



Monsters and Fairies

Spring Term 2

Core Books to be used:

- 'The Colour Monster' by Anna Llenas
- 'Monstersaurus' by Claire Freedman and Ben Cort
- 'Morris the Mankiest Monster' by Gile Andreae
- 'Where the Wild Things Are' by Maurice Sendak
- 'The Great Monster Hunt' by Norbert Landa
- 'Do Not Enter the Monster Zoo' by Amy Sparkes

Areas of Learning	Detailed Knowledge Content	Vocabulary
Personal, social and emotional development	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • About feelings and emotions and the words to name these - happy, sad, cross • To discuss different feelings and emotions, after reading the story, 'The Colour Monster' • To talk about the things that make us feel happy, sad, cross, scared etc. • We can use a mirror to see our own reflection • We can make different facial expressions to show different emotions - happy, sad, cross <p>Reception Children to know:</p> <ul style="list-style-type: none"> • About feelings and emotions and the words to name these - happy, sad, cross, nervous, scared, afraid, excited • We can discuss the feelings and emotions of characters in a story • Characters feel different emotions at different parts in a story due to the events taking place • To talk about some of the things we can do if we are feeling cross, sad etc. i.e. talk to others, ask for help. • What facial expressions will look like when displaying the different emotions i.e. can you show me a scared look? What will our expression look like if we feel happy, nervous...etc.? • Some of the things that make them feel happy, scared, nervous, cross etc. • How we can help others when they are feeling sad/angry/scared etc. • About some of the ways we can keep our minds healthy and happy i.e. talking to others, doing the things we enjoy 	<p>Nursery Vocabulary Emotions, happy, sad, cross</p> <p>Mirror, reflection, expression change</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Feelings, emotions, happy, sad, cross, nervous, scared, afraid, excited, calm, loved</p> <p>Story, character, feelings, events</p> <p>Mirror, reflection, expression, face, make</p> <p>Discuss, share, tell, help, listen</p>

<p>Communication and Language</p>	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to use stories listed above as a prompt to discuss feelings and emotions. • How to listen carefully to story in order to remember much of what happens • The carpet time rules and how we need to behave when we are being a good listener i.e. look, nod, ask questions, pay attention, comment • How to share ideas in play with others and the need to use back and forth conversation to keep play going <p>Reception Children to know:</p> <ul style="list-style-type: none"> • The names of different feelings and ways to describe those feelings - happy, sad, cross, nervous, scared, calm, loved • How to listen and respond to each other and how to be a good listener • How to social phrases and questions to find out how others are feeling i.e. <i>how are you? Did you have a nice lunchtime? Did you like playing outdoors? Please, thank-you</i> • How to asking each other questions to find out information i.e. <i>how are you? How do you feel? Can I help?</i> • How to use longer sentences in conversation with others, using connectives i.e. <i>and, so, because</i> in conversations with others in order to extend sentences being used. 	<p>Nursery Vocabulary Story, list, pay attention, remember, instruction, attention</p> <p>Carpet time, rules, learn, remember more things, pay attention, listen, look, take turns, talk to others, good listener</p> <p>Ideas, play, share, conversation</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Feelings, emotions, happy, sad, cross, nervous, scared, calm, loved</p> <p>Questions, find out, care</p> <p>Sentences, <i>and, so, because</i></p> <p>Social phrases i.e. <i>good morning, how are you, please, thank-you</i></p>
<p>Physical Development</p>	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to move bodies to express different feelings - stomping, jumping, walking, rolling etc. • How to use tools safely and accurately - scissors for cutting, pencils for drawing and writing • Some of the things we need to do to keep healthy and well - drinking water, healthy eating, washing and drying hands • How to balance in different ways and on different equipment <p>Reception Children to know:</p> <ul style="list-style-type: none"> • How moving in different ways can show different emotions - skipping happily, angry stomping, slowly walking, leaping etc. • How to use tools - pencils, cutlery, scissors, paintbrushes, with increasing control and accuracy • How to photographs, the computer and non-fiction books to discuss the different things we need to do to keep, healthy, clean and well - having a bath, tooth brushing, eating well, having enough sleep, getting plenty of exercise • How to create own pictures, collages and models of different monsters using different tools and media. 	<p>Nursery Vocabulary Feelings, express, move, stomp, heavy, skip, lightly, jumping, leaping, grumpy, cross, happy, excited</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Gross Motor skills: Walk, hop, crawl, travel, stop, start, balance, turn, direction, speed, control, space, obstacle, balance, throw, catch, aim, roll, control, coordination, stomp, skip, walk, crawl, jump</p> <p>Fine Motor skills: snip, cut, turn, grip, control, curved, tripod, straight, zig-zag, outline, shape, draw, write, letter, formation, posture, hold, stab, cut, scoop, knife, fork, spoon</p> <p>Health and Hygiene: keep clean, wash hands, toothbrush, toothpaste, healthy gums, sleep, exercise, healthy eating, water</p> <p>Create, plan, assemble, fasten, join, monster, adapt, change, improve, share, explain</p>

