



Stalham Infant & Junior Schools - EYFS Reception Spring 1 Curriculum Statement. Once Upon a Time!

Book Coverage	Key Themes to explore.	Key Knowledge
	<ul style="list-style-type: none"> • New Year • Winter • Spring • Christmas • Traditional Tales • Chinese New Year • Repetitive Language • Story Maps • Simple labels & sentences <p style="text-align: center;"><i>Additional Themes</i> <i>Take One Picture / Katie's Picture</i> <i>Show by James Mayhew</i> <i>Pancake / Shrove Tuesday</i></p>	<p>Children will learn about Winter & Spring and how the season changes our environment.</p> <p>People have different ways to celebrate with their families and communities.</p> <p>We will look at Traditional Tales & discover the sort of language used in them</p> <p>All children will learn how to use phonic knowledge to build simple words in writing</p> <p>Children will learn numbers to 10 in different way, how to write them & use manipulatives to represent & solve problems</p> <p>Follow the links to listen to the audio books The Great Race by Dawn Casey https://www.youtube.com/watch?v=P4WizNrpUCs Little Red Riding Hood https://www.youtube.com/watch?v=OScqj-fm6U Each Peach Pear Plum by Janet & Allan Ahlberg https://www.youtube.com/watch?v=E9R3DchFkVQ</p>
<h3>Key Vocabulary</h3>		
<p>Story language - Once Upon a Time / repetitive refrain / Happily ever after / beginning, middle, end, character, setting</p> <p>Cultural celebrations - Chinese New Year / Shrove Tuesday</p> <p>Seasonal change - environmental changes.</p> <p>Maths - weighing , heavy, light, balance</p>		

<p><u>Physical Development</u></p> <p>Fine Motor development;</p> <ul style="list-style-type: none"> • Begins to form recognisable letters • Shows preference for dominant hand • Uses 3 finger (tripod) grip when holding a pencil • Understands how to transport & store equipment safely. • Use small world opportunities to portray characters in a story <p>Gross Motor Development;</p> <ul style="list-style-type: none"> • Experiments with different ways of moving • Negotiates space successfully • Changes direction & avoids obstacles taking others into account • Build bridges with large construction 	<p><u>Understanding The World</u></p> <p>We will be guiding the children to make choice about their own learning, using a range of equipment to construct & investigate the most useful materials for a job.</p> <p>This half term we will focus on;</p> <ul style="list-style-type: none"> • Seasonal change • How Chinese New Year is celebrated • Where traditional tales come from • How we can make bridges & rafts to help characters in our stories 	<p><u>Expressive Arts & Design</u></p> <ul style="list-style-type: none"> • Join in with songs • Use and develop props in role play • Use different ways of joining when creating puppets • Build bridges, rafts & baskets for characters in stories • Discuss texture & purpose when using materials • Can select appropriate resources
<p><u>Maths</u></p> <ul style="list-style-type: none"> • Yesterday, today, tomorrow • Counting & representing numbers to 10 • Writing numbers • Weighing heavier than/ lighter than/ the same as • Number bonds to 5 (ways to make 5) • Time - my day - before/ after/ now/ then 	<p><u>Big Question -</u> <u>What is a traditional tale?</u></p> 	<p><u>Literacy (See book list)</u></p> <p>We will be exploring a range of texts and we will use these as a stimulus for writing.</p> <ul style="list-style-type: none"> • Name writing • Lists • Labels • Simple sentences • Phonics - encouraging use of any sounds we hear. • Letters • Rhyme
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Understand how to listen carefully & why this is important • Learn new vocabulary • Learn poems, rhymes & stories • Ask questions to check their understanding or find out more. • Retell stories 	<p><u>Additional texts:</u></p> <p>The Little Red Hen Mixed up Fairytales You Choose</p>	<p><u>Personal, Social and Emotional Development.</u></p> <ul style="list-style-type: none"> • Keep play going by responding to others in an appropriate manner • Shows confidence in asking adults for help • Describe self in positive terms & talk about abilities • Adapt behaviour in different situations • Initiates conversations & takes account of what others say

