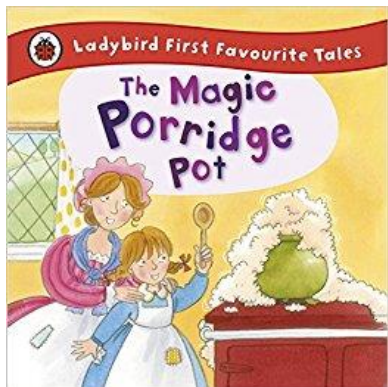




## TOPIC TITLE: Traditional Tales – Once Upon A Time



### ENTRY POINT

This term, we will continue with our overarching theme of 'journeys', through the telling of different traditional tales. Our focus text will be 'Goldilocks and the Three Bears.' There will be a crime scene set on our return to school, and a visitor with a surprising story to tell...! The second half of the term, we will take part in our while school topic 'Night at the art gallery', where we will produce lots of different artwork to display in the pop up gallery here at school.

### HOME LEARNING

Each Friday, you will receive a sheet with suggested activities to support the maths and phonics work completed in school. We really encourage you to have a go at some of these activities with your child, as it will impact greatly on their understanding and progress in school.

Please ensure you regularly read at home with your child.

When reading:

- Talk about the book and ask questions before, during and after Reading.
- Encourage your child to segment and blend when needed.
- Encourage fluency through 'just reading' repeated phrases, tricky and high frequency words.

### PARENT ENGAGEMENT

Spend some time sharing and enjoying your favourite traditional tales together! Perhaps ask different members of your family their favourite traditional tale. You could...

- Draw and label a picture of your favourite fairy tale character
- Story board or write your favourite tale, or record your child re-telling it!
- Complete a survey of your family's favourite tales.
- Visit a setting from a tale you like i.e. you could go to the woods for a picnic.



**The Big Idea:** To develop story telling language to be able to successfully re-tell a bank of stories!

**Key Texts:**

Goldilocks and the Three Bears  
The Magic porridge Pot  
The Gingerbread Man  
Jack and the Beanstalk  
The Three Little Pigs and the Big Bad Wolf  
Other Traditional Tales  
On the Way Home, I Saw...  
Shhh!  
Paper dolls

**Key Experiences:**

Rosemoor Gardens Trip  
Policeman Visit  
'Crime Scene Investigation' for Goldilocks  
Science investigations around senses  
Diversity day  
Dentist Visit  
Tarka Tennis  
Broomhill Sculpture Gardens Visit  
Art attack!

**Celebrations:** Celebration of work assemblies – dates TBC

End of Term, Whole School Project – Night at the Art Gallery 2 – 19<sup>th</sup> July 2018

**RE Focus:** Easter, Pentecost and Mission, Other Faiths (Judaism, Sikhism, Hinduism), Big Questions

**Using and Applying:**

Staff to provide a range of opportunities for children to practice these skills inside and outside the classroom.  
Staff to provide a range of opportunities for children to develop skills in a range of contexts, both real and imaginary.  
Staff to provide a range of meaningful adult led, adult initiated, child led, child initiated and continuous provision activities to support learning, and develop a flexible planning approach to reflect the children's interests.  
Through an enabling environment, developing positive relationships and celebrating the uniqueness of each child and their individual learning journey.



**Prime Areas of the Early Years Foundation Stage Curriculum**

Area of Learning	Learning Objectives from The EYFS Development Matters 2017
<b>Personal, Social and Emotional Development</b> <b>Age Band: 40-60 months</b>	<p><b>Making relationships – Early Learning Goal</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Self-Confidence and Self - Awareness - Early Learning Goal</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Managing feelings and behaviour - Early Learning Goal</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p>
<b>Communication and Language</b> <b>Age Band: 40-60 months</b>	<p><b>Listening and Attention - Early Learning Goal</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>Understanding - Early Learning Goal</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking - Early Learning Goal</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>



<b>Physical Development</b> <b>Age Band: 40-60 months</b>	<b>Moving and handling - Early Learning Goal</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.  <b>Health and Self-Care - Early Learning Goal</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
<b>Specific Areas of the Early Years Foundation Stage Curriculum</b>	
<b>Literacy</b> <b>Age Band: 40-60 months</b>	<b>Reading - Early Learning Goal</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  <b>Writing - Early Learning Goal</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<b>Maths</b> <b>Age Band: 40-60 months</b>	<b>Number - Early Learning Goal</b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.  <b>Shape, Space and Measure - Early Learning Goal</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



<b>Understanding the World</b> <b>Age Band: 40-60 months</b>	<b>People and Communities – Early Learning Goal</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.  <b>The World - Early Learning Goal</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.  <b>Technology - Early Learning Goal</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.		
<b>Expressive Art and Design</b> <b>Age Band: 40-60 Months</b>	<b>Exploring and Using Media and Materials - Early Learning Goal</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  <b>Being Imaginative – Early Learning Goal</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.		
<b>Characteristics of Effective Learning:</b>			
<b><u>Playing and exploring - Engagement</u></b> Finding out and exploring Playing with what they know Being willing to ‘have a go’	<b><u>Active learning – Motivation</u></b> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	<b><u>Creating and thinking critically – Thinking</u></b> Having their own ideas. Making links Choosing ways to do things	



**Our Lady's Catholic Primary School**

**TERM: Summer**

**Class: EYFS – Robins**