

Once upon a Fairy tale

<p>Throughout our learning journey we strive to provide a wide range of <b>possibilities</b> which will help our children to develop aspirations and promote <b>independence</b> for their future lives. We are <b>ambitious</b>.</p>	<p><b>Creativity</b> underpins all areas of learning in our curriculum. We want children to be <b>enthusiastic</b> and innovative and to develop these qualities through all subjects, not just the arts. We are imaginative.</p>	<p>The <b>community</b> provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as <b>kind</b> and <b>confident</b> citizens. We are <b>respectful</b>.</p>
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Our **Class texts and Poems** for this theme are:

- Three Little Pigs
- The Gingerbread Man
- Goldilocks and The Three Bears
- Beware Of The Bears - A McDonald & G Williamson
- The Three Horrid Pigs and The Big Friendly Wolf - L Pichon
- Jack and The Beanstalk
- The Three Billy Goats Gruff
- Once Upon A Time



During this theme we will develop our knowledge and Understanding of:

**Mathematics** by learning about:

Calendar and Time

- Time and the seasons
- Days of the week and using everyday language to sequence and talk about daily events.
- Measuring short periods of time.

Numbers within ten then to fifteen

- Counting and recognising numbers to ten and then to fifteen
- Representing numbers to 10 and then to 15 in different representations.
- One more/greater and one fewer/less within ten then fifteen.
- Ordering numbers to ten then fifteen and apply knowledge of numbers to ten and then to fifteen to solve mathematical problems
- Using key vocabulary linked to ordinal numbers 1<sup>st</sup> to 10<sup>th</sup>

Grouping and Sharing

- Counting in equal groups and adding them together.
- Counting in groups to find a total.
- Grouping objects in tens and fives to find a total.
- Sharing objects into two equal groups.
- Recognizing the connection between sharing and grouping and solve practical problems.

We follow the Mathematics Mastery scheme of learning,

**Literacy** by learning about:

Reading

- Reading simple sentences based our fairy tales.
- Applying phonic knowledge to decode regular words and read them aloud accurately.
- Participating in discussions about stories, events and the characters from the fairy tales.
- Participating in role play based on the text Jack and the Beanstalk
- Recreating characters from the books using puppets, small world and role-play.

Writing

- Writing their full names including surnames.
- Writing simple captions and sentences.
- Write letters to the characters from our stories.
- Enjoy using a range of different mark-making resources.



**Understanding the World** by learning to:

People and Communities

- The children learn to have an understanding of themselves, their families and their local community. They will be given opportunities to develop these skills within the continuous provision.

The World

- Build Dens, using construction and outdoor/box model houses.
- Design a house that will withstand a hairdryer when the wolf huffs and puffs.
- Follow an outdoor trail through the woodland area.
- Make porridge
- Create bridges for the three billy goat gruffs using different materials.
- Plant beans and make observations of the changes.
- Taste different beans from around the world.

Technology

- Using the Purple Mash program to create houses and select colour and texture.
- Using the keyboard to label or write a caption.
- Programming the bee-bots to move around a fairytale map.
- Using the interactive whiteboard to interact with age appropriate software

This area of learning and development is supported by the Purple Mash scheme of learning for computing.

**Expressive Arts and Design** by learning to:

Exploring and using media and materials

- Make split pin gingerbread man
- Participate in dissolving a gingerbread man experiment
- Use clay to create our own bean art patterns.

Being Imaginative

- Listen and responding to different styles of music
- Sing or sing along to nursery rhymes and action songs
- Play classroom instruments to explore music
- Study the units 'Everyone!' and 'Our World' which looks family, friends and music from around the world.

**Personal, Social and Emotional Development** by learning to:

Making Relationships

- Children will be provided with opportunities to play cooperatively with their peers and taking turns with others.

Self-confidence and self-awareness

- Children will begin to develop their confidence in speaking within large groups. They will be provided with opportunities to talk about their ideas, and offer their opinions.

Managing feelings and behaviour

- Inviting parents in to have breakfast and share some books based on fairy tales.
- Learn about **Dreams and Goals**, talking about new challenges and how we celebrate them
- Talk about **Healthy Me**, my amazing body and explain to keep it healthy and safe.

**Communication and Language** by learning to:

Speaking

- Talking about Events
- Joining in with familiar stories and enjoy joining in with the repeated phrases.
- Following stories and making predictions about what might happen.

Listening and attention

- The children will be provided with opportunities to listen to a range of stories and to respond with relevant comments and questions.

Understanding

- Children will be continuing to develop their skills in answering how and why questions about their experiences and in response to stories or events.

This area of learning and development is supported by the JIGSAW scheme of learning.

Physical Development by learning to:

Moving and Handling

- Participate in a sponsored 'Run as fast as you can' event to raise funds for school

Health and self-care

- Plant beans and talk about healthy foods that help us to remain healthy people
- Make porridge and talk about the importance of breakfast and healthy options

Each theme will start with a **'Talking Tub'**. This activity allows the children to explore, texts, photographs, artefacts and resources to inspire and engage them and to encourage them to pose questions and take ownership of their curriculum themes.

Some subjects do not link directly to the theme, and will therefore be taught discretely.

To develop the children's understanding of the theme we will visit **St Nicholas Church** and **Sundown Adventure Land**

During the theme the children will showcase their learning through holding a **Fairy tale fancy dress event**.

Key dates and school events that link to this theme include **Easter** and **World at Work week**

These are just some of the areas which we will cover when we explore the theme of **Once Upon a Fairy tale**; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.

