

Year R	Traditional Tales	Autumn Term 1 2 weeks 9 th - 20 th October 2017	2017/2018
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Communication, Language and Literacy

1-jack and the beanstalk - read
first of the month writing - weekend news/list for Jack
 Discuss main characters - how they feel and who they are.
 2- 3 bears - read
 Discuss story and how the bears and Goldilocks feel?
 Should she of gone into the house without asking?
 Goldilocks Speech bubbles
 Sounds-Write
 discuss rhyme and rhyming songs - IWB activities rhyme
 name and letter formation
C&L-L&A- children listen to stories anticipating key events and respond to what they hear relevantly
U-children answer how and why questions in response to stories
S-uses talk to organise, sequence and clarify thinking
-they produce their own narrative and explanations by connecting ideas or events
R- hears and says the initial sounds in words
-they demonstrate understanding when talking to others about what they have read
W- begin to sue some clearly identifiable letters
-link some sounds to letters
- writes own name
-children begin to use their phonic knowledge to write simple words

Mathematics

Big maths
 Number recognition
 1 more and less
 Properties of shapes - including 2d and 3d
 Include size vocabulary

N- children begin to recognise and count up to 10
Beginning to use the vocabulary in addition and subtractions
Finds one more and one less of a number to 10 and beginning to use numbers to 20
SSM- children use everyday language to talk about size, weight, position, quantities
- the explore everyday objects and use mathematical language to describe them
SSM- beginning to use mathematical names for shapes 2d and 3d mathematical terms to describe properties
-children to use everyday language to describe quantities
- uses common shapes to create and build models

PSED

make harvest display - fruits and veg
 Discuss why we have harvest and who we help.
 'Good Samaritan' - how would the hurt man feel?
 Values discussions

EA&D-EUMM- experimenting with colour and design
- construct with purpose in mind using a variety of different resources
PSED-MFB- children talk about how they and others show feelings, they talk about tier own and others behaviour
-they adjust their behaviour to suit different situations
MR--they take into account others ideas
-they show sensitivity to others needs and feelings
 Recapped on values.
 Introduced a 'Thinking Tree' - where chn think about what they are proud of and it goes around the tree in bubbles to display their achievements for all to see.

UTW

Make fairy dust envelopes
 1- collect leaves and make beanstalk with leaves
 Bean tasting - jelly, bakes, sprouts, shoots

Explore playground area and discuss the differences between plants.
2- porridge tasting - sweet, salty, strawberry

UW-TW- looks at similarities differences patterns and change in relation to places, materials and living things

- they talk about features of their own environment
- they make observation on plants and animals and talk about the changes

HC very good at general knowledge - discussed veins and vessels with him and what they do.

Chn all found their own resources for the beanstalk pictures - they enjoyed searching the natural playground.

Creative Development

prince and princesses role play

fairy dust envelopes

1-make Jack and the Beanstalk pictures using natural materials

2-paint and decorate the three bears using diff materials

- free painting and messy play
- music playing in background and instruments.

S- introduces storyline or narrative into their play

EA&D-EUMM- children sing songs and make music

- they safely use and explore a variety of materials, tools and techniques
- experimenting with colour and design
- construct with purpose in mind using a variety of different resources
- select appropriate resources and adapts resources where necessary

BI- children use what they have learnt about materials in original ways thinking about their purpose

- they represent their own thoughts and ideas in design and art

Chn made beanstalks out of natural materials - AMC, MBP, GF - lovely results.

Physical Education

Discuss healthy eating and what's good for you.

Harry - First PE and Imagine PE

outside resources and fine motor control resources CIP

H&SC-they manage their own basic needs including dressing and independently

- they begin to know the importance of health and exercise
- PD-MH- shows good control and coordination in large and small scale movements*
- children move confidently in ways negotiating space
 - they travel with confidence under, over equipment

Ch listened well to Harry and followed the rules - MC, LC, JF needed reminding to listen and follow rules.