

Once Upon A Time

This theme allows children to experience some traditional stories, meet a variety of different characters, discuss and learn about different setting and look at the structure of a story.

It encourages them to create their own fictional stories and provides them with stimuli that will hopefully enhance the quality of their play.

Key Learning Outcomes From Adult Led Learning

Communication & Language	<ul style="list-style-type: none"> - Learn rhymes, poems and songs. - Listen to and talk about stories to build familiarity and understanding. - Learn new vocabulary. - Describe events in some detail. - Articulate their ideas and thoughts in well-formed sentences.
Personal, Social & Emotional Development	<ul style="list-style-type: none"> - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Think about the perspectives of others. - Show resilience and perseverance in the face of a challenge.
Physical Development	<ul style="list-style-type: none"> - Progress towards a more fluent style of moving. - Develop their small motor skills so that they can use a range of tools competently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Literacy	<ul style="list-style-type: none"> - Read individual letters by saying sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Form lower case letters accurately.
Mathematics	<ul style="list-style-type: none"> - Automatically recall number bonds for numbers 0-5 and some to 10. - Explore the composition of numbers to 10. - Count objects, actions and sounds. - Compare numbers. - Link the number symbol with its cardinal value. - Understand the 'one more than/one less than' relationship between consecutive numbers.
Understanding The World	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Comment on images of familiar situations in the past. - Understand the effect of changing seasons on the natural world around them.
Expressive Arts & Design	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Develop storylines in their pretend play. - Create collaboratively sharing ideas, resources and skills. - Sing in a group or on their own, increasingly matching the pitch and following the melody.

*FS2 - Computing Curriculum Guidance (SCC) - 1b - We Control Technology & 1c - Tinkering: Beebots
(Used throughout half term through CP enhancements and adult-led activities)*

<u>Week</u>	<u>Key Focus</u>	<u>Key Text</u>	<u>Week in Brief</u>	<u>Key Vocabulary</u>
<p>Week 1 W/B 30.10.23</p> <p><i>Fireworks</i></p>	<p>Communication & Language - Learn rhymes, poems and songs.</p> <p>Personal, Social & Emotional Development - Build constructive and respectful relationships.</p> <p>Physical Development - Progress towards a more fluent style of moving.</p> <p>Literacy -Read individual letters by saying sounds for them.</p> <p>Mathematics - Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Understanding The World - Talk about members of their immediate family and community.</p> <p>Expressive Arts & Design - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Non Fiction and fiction texts- Various Twinkl and other texts relating to bonfire night and Fireworks, (see flips)</p> <p><i>Read the various To learn about the story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit Inputs - Discreet phonics sessions.</p> <p>- Emphasise initial sounds of firework sounds.</p> <p>- Maths Inputs - Number blocks ('Hide and Seek').</p> <p>- Number bonds to 5.</p> <p>- Number blocks (number 6).</p> <p>- PD Input - Go Noodle/dough disco</p> <p>- Demonstrate body movements to represent different fireworks e.g. sparkler, rocket, bonfire etc.</p>	<p>Fire, heat, crowd, bonfire, explosions, exciting, excited, amazing, colour, bright, smells, smoke, sky, travelling, illuminated,</p>

