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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 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* | | | |
| **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 tlak about the changes* | | | |
| **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* | | | |
| 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* | | | |