

Literacy

- Revisiting and consolidation of phase 3 phonics and begin phase 4 learning to read longer words.— CVCC, CCVC and words containing more than one syllable.
- Continuing to read words and captions/sentences
- Creating story maps of familiar stories we have read.
- Writing CVC, CVCC and CCVC words.
- Retelling familiar stories using actions and our own words in the style of Pie Corbett.
- Continuing to write sentences based on the stories we have read. Such as:
 - ⇒ - recounts of the story
 - ⇒ - sorry letters from the wolf
 - ⇒ - list of food to take to Granny's house
 - ⇒ - instructions to catch the porridge thief
 - ⇒ - writing own versions of the story
 - ⇒ - writing plans to catch Goldilocks
- Answering questions about the stories we have read.
- Compare the good and bad characters in the stories and write our own

Understanding the World

- Explore different materials. Three Little Pigs house experiment— find and test the best material to use for the pigs' houses.
- Gingerbread Man experiment— exploring which liquids are dissolvable and not.
- Learn about what a woodland area is and what animals live there.
- Look at simple aerial maps e. g woodland areas and discuss what they show. Create a large map to show the different features of a woodland area (link to Goldilocks and Little Red Riding Hood).
- Use age-appropriate software on the interactive whiteboard.
- Look at different types of houses across the world. Are all houses made of bricks?
- Exploring different uses for technology around the home. How has this changed over time?

Communication and Language.

- Reciting traditional tales off by heart using story maps to support.
- Talk about the stories they have read and say what they like and dislike.
- Now Press Play— listening and acting out stories.
- Sharing own experiences during class discussions, group work and circle time sessions.

Reception— Tell Me a Story

- Key Texts:
- Goldilocks and the Three Bears
 - Little Red Riding Hood
 - The Three Little Pigs
 - The Gingerbread Man
 - The Three Billy Goats Gruff

Physical Development

- PE— Gelsel/PE— focus on dance.
- Handling tools, objects, construction and malleable materials safely and with increasing control.
- Being able to show they can dress and undress independently and attend to their own basic hygiene needs, such as toileting and regular hand washing.
- Hold pencil in correct grip and form letters using correct formation when writing.
- Continue with Dough Disco sessions to develop and maintain fine motor skills.
- Bake Gingerbread Men— use objects and tools independently and safely.
- Build a bridge for the goats to cross.
- Build houses in the construction area.
- Create a healthy basket of food for granny.

Mathematical Development

- Building numbers to ten and beyond.
- Counting patterns to ten and beyond
- Spatial reasoning— matching and rotating shapes.
- Adding more
- Taking away
- Counting and recognising numbers within 20.

Expressive Arts and Design

- Paint characters from the story.
- Explore different painting techniques— printing, finger painting, marbling, corn and sponge
- Explore transient art by creating our own art work and learning how we can adapt and change our work in the process.
- Design and make our own houses for the different characters.
- Role play— taking on the role of different characters in the story.
- Design and make a new basket for Little Red Riding Hood.
- Look at the artist Vincent Van Gogh— create art work inspired by his work.
- Sing familiar nursery rhymes.

Personal, Social and Emotional Development

- Circle time sessions focused on the morals from the stories we have read— e.g. making good and bad choices, knowing right from wrong and how to deal with conflicts when they arise.
- Engage in turn-taking games with others.
- Continue to build positive relationships with adults and peers.
- Hot seating— taking on the roles of different