



Big Question: What makes a good story?

Year Group: Reception	
<p>Focus of Learning / linked to topics:</p> <p>Children will look at a range of traditional tales and modern stories. We will explore the structure of a story and the key aspects needed, such as characters and setting in order to encourage children to include features of a narrative in their own writing. They will be provided with the opportunities to tell and read stories using real objects and props to support them. We will provide resources that will encourage the children to write their own stories during continuous provision. Children will be encouraged to recall and use the correct letter formation, developing their pre-cursive writing starting on the lines.</p>	<p>Prior Learning / linked to topics:</p> <p>Children are familiar with listening and responding to a variety of stories, answering simple questions based on what they have heard or read. They are gaining confidence in highlighting some key elements of a story with support using story maps. Children are working in Read, Write inc groups to target their individual phonics level and are developing the skills to apply this learning when writing words, captions or simple sentences. Children can sequence pictures in the right order to tell a story. Children have been introduced to pre cursive writing this year and with support are beginning to write on lines.</p>
<p>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</p>	
<p>Prime Areas:</p>	
<p>Personal, Social and Emotional Development</p> <p>To control their emotions using a range of techniques. To set a target and reflect on progress throughout. To know the names of common fruits and vegetables. To manage own basic needs independently. To show a 'can do' attitude. To work collaboratively as a group, responding to each other's ideas. To begin to develop relationships with other adults around the school.</p>	<p>Key vocab / key questions:</p> <p>Feelings, emotions, happy, sad, angry, kind, unkind, breathing, calm down, friends, problem, right/wrong, safe, safety, opinions, ideas, difference, sorry, help, strengths, healthy, unhealthy, balance, fruit, vegetables, target, goal, challenge, problem solving, adapt, resilient. (Mr Men and Little Miss characters)</p> <ul style="list-style-type: none"> • How are you feeling today? How does your body react to this feeling? • What can we do to help us to calm down? • Was Goldilocks right to go into the three bear's house? • How did the three pigs feel at the beginning of the story and the end of the story? Why? • Everybody is good at something, what were the characters in our story good at? What are we good at? • What food is healthy for us? Why is it healthy? What would happen if we eat too many sweet things? • What are you going to do today? What is your goal? What will you do if something goes wrong? How can you be like Mr Bump today?

Communication and Language

To understand questions such as why and how.
To ask a variety of questions to find things out and clarify understanding.
To retell a story using their own words.
To link statements and stick to a main theme.
To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
To answer 'why' questions linked to stories, non-fiction text and other areas of learning.
To speak with greater clarity, using 'and' and 'because' to extend sentences.

Key vocab / key questions:

Good sitting, looking, magnet eyes, listening, story, because, once upon a time, happily ever after, retell, Rhonda the Reteller, Charlie Clarifier, sequence, story, how, why, non-fiction, fiction, characters, setting, problem, I think... because, I agree... because, I disagree... because,

- How did the Wolf try to trick little Red Riding Hood?
- Why did Jack's mum throw the beans out of the window?
- Why did Red Riding Hood go off the path?
- What do you think the wolf will do next?
- Why do you think ____ happened?
- Do you agree / disagree with what ____ thinks?
- How could Goldilocks make things better?
- Why do we need to eat fruit and vegetables?

Physical

To balance and safely use apparatus.
Jump off an object and land safely.
To create short sequences using shapes, balances and travelling actions and including apparatus.
To move with control and coordination, copying, linking and repeating actions
To remember and repeat actions, exploring pathways and simple sequences.
To sit, run and glide using a balance bike when following a given pathway.
To hold scissors correctly and cut out small shapes.
To start letters on the line.
To paint using thinner paintbrushes
Fill containers with narrow openings using sand and water.

Key vocab / key questions:

Travel, pathway, body shape, wide, tall, small, safe, movement, control, rolling, jumping, sequence, repeat, copy, over, under, through, balance, run and glide, letter formation, lead in, position, grip.

