Curriculum Half Termly Overview

Title – Once Upon a Time Year group – Reception Term – Spring 1

Literacy- Reading

- Children explore a range of stories linked to traditional tales including;
- Three Billy Goats Gruff
- Cinderella
- Three Little Pigs.
- Goldilocks and the Three Bears
- RWI reading corresponding letters/sounds.
- Children will be given opportunities to read a range of familiar and unfamiliar words.

Skill - To begin to think of and write a short, simple sentence.
Listening to and hearing sounds in CVC and CVCC words.
Identifying sounds on a sound mat.
Listens to stories and is beginning to anticipate what may happen next.
Knowledge - Knowing that words can be written.
Knowing the sounds that the taught letters make.
Knowing what the taught letters looks like.
Knowing how to write the taught letters.
Recognising taught HFW in text.
Knows how to spell some familiar words.

Literacy- Writing

- Children write and invent Pie Corbett Three Billy Goats Gruff tale.
- Set out a long roll of paper with pots of brightly-coloured pens, pencils and felt tips. Draw a path down the middle of the piece of paper. Write 'Once upon a time' and 'The End' on separate cards, then sticky tack to opposite ends of the paper roll. Work with the children to retell the story creating class, group and individual story maps (if applicable).
- Write a shopping list
- RWI differentiated groups – writing letters.

Skill - To begin to think of and write a short, simple sentence.
Listening to and hearing sounds in CVC and CVCC words.
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Listens to stories and is beginning to anticipate what may happen next.

Knowledge - Knowing that words can be written.
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Communication and Language

- Children given opportunities to discuss a range of fairy tale characters.
- Explore and play alongside others using castle.
- Discuss what they would do if they were king for the day.
- Princess Power – How could a princess rescue herself.

Skill - To describe features of traditional stories.
To talk about the role of healthy food and exercise in staying healthy.
Knowledge – To know different traditional stories.
To know a range of healthy food and exercise.
Express their ideas and feelings about their experiences.

Maths - Numbers

- Alive in 5
- Mass and capacity
- Growing 6, 7, 8
- Length, height and time
- Building 9 and 10
- Explore 3D shapes

Skill - To begin to count up to 10 objects with 1:1 correspondence.
To match quantities to numeral up to 10
To order numbers to 10.
To subitise to 5.
To compare numbers within 10.
To compare length and height.
Knowledge - To say the number names and recognise numbers to 10.
To know addition involves combining 2 groups.
To write numbers to 10, forming them correctly.

Physical Development – Moving and Handling / Health and Self Care

- **Gymnastics – focus PE sessions**
- **SAFC** – fundamental skills/ ball skills
- Magical movements – children use class wands to move and create magical moves
- Making a mask – designing and making a mask in creative area linked to stories covered.
- Sandcastles
- Glitter playdough

Skill - To show good practice with regard to exercise, eating, sleeping and hygiene.
To be able to balance and coordinate safely.
To negotiate space effectively.
Knowledge - To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.
To know how to use scissors effectively.

PSED – Making Relationships / Self-Confidence and Self – Awareness / Manage Feelings and Behaviours

- Jigsaw programme – dreams and goals – An outlook for the future and their dreams and goals both short and long term.
- Discuss good and bad feelings through different stories. Was the troll really bad?
- Opportunities for Place2Talk

Skill - To learn right from wrong.
To understand how to make the right choices and the consequences of not making the right ones.
To think about their individual choices.
Knowledge To be able to talk about why a character has made a poor choice and what the consequences are.
To be able to talk about how the character could have made a better choice.
To be able to talk about their future.

Understanding of the World
Peoples and Communities

- Explore and discuss who is our king. How do we know that are kings and queens? Clothing, crown etc.
- Explore and discuss clothing from the past – old clothes, new clothes
- Who lives here? – different buildings.

Skill - To identify and sort healthy/unhealthy foods.
To talk about a special event in their life.
Knowledge - To know that some foods are unhealthy. Sorting healthy and unhealthy foods.
To know the names of common fruits and vegetables.

Understanding the World
The World

- Explore and sort different materials
- Planting seeds and monitoring growth. Children take part in planting seeds in class, growing them to be planted outside including bulbs if possible. Begin with cress. Progress to tomatoes.
- Explore simple coding of a rocket (no technology).
- Draw characters from the story on iPads.
- Plant grass seeds – which would the billy goats gruff choose?
- Goats and their features
- Where do goats live? Explore mountain ranges and world map.
- Explore tasting of goats milk, cheese and yoghurt.
- Herbivore and carnivore animals.
- Trolls live under the bridge – what floats and what sinks on the river?

Expressive Arts and Design
Exploring and Using Media and Materials /Being Imaginative

- Design and make a bridge – building bridges for reception
- Design and make shields and crowns – Royal Workshop
- Fairytale music – fairy tale songs
- Outdoor construction – creating castles and fairy tale homes – fantast home
- Create a carriage for Cinderella – A coach for Cinderella
- Build a troll's den
- Creating a goat or troll mask
- Making crowns
- Colour mixing and shades of blue and green for sky and grass (sillouette)

Skill - To use resources to create own props.
Constructs with a purpose in mind, using a variety of resources.
Knowledge - To understand that pictures can be created by making observations or by using imagination.
To use paints, pastels and other resources to create observational drawings.
For children to be able to safely construct with a purpose and evaluate their designs.