<p>Week 2 W/B 06.11.23</p> <p>Gingerbread Man</p>	<p>Communication & Language - Listen to and talk about stories to build familiarity and understanding. Personal, Social & Emotional Development - Express their feelings and consider the feelings of others. Physical Development - Progress towards a more fluent style of moving. Literacy - Read individual letters by saying sounds for them. Mathematics - Explore the composition of numbers to 10. Understanding The World - Explore the natural world around them. Expressive Arts & Design - Develop storylines in their pretend play.</p>	<p>Fiction Text – Gingerbread Man</p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit Inputs - Model using masks to name and act out characters from the story. - Discreet phonics sessions. - Model sounds in key words related to the Gingerbread Man story. - Maths Inputs: The Terrible Twos - 4 can be partitioned into 2 and 2; and, 1 and 1 and 1 and 1. Holes - The number of a group can be changed by adding to it or taking from it. Addition and subtraction of 1. Number bonds to 5. - PD Input - Go Noodle. - Gingerbread dance and freeze - Model Gingerbread Man movements (running, climbing (fox's tail, swimming, changing direction).</p>	<p>Gingerbread, man, old man, old woman, cottage, animals, travelling, moving, chasing, baking, cooking, kitchen, fox.</p>
<p>Week 3 W/B 13.11.22</p> <p>Gingerbread Man</p>	<p>Communication & Language - Listen to and talk about stories to build familiarity and understanding. Personal, Social & Emotional Development - Express their feelings and consider the feelings of others. Physical Development - Progress towards a more fluent style of moving. Literacy - Read individual letters by saying sounds for them. Mathematics - Count objects, actions and sounds. Understanding The World - Explore the natural world around them. Expressive Arts & Design - Develop storylines in their pretend play.</p>	<p>Fiction Text - Gingerbread Man</p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit Inputs - Model using masks to name and act out characters from the story. - Discreet phonics sessions. - Model sounds in key words related to the Gingerbread Man story. - Maths Inputs - Number blocks (number 7). - Daily counting activities e.g. counting number of children in class, counting fruit, nursery rhymes. - PD Input - Go Noodle. - Gingerbread dance and freeze. - Model Gingerbread Man movements (running, climbing (fox's tail, swimming, changing direction).</p>	<p>Gingerbread, man, old man, old woman, cottage, animals, travelling, moving, chasing, baking, cooking, kitchen, fox.</p>

<p>Week 4 W/B 20.11.23</p> <p><i>Gruffalo</i></p>	<p>Communication & Language - Learn new vocabulary. Personal, Social & Emotional Development - Think about the perspectives of others. Physical Development - Develop their small motor skills so that they can use a range of tools competently. Literacy - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Mathematics - Count objects, actions and sounds. Understanding The World - Describe what they see, hear and feel whilst outside. Expressive Arts & Design - Create collaboratively sharing ideas, resources and skills.</p>	<p>Fiction Text - Gruffalo</p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit Inputs - Demonstrate how to use the voice changer. - Discreet daily phonics sessions. - Maths Inputs - Number blocks (number 8). - Daily counting activities e.g. counting number of children in class, counting fruit, nursery rhymes. - PD Input - Go Noodle/dough disco - Show how to mix, pour, stir etc. - Model developing core strength and stability - moving on tummy/all fours (representing characters in the Gruffalo).</p>	<p>Gruffalo, mouse, wood, fox, underground, house, terrible, tusks, claws, teeth, jaws, rocks, roasted, silly, old, owl, treetop, knobbly, knees, turned-out, toes, poisonous, wart, nose, stream, ice-cream, snake, log pile, eyes, orange, tongue, black, purple, prickles, back, lake, scrambled, creature, bread, scariest, hiss, amazing, astounding, path, leaves, trees, crumble, rumble, wind, nut.</p>
<p>Week 5 W/B 27.11.23</p> <p><i>Gruffalo</i></p>	<p>Communication & Language - Learn new vocabulary. Personal, Social & Emotional Development - Think about the perspectives of others. Physical Development - Develop their small motor skills so that they can use a range of tools competently. Literacy - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Understanding The World – Describe what they see, hear and feel whilst outside. Expressive Arts & Design - Create collaboratively sharing ideas, resources and skills.</p>	<p>Fiction Text - Gruffalo</p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit Inputs -- Demonstrate how to use the voice changer. - Discreet daily phonics sessions. - Maths Inputs - Number blocks (number 9). - Practise regular counting - children in class, general objects, milk at snack time etc. - PD Input - Go Noodle/dough disco. - Show how to mix, pour, stir etc. - Model developing core strength and stability - moving on tummy/all fours (representing characters in the Gruffalo).</p>	<p>Gruffalo, mouse, wood, fox, underground, house, terrible, tusks, claws, teeth, jaws, rocks, roasted, silly, old, owl, treetop, knobbly, knees, turned-out, toes, poisonous, wart, nose, stream, ice-cream, snake, log pile, eyes, orange, tongue, black, purple, prickles, back, lake, scrambled, creature, bread, scariest, hiss, amazing, astounding, path, leaves, trees, crumble, rumble, wind, nut.</p>
<p>Week 6 W/B 04.12.23</p>	<p>Communication & Language - Describe events in some detail.</p>	<p>Fiction Text - Stick Man</p>	<p>- C&L/Lit Inputs - Model creating a picture using natural materials.</p>	<p>Twig, stick, children, jog, dog, trick, fetch, drop, family, tree, twirl, girl, race, river, swan,</p>