- Can you think of another way of moving?
- What actions can we put together to make a sequence?
- Who do you think created the best sequence and why?
- How will you stay safe when using the apparatus?
- How does your body feel when you're doing exercise?
- Why is exercise important?
- Where does every letter start?
- What do you need to remember when you are holding your pencil?

Specific

Literacy

To begin to answer questions about what they have read.
To use vocabulary that is influenced by their experiences of books.
To read longer words.
To read books matching their phonics ability
To talk about the characters in the books they are reading.
To spell words using taught sounds.
To begin to write longer words which are spelt phonetically.
To begin to use capital letters at the start of a sentence.
To use finger spaces and full stops when writing a sentence.
To practise memorising and repeating a sentence before writing it.
To begin to read their work back.

Key vocab / key questions:

First, next, last, beginning, middle, end, once upon a time, happily ever after, story, word, sentence, character, setting, events, problem, clarifier, summarizer, questioner, predictor, adjective, tricky word, describing word, Fred fingers, Fred in your head, special friends

- How can you work out this word?
- Does what you have read make sense? What should you do?
- What makes a good story?
- How did this story start? What words were used?
- What are the three parts to a story?
- What was the main problem in the story and how was it resolved?
- Can you tell me about your favourite character and why you like them?
- Where does the story take place? What is this called? (setting)
- What could you use to help you in class when you are writing on your own?
- Can you read your sentence to me? Does it make sense? How could you make it even better?
- How many Fred fingers are there in this word? Pinch the fingers and tell me the sounds.

Mathematics

To recognise numbers to 20.
To revise number bonds to 5 with particular focus on recalling subtraction facts.
To explore how to make numbers above ten using tens and ones.
To match the number to quantity
Find the total number of items in two groups by counting on from the first number.
(cont'd from Spring 2)
Find the total number of items in two groups by counting on from the biggest number.
To recite numbers in order up to 25.
To add and subtract numbers
To begin to understand the two parts within the whole. (cont'd from Spring 2)
To order numbers to 20.
To find the missing number.
To order three given numbers e.g. 7, 15, 18
To find the missing number in an addition and subtraction sentence problems.
To make their own repeating patterns ABB and ABBC.
To select and rotate shapes to recreate pictures and patterns.

Key vocab / key questions:

Number, numeral, digit, tens, ones, more, less, fewer, addition, subtraction, plus, takeaway, total, altogether, objects, number bonds, estimate, count on, count, compare, order, missing number, 5 frame, 10 frame, prove it, agree, disagree, part, whole.

- I think 10 subtract 3 is 9, am I right? How can you prove it?
- What apparatus could you use to show that you have the right answer in a different way?
- It could not be... because
- How do you know you are right?
- Why is it important to check your answer?
- Where does this number go in our number line and why?
- How do I know how many I will have left?
- Can you give me 3 different ways to solve this addition problem?
- If I count backwards will my answer be bigger or smaller?
- Can you tell me about the pattern you have made?
- Can you continue my pattern (ABB, ABBC)? Can you make your own pattern?
- Are all of these shapes triangles? How do you know? Why do they look different?

Understanding the World

To know about the past through settings, characters and events encountered in books read in class and storytelling.
To talk about the life cycle of a butterfly and record the changes over time.
To talk about how they have changed over time. Pupils will talk about how they have changed since they were a baby. Adults in the setting will bring in photos from when they were young, the pupils will guess who is who and discuss how they have changed.
To know that people in other countries may speak different languages. (Spanish)
To know about features of the area in which they live and talk about how it varies from another location e.g. Spain
To explore examples of different families when exploring traditional stories and modern stories.
Know that their own experiences differ to those of others.
To observe the growth of seeds and talk about changes.
To know how to care for growing plants.
To recognise, name and describe the life-cycle of a plant. (linked to peas and beans.)
To reflect what they observe through drawings of growing plants.
Describe what they see, hear and feel whilst outside with a wider range of vocabulary e.g. hard, soft, spiky, quiet, loud.
To explore an object casting a shadow when making shadow puppets for traditional tales.
Computing:
To be able to give a floor robot instructions to make it move.
To understand what happens when you click a button or touch an icon.
To select different ways to control a floor turtle.

