



2019

F1 Spring term 1

If you go down to the woods
today...

- 1. What characters can you name and where is the story set? (R, CLL)*
- 2. Can you recall the story and discuss the characters in Goldilocks and the three bears? (CLL)*
- 3. What can we find out about bears? (The World)*
- 4. How can you keep safe in the woods/other places? (HSC, The world and CLL)*
- 5. What came first, the chicken or the egg? (UW)*

Personal, Social and Emotional

(British Values):

- Our Rules: We Share. We listen to others. We are Kind. We look after property.
- Sharing and understanding feelings.
- Talking about ourselves, our families and different cultures.

Literacy:

- Looking specifically at Goldilocks and the 3 Bears and Dora's eggs.
- Discover and learn about sounds and letters through phonics.
- Using the Language in Colour to promote children's vocabulary and knowledge of 'who' and 'what' in stories.
- Following children's interests to mark make and read new books.
- Encouraging children to recognise familiar words such as their name and logos.
- Teacher led activities to encourage reading, name writing and mark making through stimulating activities.
- Using repeated refrains from traditional stories ie - once upon a time, happily ever after etc.

Expressive Arts and Design:

- Building homes and models using a variety of construction materials.
- Making pictures and collages with various resources.
- Using and making different colours to represent their ideas.
- Building models using creativity and skills.
- Investigating colours/mixing paints.
- Investigating with music and musical instruments.
- Body percussion.
- Encouraging role play of Goldilocks/using different voices for the 3 bears.
- Recalling stories through role play.

Mathematics:

- Counting objects to 6 and more
- 2D Shapes , patterns and ordering
- Ordering bears by size.
- Understanding money. (PFEG)
- Using scales to weigh and measure porridge and other things.
- Using positional language
- Talking about daily routines and linking to the stories.
- Using the language of full and empty to compare volumes.

Understanding the World:

- To make porridge and talk about how it changes as it cooks.
- Looking at different bears and habitats.
- Look at the life cycle of a hen.
- Talking about stranger danger.
- Investigating using different ICT and it's use at home.
- Looking at homes/how our homes and families are different/the same.
- Exploring how materials feel and talking about textures.

Physical development:

- Dressing ourselves including putting on own shoes and coat.
- Developing action and movement using space and awareness of others.
- Using equipment safely and talking about keeping healthy through exercise and eating healthy food.

Communication Language(Oracy):

- Encourage children to participate in a range of activities in the setting developing the ability to explore and discuss what they are doing.
- Re-enact stories using puppets, dressing up props character and sequencing stories.
- Developing language by questioning ; why, who, how etc.
- Develop vocabulary based on ourselves, families and homes.
- Engage in role play based on their own experiences of stories.
- Encouraging children to think of questions for the familiar story characters.
- Being able to recite and repeat key phases from traditional stories.