


 <p><i>Goldilocks and the Three Bears</i> - Traditional Tale</p>	 <p><i>Little Red Riding Hood</i> - Traditional Tale</p>	 <p><i>The Gingerbread Man</i> - Traditional Tale</p>	 <p><i>The Three Little Pigs</i> - Traditional Tale</p>	<p><b>Physical Development/ Handwriting</b></p> <ul style="list-style-type: none"> <li>Daily dough disco</li> <li>Set 1 single letters and Set 1 Special Friends</li> <li>Letter families</li> <li>Weekly PE lessons</li> <li>Daily access to outdoor area for gross motor skills</li> </ul>	<p><b>Expressive Arts and Design:</b></p> <ul style="list-style-type: none"> <li>Re-telling stories</li> <li>Role play</li> <li>Drama</li> <li>Story maps</li> <li>Illustrations</li> <li>Musical Storyland</li> </ul>	 <p>Curriculum links to Year 1 "Play Then and Now" Past / Present change over time</p>
 <p><i>Jack and the Beanstalk</i> - Traditional Tale</p>	 <p><i>Lunar New Year</i> by Hannah Eliot</p>	 <p><i>The Day It Rained Hearts</i> by Felicia Bond</p>	 <p><i>The Runaway Pancake</i> - Traditional Tale</p>	<p><b>Once Upon a Time</b></p> <p>... Spring 1</p> <p><u>Enquiry theme:</u> What is a traditional tale?</p>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>How can we build a strong house like The Three Little Pigs?</li> <li>Compare characters, items and scenarios from the past to modern day</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>We follow the scheme Read, Write, Inc.</li> <li>Children will be taught and supported at the appropriate level for them to help them make the best progress.</li> <li>Following Read, Write, Inc's projected progression, children will learn to: <ul style="list-style-type: none"> <li><i>Read Set 1 Special Friends</i></li> <li><i>Read Word Time 16 words (words with Special Friends)</i></li> <li><i>Review Word Time 11 to 15</i></li> <li><i>Read 3-sound nonsense words</i></li> <li><i>Spell using Fred Fingers</i></li> </ul> </li> <li>We will learn the "red words": I, the, no, go, to, he, she, we, me, be + <b>said, you, are, my, once</b></li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>We use Mastering Number (NCTEM) and White Rose Maths. Topics covered this term include: <ul style="list-style-type: none"> <li>Subitising</li> <li>Ordering numbers 1 - 5</li> <li>One more, one less</li> <li>Composition of numbers e.g. 6 is 5 and 1 more</li> <li>More than, fewer than, equal to</li> <li>Mass and capacity</li> <li>Length, height and time</li> </ul> </li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Reflect on emotions expressed in stories and link to their own experiences</li> <li>Work independently on short tasks, showing increasing independence, focus and resilience</li> <li>We follow the scheme <u>Jigsaw</u> for PSHE lessons.</li> <li>The theme this term is "Dreams and Goals - Aspirations, how to achieve goals and understanding the emotions that go with this".</li> </ul>	<p><b>Core knowledge:</b></p> <ul style="list-style-type: none"> <li>Traditional tales, comparing life now to the past, seasonal celebrations</li> </ul> <p><b>"Tapestry Tuesday" / Show and Tell</b></p> <ul style="list-style-type: none"> <li>Each Tuesday we will dedicate time to sharing and celebrating the achievements, milestones and updates from the members of our class family.</li> <li>Please add observations to Tapestry for your child to share with the class.</li> <li>These can be anything that they feel proud about or would like to talk to the class about.</li> <li>This term, our focus will be asking and answering "<b>why</b>", "<b>who</b>" and "<b>when</b>" questions</li> </ul>	<p><b>Communication and Language focus:</b></p> <ul style="list-style-type: none"> <li>Making predictions on what might happen next</li> <li>Understanding "either" and "or"</li> <li>Understanding prepositions such as "in front", "behind", "next to" and "between"</li> <li>Remembering and saying five things</li> </ul> <p><b>Vocabulary focus:</b> Character, setting, problem, solution, past, compare, similar, different</p>	<p><b>Non-Fiction Book of the week</b></p> <ul style="list-style-type: none"> <li>Each week we choose a non-fiction book to dip into and to learn about something new. Children are encouraged to share their own interests and fascinations to guide our choices.</li> <li>Topics may include subjects which complement our core learning, such as: toys and play in the past compared to now, animals featured in traditional tales such as wolves and pigs, recipe books, different buildings and structures</li> </ul>		
<p><b>Enrichment suggestions</b></p> <ul style="list-style-type: none"> <li>New Year/ Lunar New Year</li> <li>Valentine's Day</li> <li>Pancake Day</li> <li>Safer Internet Day</li> <li>Traditional Tales Dress Up Day</li> <li>Puppets</li> </ul>	<p>Our Whole School Value is: <u>Aspiration</u></p> 					