

Spring 1 Overview

	Traditional Tales	<u>Literacy and Mathematics</u>	<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Understanding the World</u>	<u>Physical Development</u>	<u>Expressive Arts and Design</u>
Introduce star of the day - responsibilities= first in the line, going for snack first and choosing friends to join them, putting name cards back on doors, counting how many children there are in the circle, saying what the weather is like etc							
1	Little Red Riding Hood	<u>Reading</u> <i>Listens to stories with increasing attention and recall.</i> <u>Maths</u> Recites numbers in order to 10 - link to counting around the circle (star of the Day)	<i>Speaking one-to-one with adult about their Christmas break.</i> <i>Uses talk to recall and relive past experiences.</i>	Sharing experiences of Christmas break. <i>Communicate freely about own home and community.</i>	Sharing experiences of Christmas break. <i>Remembers and talks about significant events in their own experience.</i>	On arrival in mornings - write name (use name card to copy if needed). <i>Can copy some letters, e.g. letters from their name.</i>	Little Red Riding Hood - forest collage using different textures. <i>Experiments to create different textures.</i>
2	The Three Little Pigs	<u>Writing</u> Drawing the three little pigs (in yellow books) <i>Sometimes gives meaning to marks as they draw</i> <u>Maths</u> Focus on the number 3	Listening and Attention <i>Joins in with repeated refrains and anticipates key events and phrases in stories.</i>	Circle - How do you think the pigs felt? What does the wolf need to learn from what has happened? <i>Knows that some actions and words can hurt others' feelings.</i>	Why did the house made of bricks not blow down? <i>Talks about why things happen.</i>	Sand and water with pretend bricks and tools in sand pit (pretend to build house) <i>Handles tools, objects, construction and malleable materials safely and with increasing control.</i>	Little Pig House - house collage (straw, sticks or printing bricks) Colour mixing - red and white
3	Goldilocks and the Three Bears/Chinese New Year	<u>Reading</u> <u>(phonics phase 1)</u> <i>Shows awareness of rhyme. Bear - chair</i> <u>Maths</u> Categorising according to size - small to big - bowls of the three bears for example	Changes to porridge <i>Questions why things happen and gives explanations.</i>	Circle - How do you think baby bear felt when he saw his broken chair? <i>Knows that some actions and words can hurt others' feelings.</i>	Making porridge - looking at change (science week) Adding liquids to different foods and look at change	Make a Chinese lantern <i>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</i>	Singing - 'When Goldilocks went to the house of the bears, what did her blue eyes see?'

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4	The Magic Porridge Pot	<p><u>Reading</u> Shows awareness of. Rhyme. - assessment</p> <p><u>Maths</u> 2 10 frames joined together, 2 characters (lady and girl from doll's house set), 2 pots and die. Roll the die and move number of spaces. Who can get to the pot first?</p>	Put it in the pot - adult-led activity Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Introduce 'Signs For Feelings' - signs for happy, sad, angry, disappointed, scared and excited Talk about strategies that can be used to manage anger.	Winter walk - signs of winter Developing an understanding of growth, decay and changes over time.	Hopscotch - EY garden Can stand momentarily on one foot when shown.	Painting using different textures such as porridge in paint etc. Printing using wintery colours purple, blues, white etc - cups, lego, sponges, cars
5	The Gingerbread Man/Winter in the Park week	<p><u>Reading</u> (phonics phase 1) Shows awareness of rhyme.</p> <p><u>Maths</u> Shows an interest in number problems. How many eyes would 2 gingerbread men need? Can you get the correct amount of buttons?</p>	The Gingerbread Man story = Listens to stories with increasing attention and recall.	Adult-led activity = Play a game in a group such as snakes and ladders Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Remote controlled cars/bee bots - adult-led activity Uses ICT hardware to interact with age-appropriate computer software.	Hopscotch - EY garden Can stand momentarily on one foot when shown. Skipping with hoops	Creating a gingerbread house (flap book page design)
6	The Enormous Turnip	<p><u>Writing</u> Name writing</p> <p><u>Maths</u> Recites numbers in order to 10 - counting to 10 in a variety of ways</p>	Circles - focus on because (every day) I like red because... I like the number 4 because...	EY garden - turnip in soil (link to story) Can play in a group, extending and elaborating play ideas	Life-cycle of turnip and other root vegetable - plant in school garden	Name writing Can copy some letters, e.g. letters from their name.	Printing with vegetables