

Year group: Reception Term: Spring Term 2nd Half

**Topic: Will you Read Me a Story
(Traditional Tales)**

Kernow Cluster Topic Overview Sheet

Objectives



Opportunities for outdoor learning:

Re-creating the 3 pigs house using large construction
Re-telling the Gingerbread man on a Large scale
Building the Trolls bridge from 3 Billy Goats

Key vocabulary:

Fairy tale Vocabulary –
Once upon a time,
Happily Ever After
Descriptive words for the villains/ heroes of the stories

Physical Development

Develop fine motor skills to help with pencil control and letter formation

Continue to develop fundamental physical skills to develop core strength, balance and everyday physical skills.

Literacy

Design posters to catch the wolf from 3 little pigs

Design and describe own troll such as the one in the 3 Billy Goats

Write instructions on how to plant a magic bean

Writing repeated refrains from the stories –
Run, run as fast as you can, I'll huff and I'll puff, Trip trap over the rickety bridge, Fee, Fi, Fo Fum etc.

Additional this half term –

Writing cards for Mothers Day and Easter



Maths

Following White Rose Maths planning overview

Spring Term 2

- 3 Weeks – Building 9 and 10 – Representing, ordering, sorting, composition. Pattern and 3d shapes.
- 3 weeks consolidation

Understanding the World

Noticing change over time such as growing beans, baking gingerbread men.
Know how to look after and care for living things.
Using a variety of technology to record stories verbally, using technology to take photographs of achievements.

Opportunities for trips / visitors:

Visit to Barnecutts bakery in town for a Gingerbread Man

Focus Stories linked to Topic

- The Three Billy Goats
- Jack and The Beanstalk
- The Three Little Pigs
- The Gingerbread Man
- Little Red Riding Hood
- Goldilocks and the Three Bears

Expressive Arts and Design

Being involved in imaginative play to re-enact different stories
To use different construction materials to create key features of stories such as the Three Pigs Houses, building a troll trap

Using various construction materials to build with a purpose in mind

Personal, Social Emotional Development

Thinking about the morals from each story –
What would you do, was this character right or wrong – Explore some alternative versions of the stories

Looking at good and bad traits of characters in the stories – which are good qualities / not good qualities – which ones do we have

Communication and language

Listening to different stories with attention and recall
Joining in with repeated refrains
Understanding the way stories are structured
Think of alternative endings for traditional stories
Asks appropriate questions
Use the language from the stories when involved in play situations.

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Skills



Links to previous topics:

Children will be familiar with some traditional stories such as Goldilocks and the Three Bears.

Links to future topics:

PSED

- 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.

Physical Skills

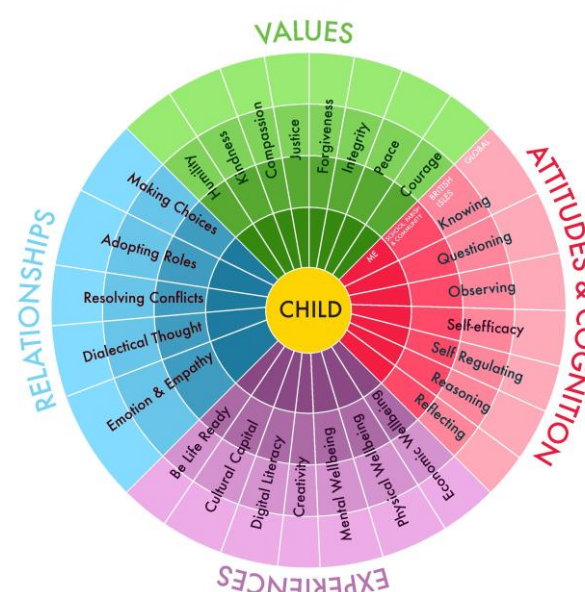
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency
- Develop overall body-strength, balance, co-ordination and agility
- Develop the foundations of a handwriting style which is fast, accurate and efficient

Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Connect one idea or action to another using a range of connectives
- 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 of the text some with exact repetition some in their own words

Literacy Skills

- 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.
- Form lower-case 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



Maths Skills

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy and create repeating patterns.

Understanding the World Skills

- Compare and contrast characters from stories, including figures from the past.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Opportunities for home learning / cultural capital:

Making own Gingerbread Men

Cultural Capital – Visit to a café to have something to eat and Drink (Gingerbread Men)

Expressive Art and Design Skills

- 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.
- Develop storylines in their pretend play.