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| **Year R** | **Traditional Tales** | **A1 -** 2 weeks 9th – 20th October 2017 | **2017/2018** |
| **Communication, Language and Literacy**1-jack and the beanstalk – read first of the month writing – weekend news/list for JackDiscuss main characters – how they feel and who they are.2- 3 bears – readDiscuss story and how the bears and Goldilocks feel?Should she of gone into the house without asking?Goldilocks Speech bubbles Sounds-Writediscuss rhyme and rhyming songs – IWB activities rhymename 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*  |
| MathematicsBig maths Number recognition 1 more and lessProperties 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 vegDiscuss 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*  |
| **UTW**Make fairy dust envelopes1- collect leaves and make beanstalk with leavesBean tasting – jelly, bakes, sprouts, shootsExplore 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 tlak about the changes*  |
| **Creative Development****prince and princesses role play**fairy dust envelopes1-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* |
| Physical EducationDiscuss healthy eating and what’s good for you.Harry – First PE and Imagine PEoutside 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* |