

Will you read me a story?

Spring Term 1

Reception



We start this term by dressing up as a character from a traditional tale.

We have a science based day where we carry out investigations related to Traditional Tales.

TOPIC INFORMATION

Play games to develop spatial awareness

Explore ways of supporting body weight

e.g. using small and large body parts:

- travel with parts high and parts low
- travel on combinations of hands and feet
- find ways of making feet high
- travel and stop with parts high and parts low

Games skills:

- sending and receiving
- throwing, rolling, bouncing
- send whilst still and travelling
- catching from roll, throw, bounce
- catch whilst still and travelling
- aiming for a target

Make models of different houses/ castles

Construct different buildings using a range of construction kits e.g. duplo, lego, wooden blocks

Make sandcastles with wet and dry sand

PHYSICAL DEVELOPMENT

Play at adding and subtracting in classroom shop up to 10p (use pennies only)

Buy x and y. How many pennies?

Play shape-guessing game by listening to clues describing attributes

Sort 2D and 3D shapes

Use a feely bag to guess the shape

Go on a shape walk

Describe shapes when showing models to the rest of the class

Sort shapes/colours using a Carroll diagram or Venn diagram

Use shapes to make models out of recycled materials and construction models – compare sizes

Match 2D shapes to 3D faces

Solve simple practical problems e.g. packing belongings into boxes

Weigh, measure objects sorting them in order of weight, height, length

Consider how we measure time; seconds, minutes, hours and days

MATHEMATICS

Play Phonics games

Develop role play area into a post office

Talk about a personal visit to a building eg castle, shop, church etc

Listen to stories on listening centre

Retell stories with props/small world toys/puppets

Form letters in name correctly using pens, paints, sand, by labelling models and signing up for class surveys

Read, listen to, discuss and retell traditional tales

Discuss the different stories and characters that appear in "The Jolly Postman"

Write speech bubbles for different characters

Write a letter to Goldilocks

COMMUNICATION,
LANGUAGE AND LITERACY

Set up ice investigations; how can we get the fairy tale characters out of the ice?

What happens to a gingerbread man when placed in water?

Which materials would make the most comfortable bed for a princess or prince?

Compare homes in traditional tales to where we live

Make models of castles, bridges and houses

Evaluate model by saying what you like and do not like about them

Build sandcastles with wet and dry sand

Listen to stories on the classroom listening centre

Make observations about winter

Consider how different countries celebrate their New Year

UNDERSTANDING THE WORLD

Select materials from wide choice on offer in workshop area to make models of buildings found in Fairy Tales

Choose from a range of resources to decorate models independently

Choose from a range of activities on offer

Use workshop materials independently

Discuss safety aspects of using classroom equipment

Recount a special event in own personal history about a trip to a special building e.g. theatre, castle, windmill

Role-play working in/ visiting a post office

PHSE; Feelings and Relationships

Think about the characters in traditional tales; how did they behave towards others?

PERSONAL, SOCIAL AND
EMOTIONAL DEVELOPMENT/
PSHE

Make imaginary drawings and paintings of the different building that you find in Fairy Tales

Make and build castles, bridges and houses using a variety of resources.

Paint models of buildings

Sing songs relating to traditional tales eg "There was a princess long ago", "In a cottage in the woods", "When Goldilocks went to the house of the bears..."

Role-play scenes in The Three Bears Cottage

Small world play with puppets, play people etc

Explore different media and make potions and mixtures with a variety of resources.

Experience different scents in porridge oats, water and play-dough

EXPRESSIVE ARTS AND
DESIGN