Key vocab / key questions:

Past, present, Spring, changes, seasons, weather, plants, growth, change, caterpillar, egg, cocoon, chrysalis, life cycle, shadow, light, dark, Spanish, language. Computing - touch screen, tablet, pc, laptop, direction, arrows, input and output.

- The three pigs all had different houses throughout the story. Do we all live in the same kind of house? Are houses the same across the world? Where did Handa live?
- What is different about our homes and our families?
- What are the four seasons? What Season are we in now?
- Does everybody in the world speak the same language? What languages do you know about?
- Was everyone in our class born in England?
- Where is Spain? What would it be like to live there? How is it similar or different to England?
- Do butterflies have babies that look like them? Are they born with wings?
- Do babies look like their mums and dads? Do they have arms, legs, head etc?
- How have you changed since being a baby?
- What do plants need to grow healthy?
- Which material was the best for the Three Pigs house? Why? How would you describe this?
- What is a shadow? How do you make shadows?

Expressive Arts and Design

To plan what they are going to make (cooking, construction, junk modelling)

To draw more detailed pictures of people and objects.

To manipulate materials.

To create observational drawings.

To experiment with mixing colours to match the colour they want to represent.

To join in with year group singing time.

To act out well known stories.

To follow a musical pattern to play tuned instruments.

To create narratives based around stories

To explore the work of Steve Mbatia, using paint and collage. (cont'd from Spring 2)

To explore how features of the natural world (animals) can be represented through art.

Additional Music lessons from outside provider this half term.

Key vocab / key questions:

Plan, make, build, materials, creative, join, join together, attach, mix, music, instruments, musical pattern, story, setting, character, colours, mixing, paint, change, lighter, darker, matching colour, dance, acting out

- What other materials could the three pigs have tried to build their houses with? Why?
- How could you make your own Goldilocks and Three Bears shadow puppets?
- Which character will you be when you act out your story?
- What happens when we mix colours together? How can we make a colour lighter/darker?
- Why have you picked this colour for this?
- What kind of music might be in this story?
- What instrument would you choose to show the Giant moving?
- What instruments can you hear?
- Which instrument would be good to represent Jack climbing up the beanstalk?
- Looking at the pictures, can you copy the musical pattern.
- Can you use different pictures to create your own musical pattern?
- Can you tell me about the artwork of Steve Mbatia? What did he create and how?

R.E

Why do people gather together? (continued from Spring 1)

Gathering

Know and understand:

- how and why people gather together – *Explore*
- the joy of gathering together to celebrate at Mass – *Reveal*

Acquire the skills of assimilation, celebration and application of the above – *Respond*

How and why do things grow?

Growing

- Spring is a time when things begin to grow – *Explore*
- Lent – a time to grow in love to be more like Jesus and to look forward to Easter – *Reveal*

Acquire the skills of assimilation, celebration and application of the above – *Respond*

RSHE

Life to the full:

Created to Love Others: Unit 3, Keeping Safe

Journey in Love:

Spiritual – children will be able to celebrate the joy of being a special person in God's family

Safe Messages

A1, A2, A3, A5, A6, A7, A9, B2, B6, B7, B8, C5, C10, D1, D2, H1-H4 (RE topics), I1, I2, I4

Topic Resources:

Books to be used:

Jack and the Beanstalk

The Three Little Pigs

Little Red Riding Hood

Three Billy Goats Gruff

The Wizard of Oz

Goldilocks and the Three Bears

Peas, beans, compost, plant pots, butterflies (insect Lore)

Other resources will be highlighted in the enhancements section for weekly continuous provision planning.