

## Expressive Arts and Design (EAD)

- Construct houses, collage, junk modelling etc
- ICT - 2 Simple 2 create a story - traditional tale
- Make LRH's using paper plates & collage materials
- Painting techniques - bubbles, blowing, string painting,
- Making lollipop stick puppets to react stories with.
- Design Goldilocks her own house.
- Observational drawing of different flowers and seeds.
- Create masks of the different characters.
- Junk modelling - the 3 bears.
- Landscape/map pictures - Using Printing and collage.
- Exploring different ways of joining materials by creating split-pin fairy tale character

## Understanding the World (UW)

- Observing changes in materials through cooking activities- Gingerbread men.
- Dough activities, exploring textures and discussing using fairy tale dough mats.
- Growing flowers and observing the changes in the shoots- Discussing what plants need to grow.
- Look at similarities and differences of various types of flowers - Label parts of a flower.
- Create maps/follow routes to/from various starting points- through the woods/from the palace /over the bridge etc.
- Find out about different species of bears and where they live (habitats) e.g. polar bears, koala bear

Reception

'Once upon a  
time....'  
Summer 1

## Physical Development (PD)

- Ongoing PE lessons.
- Physical changes during P.E. health and self-care.
- Healthy eating.
- Pencil control: Letter formation.
- Dressing and undressing for PE
- Discuss what you need to eat/do to have a healthy lifestyle
- Using tools and materials safely & with control when creating 3D junk houses for The Three Little Pigs
- Threading beads-Cinderella's jewellery
- Cutting activities

## Mathematics (M)

- Writing number sentences, + and -
- Number recognition
- Comparing 2 or 3 groups of objects
- Days of the Week - Mr Wolf's week
- Measuring - comparing height Class shop - how many 1p's do you need to buy things?
- Making models using 3D shapes - name and describe properties
- Look at the sizes in traditional tales, The Three bears , The Billy Goats Gruff etc - discuss language big, medium sized little etc.
- Measuring ingredients- baking gingerbread men. Using terminology heavy and light.
- Data Handling - Create a graph showing our favourite fairy tale characters.
- Sharing amounts.
- 2D & 3D shapes.
- Discuss numbers in fairy stories - 7 dwarves, 3 pigs, 3 bears etc. Can they make sets of things belonging to each story? Can they order numerals and count objects to match?
- Doubling and halving-witches potions.

### Literacy (L)

- I will be writing:
  - An ending to my favourite fairytale story.
  - Labelling pictures
  - A list of characters and props.
  - A stage script to re-enact a story.
  - A list of ingredients for making porridge.
  - Instructions on how to make porridge.
- I will be creating character profiles on the characters in the Fairytale stories.
- I will be retelling stories in the correct sequence.
- I will be using my phonic knowledge to read simple regular words
- I will be exploring and experimenting with sounds, words, and text
- I will continue to learn my phonics sounds.

### Personal Social Emotional Development (PSED)

- SEAL: Relationships.
- British values: To develop self-esteem, self-knowledge and self-confidence. To learn to understand and abide by rules and the law.
- Look at the stories e.g. Jack and the Beanstalk and Goldilocks - discuss characters, being kind, stealing etc. How can they make things right?
- Discuss strangers in fairy tales - Should we trust them?
- Read the stories of the little red hen and the ugly duckling - discuss the importance of sharing the workload and celebrating differences.

### Communication and Language (CL)

- Role-play - Castle/Bakers Shop
- Reading and retelling a range of traditional tales including: Hansel and Gretel, Jack and the Beanstalk, Goldilocks and the Three Bears, and The Gingerbread Man.
- Retelling stories in their own words.
- Create re-enactments of stories in forms of plays or interviewing characters asking the reasons and explanations for their actions.
- Discuss the characters, setting, problem and solution in each story.
- Look at repetitive phrasing in stories.
- Describing characters.
- Retell/ rewrite the endings of stories e.g. Goldilocks gets caught.
- Speech bubbles
- Sequencing Stories.

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