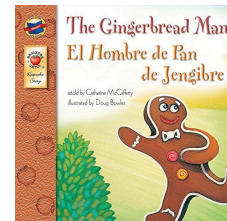
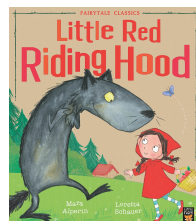
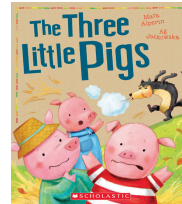
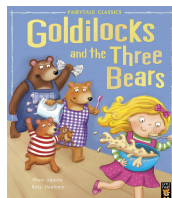
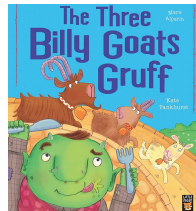


Spring 1 Topic: Traditional Tales

Some books we will be exploring for this topic



Key Knowledge

- To know how to sit sensibly on the carpet
- Learn how to; choose it, use it, put it away
- Talk about own emotions and begin to recognise these in others
- To know how to look after basic hygiene and personal needs and be able to talk about the importance of good oral hygiene
- To talk about the importance of a bedtime routine and a good night's sleep
- To learn some traditional tales and be able to retell the stories
- To learn about Chinese new year
- To further secure numbers 1-5, repeating patterns and one more, one less vocabulary
- To continue to develop fast subitising skills to 3
- To develop Phase one phonics
- Continue to enjoy stories and songs
- Beginning to order the sounds in their name

Key Vocabulary

Fairy Tale

A children's story about magical and imaginary characters

Character	A person, animal or thing that speaks or does something in a story.
Main Character	The character whom the story is about.
Recipe	A list of instructions followed when baking or cooking.

These are the objectives from the Early Years curriculum that we will be focusing on in Spring 1 half term

Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy
<p>We will learn to...</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Remember rules without needing an adult to remind them. • Select and use activities and resources, with help when needed. • Play with one or more other children, extending and elaborating play ideas. • Be increasingly independent in meeting their own care 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment with some control. • Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Choose the right resources to carry out their own plan. 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Complete their jigsaw name. • Write some or all of their name, using tracing sheets. • Engage in extended conversations about stories, learning new vocabulary. • Clap the syllables in words. • Listen to rhyming stories. • Engage in storytimes and access books in the reading area, turning pages and noticing print.

<ul style="list-style-type: none"> Develop their pronunciation. 	<p>needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>For example, choosing a spade to enlarge a small hole they dug with a trowel</p> <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Use a comfortable grip with good control when holding pens and pencils. 	
<p>Mathematics</p>	<p>Understanding the World</p>	<p>Expressive Arts and Design</p>	<p>At Home</p>
<p>We will learn to...</p> <ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Secure to 3. Recite numbers past 5. Solve real world 	<p>We will learn to...</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Plant seeds and care for growing plants. Understand the key features of the life cycle of a 	<p>We will learn to...</p> <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person. Use drawing to represent ideas like movement or loud noises. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<p>You can help us by...</p> <ul style="list-style-type: none"> Sharing books and stories every day Discuss what we see around us when out and about Encourage independence when getting dressed, eating and tidying up Counting everyday things (steps, fruit, cups on the table) Notice

<p>mathematical problems with numbers up to 5</p> <ul style="list-style-type: none"> • Talk about and explore positions • Make comparisons between objects relating to size, length, weight and capacity. 	<p>plant and an animal.</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Use all their senses in hands-on exploration and talk about what they see. 	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. 	<p>numbers in environment (house numbers, buses etc)</p> <ul style="list-style-type: none"> • Encourage children to cut up their own food with a knife and fork
---	---	---	--



We will be interested in and pose questions/find answers ...

- What is one less than one?
- How many sides and corners different shapes have
- What is my favourite book? Why?
- What happens during Chinese New Year? How is this different/ the same to our new year celebrations?
- What Fairy Tales do I know? Can I begin to act them out?
- Can I order the sounds of my name correctly?
- Can I clap the syllables of my name?

Thank you for your continued support.

