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| In Term 3/4 we will retell traditional tales from long ago. Main story: The Gingerbread Man/Little Red Riding Hood/Goldilocks and the Three Bears. | | | | | | | |
| **PERSONAL, SOCIAL AND EMOTIONAL** | | **COMMUNICATION AND LANGAUGE** | | | | **PHYSICAL** | |
| Managing Feelings and Behaviour Hot seat characters from TGBM to talk about their feelings (TGBM, Fox, Old Lady etc) Model how to talk to a friend if they have made us sad. You made me sad because…../You made me happy because…………Give children the visuals from Widget to support them to talk about feelings. Adults in CP to model expectations for behaviour. R.E lessons following the Devon SACRE. Jigsaw | | Listening and Attention Encourage whole body listening through ‘Are You Ready To Listen?’ visuals/song.  Magnet eyes (RWI). | | ROARR Children to receive golden tickets linked to learning dispositions.  Use ROARR characters to encourage children to talk about what they have been doing during continuous provision. | | Moving and Handling Daily letter formation through RWI. Manipulate dough when making GBM. Real PE Squiggle As You Wiggle Bear hunt around school- under, over, through etc. | |
| Self-confidence and Self-awareness Talk about likes/dislikes regarding stories using sentence stems. I like ……because…./ I didn’t like….because… Reward system linked to classroom behaviour.  Use ROARR characters to discuss how children have ROARR’d. | | Understanding Follow instructions to make GBM. Blank Level questions linked to stories/ Reading Masters. | |
| Health and Self-care Continuous hand washing- modelling how we do this properly. Practise putting on and taking off their coat. Healthy and un-healthy foods. Effects of exercise on the body. | |
| Making Relationships Discuss how we will encourage TGBM to stop running away and find a compromise with him. How can we encourage the fox to stop eating TGBM? Adults in CP modelling friendly behaviour and supporting children to resolve conflicts. | | Speaking Introduce new vocabulary linked to stories and add to Word Wall. Retelling the story in various areas. Playdough linked to make biscuits etc to link to stories. | |
| **LITERACY** | | **STORY** | | | | **VISITORS/TRIPS** | |
| Reading RWI Blank level questions linked to stories. Daily class reader linked to topic. Children to receive messages about possible sightings of TGBM. Follow instructions to make GBM/porridge. Listen to main stories with increasing attention and recall. | | The Gingerbread Man The Runaway Pizza Little Red Riding Hood The Great Race (Chinese New Year) Goldilocks and the Three Bears We’re Going on a Bear Hunt | | | | Virtual visits from Rev Sue. Virtual visit from TS’s mum for Chinese New Year. | |
| Writing Retell the different stories using colourful semantics. Write instructions to make GBM. Create lost posters to support finding the GMB. Innovate the stories. Descriptive writing for characters. Get well soon cards to Granny. Sorry letters from Goldilocks. | |
| **NUMBER/SHAPE, SPACE AND MEASURE** | | | | | | | |
| White Rose Maths / Power Maths  Comparing numbers to 5, composition of 4 and 5, weight, capacity, numbers 6,7,8, pairs, combining two numbers, length, height, time, numbers 9 & 10, comparing numbers to 10, number bonds to 10 and 3D Shape. | | | | | | | |
| **KNOWLEDGE OF THE WORLD** | | | | | **EXPRESSIVE ARTS AND DESIGN** | | |
| People and Communities R.E. (Devon Sacre). Chinese New Year celebrations. Christmas reflection. | The World Compare Traditional Tales I think ….are the same…because/I think …….are different……because…..  What will happen to TGBM if he falls into the river?  Investigate what happens to biscuits when they are in water.  What could TGBM do to stop getting soggy?  How else could he travel across the river? | | Technology Programme Bee-bots and give instructions to travel to different parts of the school. Use Active Inspire to draw pictures/maps linked to GBM. | | Exploring Media and Materials Use instruments to support the retelling of the different stories.  Design and make a bridge to get across the river.  Painting the characters from the story.  Making masks to retell.  Building houses/dragons/the woods in the construction area.  Chinese lanterns. | | Being Imaginative Retell the different stories. Interact with story resources throughout the provision. Make up their own version of the story. |