



## TOPIC TITLE: Traditional Tales



### ENTRY POINT

Our Talk for Writing story will be Goldilocks and the Three Bears. We will learn the text and find out all we can about the story. We will act the story out, adding rhythm and instruments to our story, all sorts of activities to help the learning experience come alive.

We will learn about other classic and traditional tales, such as the Hungry Caterpillar and Hansel and Gretel.

In the second part of the term we will be having a whole school art topic. Barn-a-b's will look at "how art makes us feel." We have lots of exciting ideas, which we will share with you on the whole school open evening in July.

### HOME LEARNING

Your Barnabuddy will contact you through tapestry. This is our two way communication method. Please add any experiences, information you have that will help us understand and build a relationship with your child. Staff will add targets that we are working on, and you will receive at least one observation on your child per week.

### PARENT ENGAGEMENT



	<p>A few activities to get you started...</p> <ul style="list-style-type: none"><li>• Read Goldilocks and the three bears.</li><li>• Make some porridge, use measuring jugs. Find bowls, spoons of different sizes.</li><li>• Go for a walk in the woods.</li><li>• We will be taking part in “The Big Wiggle” in May.</li></ul>
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**The Big Idea:** Explore the story of Jack and the Beanstalk.

**Key Texts:**

Goldilocks and The Three Bears  
The Hungry Caterpillar  
Hansel and Gretel

**Key Experiences:**

Visit Rosemoor

Put Goldilocks under interrogation! Police visit

Find out how big the bears were.

Bears picnic

**Celebrations:** Celebration of Work assemblies, Easter, Pentecost,

**RE Focus:** Easter, the parable of the sower, transformation, Pentecost.

**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.



Skills	Success Criteria
<b>Personal, Social and Emotional Development:</b> To become familiar with rules, routines and expectations. To be aware of boundaries set and behavioural expectations. To learn the names of others in the unit. To develop friendships and play together. To instigate interaction with others. To show understanding of the needs of self and others. To find where things are and access resources independently To be engaged and show high levels of involvement and curiosity To take turns and share fairly with the support of an adult To develop listening skills to develop relationships To talk about own experiences To talk positively about themselves To show and respond to a range of emotions To make their needs known to an adult To develop self-regulation and self-control.	 I can take turns, work collaboratively and have made good relationships with my peers. I have developed trusting relationships with adults and can ask for what I need. I can follow the rules, routines and behavioural expectations of the classroom and the school. I can choose resources and put them away afterwards. I am developing my concentration, attention and focus for longer periods of time. I can listen to others at appropriate times and respond to questions and discussion. I can understand a range of emotions and emotional responses to situations. I can behave appropriately, I know who to turn to for help, and I am begin to solve conflicts when they arise.
<b>Communication and Language:</b> To listen carefully in a range of situations To listen and respond to stories and experiences To speak with confidence within familiar groups To begin to ask questions To initiate role play To look at the person speaking to them To sit quietly and calmly when appropriate To sing and learn rhymes To finish rhyming sentences with cues and prompts To use language to imagine and re-create roles in play	 I can listen, attend and show understand of what I have heard and seen. I can ask questions about what I have heard and seen. I can use language to re-create roles, set up imaginative play, explain what I am doing or what I need to develop relationships with peers.



<p>To follow two step intrusions To re-tell parts of familiar stories.</p>	
<p><b>Physical Development:</b> To balance travelling over, under, through, around and on large equipment To show awareness of space and of others when moving around To show control over large body movements To lift and carry objects of varying size and weight To use scissors to cut a straight or curved line To use tape and string to join materials To take responsibility and manage own personal hygiene To notice changes in our bodies when we exercise To develop a sense of healthy living</p>	<p>I can show developing control over large and small body movements, and with tools and equipment. I can show a sense of special awareness and hand-eye coordination. I can talk about ways to keep healthy and keep myself safe.</p>
<p><b>Specific Areas of the Early Years Foundation Stage Curriculum</b></p>	
<p><b>L:</b> To make marks in a variety of contexts and talk about these To develop an interest in books and stories To tell stories from memory or picture clues To make predictions in stories To ask relevant questions and make comments To know that information can be retrieved from books and computers. To develop knowledge of characters, plot and story settings.</p>	<p>I am aware of print in the environment. I can handle books carefully. I know some book describe information. I can make marks. I can explain the marks I make. I am interested in books, can talk about what I have read, ask questions and make comments and predictions.</p>
<p><b>M:</b> To count reliably from 0-10 (20) forwards and backwards To recognise some numerals and begin to form these correctly To experiment with different strategies when counting/sorting/measuring</p>	<p>I am developing my counting skills, and count reliably using 1:1 matching to 10 (20) forwards and backwards. I am beginning to know one more or one less and sequence numbers correctly. I am developing the language I need to talk about measurement and shape.</p>



<p>To begin to recognise one more and one less than a given number</p> <p>To begin to familiarise self with different mathematical resources</p> <p>To begin to use the language of heavier/lighter and longer/shorter to compare</p> <p>To name and talk about some familiar 2D shapes</p> <p>To use shapes and blocks to build and create pictures</p> <p>To continue and make own repeating patterns</p> <p>To use the language of money in role play.</p>	<p>I am beginning to use maths language in my free learning.</p>
<p><b>UW:</b></p> <p>To look at similarities and difference in the environment</p> <p>To recognise changes in the local environment and observe seasonal changes</p> <p>To ask questions about what they see</p> <p>To know about similarities and differences in communities and cultures, and talk about traditions.</p> <p>To use programmable toys i.e. Bee-bots</p> <p>To use technology in class to support their learning</p>	<p>I can talk about changes, similarities and differences in the environment.</p> <p>I can talk about similarities and differences in different communities and cultures.</p> <p>I can comment on traditions and personal experiences.</p> <p>I can use technology to support my learning.</p>
<p><b>EAD:</b></p> <p>To experiment with music making and sounds</p> <p>To move to music showing an awareness of rhythm and beat</p> <p>To use a variety of media and techniques to represent experiences</p> <p>To use imagination and think creatively</p> <p>To experiment with colour and textures</p> <p>To manipulate malleable materials through pinching, squeezing and rolling</p> <p>To join materials effectively</p> <p>To explore pattern and shapes through artwork.</p> <p>To take care of art materials, tools and resources.</p>	<p>I enjoy music, singing, dancing and exploring sounds and instruments.</p> <p>I can explore and use a variety of materials, mediums and tools to create artwork.</p> <p>I can plan and talk about what I want to create, and give reasons as to why I have chosen materials/colours/tools etc.</p> <p>I can perform confidently in a small group.</p>



<b>Characteristics of Effective Learning:</b>	
<p>Finding out and exploring Motivation and engagement Critical thinking and thinking creatively Asking questions Noticing patterns and links Think about what you are learning Finding another way Developing resilience and perseverance Developing self-esteem and self-confidence Being imaginative</p>	