	<ul style="list-style-type: none"> • Learn new vocabulary and use this in different contexts. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Phonics	<p>Read Write Inc. Phonics Scheme</p> <ul style="list-style-type: none"> • RWI – Ability Groups. • Recap RWI – Set 1 and Set 2 as appropriate. • Introduce RWI – Set 2 Sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy.
Reading	<ul style="list-style-type: none"> • Blending sounds in CVC words, CVCC/CCVC words and Set 2 words. • Reading simple phrases and sentences, and a few common exception words. • Re-reading books to build up their confidence in word reading and fluency. • Engage in conversations about stories and read a range of books in the ‘Reading Area’. <p>Development Matters Statements</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
English	<p>Talk for Writing – The Three Little Pigs.</p> <ul style="list-style-type: none"> • Conjunctions. • Conjunction Sentences. • Character Profile. • Writing a Letter. • Caption Sentences. • ‘I Can See’ Sentences. <p>Development Matters Statements</p> <ul style="list-style-type: none"> • Form lower-care and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
Literacy for Language (Nursery Rhymes)	<ul style="list-style-type: none"> • Hot Cross Buns. • Baa Baa Black Sheep. • Five Little Ducks. • Farmers in his Den, B-I-N-G-O. • Old MacDonald had a Farm.

<p>Maths</p>	<p>White Rose Reception Scheme</p> <ul style="list-style-type: none"> • Number Bonds to 10. • Capacity and Weight. • Length and Height. • Greater Than/Less Than. • Subtraction to 5/10. • Doubling. • Halving. <p>Development Matters Statements</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Compare numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Compare length, weight and capacity. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Link subtraction facts to the composition of numbers to 5. • Represent patterns within numbers up to 10 including: doubling and halving.
<p>Understanding the World (Science, History, Geography)</p>	<p>Past and Present</p> <ul style="list-style-type: none"> • Comparing similarities and differences of castles over the years. • Comparing old and new fairy tale stories. <p>People Cultures and Communities</p> <ul style="list-style-type: none"> • Learning about Kings, Queens, Princes and Princesses. • Exploring the British Royal Family e.g. their lives, duties, houses. <p>Natural World</p> <ul style="list-style-type: none"> • The Lifecycle of a Plant. <p>Computing</p> <ul style="list-style-type: none"> • Using tablets/computers for educational apps to support English, Maths, and Topic. <p>Science</p> <ul style="list-style-type: none"> • Floating and sinking experiment. • Learning about where fruit and vegetables grow. • Planting a seed. <p>Geography</p> <ul style="list-style-type: none"> • Exploring castles around the world. • Investigating aerial shots and locating key features. <p>Development Matters Statements</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Show interest in different occupations. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about the differences between materials and changes they notice. • Compare and contrast characters from stories, including figures from the past.

<p>Physical Development</p> <p>(PE)</p>	<p>PE with our Sports Coach (Gross Motor Skills and Games)</p> <p>Development Matters Statements</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully.
<p>Role Play</p>	<ul style="list-style-type: none"> • Three Bear's House. • Three Little Pigs Building Site.
<p>Expressive Arts and Design</p> <p>(Art/D&T)</p>	<p>Kapow (Art Scheme): Craft and Design - Let's Get Crafty</p> <ul style="list-style-type: none"> • Develop scissor skills. • Develop threading skills. • Learn about the different ways in which we can join materials together and to practise these techniques. • Learn how to fold, curl and cut paper to achieve a desired effect. • Create a design for a tissue paper flower. • Refine small motor skills through the use of drawing, cutting and manipulating paper. <p>Artists of the Term: Paul Klee</p> <p>Development Matters Statements</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

<p>Personal, Social and Emotional Development</p> <p>(PSED/PSHE)</p>	<p>Kapow (PSED Scheme): Managing Self – My Wellbeing</p> <ul style="list-style-type: none"> • Learn about the importance of exercise. • Explore how exercise affects different parts of the body. • Explore of yoga, relaxation and guided meditation can help our bodies to stretch, relax and stay healthy. • Understand why it is important to be able to take care of ourselves. • Know and discuss the factors that support overall health and well-being. • Understand what it means to be a safe pedestrian. • Understand what it means to eat healthily. • Understand the importance of healthy food choices and what it means to have a balanced diet. <p>Development Matters Statements</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs - personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.
<p>Music</p>	<p>Leicestershire Music (Music Scheme): Unit 4 – Pitch</p> <ul style="list-style-type: none"> • Recognise and broadly control changes in pitch using my voice (2 different pitches) and movement. • Use my voice to show different emotions through pitch. • Comment on and respond to recordings of my own voice and changes to pitch. • Follow a graphic score to create music with different pitches. • Sing 2 pitches in tune.
<p>RE</p>	<p>Understanding Christianity Syllabus (RE Scheme): Why do Christians put a cross in an Easter Garden?</p> <ul style="list-style-type: none"> • Know the story of Palm Sunday is important for Christians. • Know why the palm cross is an important symbol. • Know Christians believe Jesus died on Good Friday. • Know Christians believe Jesus is not dead but alive forever. • Know some of the ways Christians celebrate Easter. <p>Leicestershire Agreed Syllabus (RE Scheme): Which stories are special and why?</p> <ul style="list-style-type: none"> • Talk about some religious stories. • Recognise some religious words, e.g. about God. • Identify some of their own feelings in the stories they hear. • Identify a sacred text e.g. Bible, Torah. • Talk about some of the things these stories teach believers.

<p>Early Learning Goals GLD</p>	<p>COMMUNICATION AND LANGUAGE</p> <p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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. <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. <p>PHYSICAL DEVELOPMENT</p> <p>ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. <p>LITERACY</p> <p>ELG: Comprehension Children at the expected level of development will:</p>
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- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

MATHEMATICS

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

UNDERSTANDING THE WORLD

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

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

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EXPRESSIVE ARTS AND DESIGN

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.