<p>Stick Man</p>	<p>Personal, Social & Emotional Development - Show resilience and perseverance in the face of a challenge.</p> <p>Physical Development - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Literacy - Form lower case letters accurately.</p> <p>Mathematics - Compare numbers. Explore the composition of numbers to 10.</p> <p>Understanding The World - Comment on images of familiar situations in the past.</p> <p>Expressive Arts & Design - Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<ul style="list-style-type: none"> - Model how to write in sand then form the letter on the template. - Discreet daily phonics sessions. - Maths Inputs – Number blocks ‘Double Trouble’ & ‘Counting Sheep’. - PD Input - Model sitting with back straight, on 4 legs of a chair etc. 	<p>nest, sea, beach, dad, spade, sand, mast, flag, bag, pen, bat, snow, boy, arm, snowman, frozen, bells, choir, fire, stuck, soot, Santa, toys, chimney, Christmas, bed, house, mouse, bird.</p>
<p>Week 7 W/B 11.12.23</p> <p>Stickman</p>	<p>Communication & Language - Articulate their ideas and thoughts in well-formed sentences.</p> <p>Personal, Social & Emotional Development - Show resilience and perseverance in the face of a challenge.</p> <p>Physical Development - Develop their small motor skills so that they can use a range of tools competently.</p> <p>Literacy - Form lower case letters accurately</p> <p>Mathematics – Link the number symbol with its cardinal value.</p> <p>Understanding The World – • Understand the effect of changing seasons on the natural world around them.</p> <p>Expressive Arts & Design - Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Fiction Text - Stick Man</p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<ul style="list-style-type: none"> - C&L/Lit Inputs - Adult modelling of whole sentences. Use a conjunction to extend the sentences. - Discreet daily phonics sessions. - Outside walk to observe the various things they can see and describe. - Maths Inputs - Number blocks (number 10). - Practise regular counting - children in class, general objects, milk at snack time etc. - PD Input - Modelling of various actions and movements associated with Winter weather. 	<p>Twig, stick, children, jog, dog, trick, fetch, drop, family, tree, twirl, girl, race, river, swan, nest, sea, beach, dad, spade, sand, mast, flag, bag, pen, bat, snow, boy, arm, snowman, frozen, bells, choir, fire, stuck, soot, Santa, toys, chimney, Christmas, bed, house, mouse, bird.</p>
<p>Week 8 W/B18.12.23</p>	<p>Communication & Language - Describe events in some detail.</p>	<p>Non-Fiction Text - Christmas</p>	<ul style="list-style-type: none"> - C&L/Lit Inputs - Model creating a picture using natural materials. - Discreet phonics sessions. 	<p>Christmas, Santa, Father Christmas, baubles, tinsel, Christmas tree, choir, songs,</p>

<p>Christmas</p>	<p>Personal, Social & Emotional Development - Show resilience and perseverance in the face of a challenge.</p> <p>Physical Development - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Literacy - Form lower case letters accurately.</p> <p>Mathematics - Link the number symbol with its cardinal value. Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Understanding The World - Comment on images of familiar situations in the past.</p> <p>Expressive Arts & Design - Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- Maths Inputs - Number blocks (Just One').</p> <p>- Practise regular counting - children in class, general objects, milk at snack time etc.</p> <p>- PD Input - Model sitting with back straight, on 4 legs of a chair etc.</p>	<p>singing, nativity, Christianity, faith, religion, presents, gifts, cards, celebration, dancing, friends, family.</p>
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Possible Enhancements To Continuous Provision

- Investigation - Winter display with photos/pictures/real objects to manipulate and investigate. Objects frozen in ice (exploring melting), scents e.g. Cinnamon, pine, gingerbread (exploring senses), realistic snow.
- Role-Play - Christmas food menus, traditional Christmas food items, Christmas themed kitchenware e.g. plates, cups, aprons etc.
- Literacy Area - Christmas card templates, Christmas themed card inserts, nativity story and characters, post-box.
- Small World - Bonfire scene, winter scene, nativity scene.
- Maths Area - Ordering numbers to 10/20 on a washing line.
- Craft Area - Glitter, sequins, coloured card, wrapping paper, cardboard boxes, red/green card, Christmas themed paper chains.
- Outdoor (den building) - Bonfire pictures, sticks with marshmallows, chimney pictures.
- Phonics - Green word cards, RWI sound mats.
- Fine Motor - Christmas tree, baubles, tinsel.