<p>Mathematical Development</p>	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to recognise numbers 1 to 5 and can identify them from a group of numbers • 'Finger numbers' up to 5 and beginning to show numbers beyond 5 • That numerals and amounts of objects can match and are able to match amounts up to 5 and then 10 <p>Reception Children to know:</p> <ul style="list-style-type: none"> • The names of 2d and 3d shapes and some mathematical words to describe their properties. • The number bonds to 10 • To compare numbers within 10 and say which is more or less • How to sort objects into sets and explain the criteria for sorting • How to subitise • How to count amounts accurately • Represent numbers to 10 using a variety of resources • How to combine 2 groups, counting how many there are altogether • How to compare amounts and recognise equal and unequal groups • How to count backwards • How to find 1 more and 1 less than a given amount or number 	<p>Nursery Vocabulary Count, number, numeral, recognise, show</p> <p>Numeral, mark, symbol, dot, cross, represent</p> <p>Numbers to 10, objects, count, carefully, touch</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>More than, less than, total, altogether, same, equal, plus, take away, subtract, fewer, double, number bond, whole, part, half, odd, even</p> <p>Subitise, see it, say it, show it</p> <p>Amount, match, quantity, compare, equal, unequal</p> <p>Forwards, backwards, 1 more, 1 less, before, after, next</p>
<p>Understanding The World</p>	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to use all their senses to explore the materials being used • The differences between the materials they are using - you can shine light through some materials (Use the story, 'The Great Monster Hunt' as a stimulus for this) • How to use new vocabulary when talking about the things they can see • That they can use a computer programme to create a simple representation of an object or person <p>Reception Children to know:</p> <ul style="list-style-type: none"> • That materials have different properties and can explore these - light travelling through transparent material, an object casting a shadow, • How to explore different materials and to comment on what they see and find out • We can sort materials according to their properties - the light shines through these materials, but not through these • We can choose different programs on the computer to achieve a planned effect 	<p>Nursery Vocabulary 5 senses, see, hear, smell, taste, touch</p> <p>Computer, choose, select, click, mouse</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>5 Senses, explore, find out, discuss, comment, explain</p> <p>Torch, see through, light, transparent, materials, same, different, thick, light, dark, shadow, sun</p> <p>Computer, programme, mouse, move, paint</p>

Literacy	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to use lines and shapes to create own pictures. • How to write some letters of their name • That characters will be different in stories and will have different feelings and emotions. • The features of a book i.e. title, blurb, cover, illustrations, author • How to talk about favourite characters and to give reasons as to why they like the characters. <p>Reception Children to know:</p> <ul style="list-style-type: none"> • How to sound out own words when writing labels • To blend sounds together when reading, including special friends • We need to sight read tricky words • Some of the different purposes for writing - lists, labels, invitations, letter • We need to plan and say what we wish to write ahead of writing it • We need to keep saying out loud our sentence in order to remember the word order • We need to read what we have written to check that it makes sense • The key characters in a story and words we can use to describe these • We can have favourite characters in stories and we have different thoughts and opinions to others. • How to discuss likes and dislikes about stories read and how to justify answers given i.e. <i>I like the story...because it is funny and it makes me laugh at the end.</i> • The features of a book i.e. title, blurb, cover, illustrations, author and that these can provide clues as to what the story will be about 	<p>Nursery Vocabulary Pencil, draw, line, shape, letter, word, write, capital letter, name</p> <p>Characters, describe, different, like, dislike, explain, opinion</p> <p>Book, title, blurb, cover, illustrations, author, predict, cover</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Sound out, blend, sound, letter, special friends, read, tricky words</p> <p>Write, purpose, list, invitation, label, card, sentence, plan, say out loud, remember word order</p> <p>Characters, describe, looks, feelings, favourite, opinions, view, likes, dislike</p> <p>Blurb, cover, spine, author, illustrator, page, title, predict, clues</p>
Expressive Arts and Design	<p>Nursery Children to know:</p> <ul style="list-style-type: none"> • How to show different emotions in their drawings and paintings - happiness, sadness, fear (use the story <i>The Colour Monster</i>) • The names of all colours they use in their paintings or drawings • The names of the colours being used and to choose a particular colour for a purpose • How to use available resources to create their own monster • How to use lines to create features such as arms, legs and eyes for their monster or fairy <p>Reception Children to know:</p> <ul style="list-style-type: none"> • How to use different colours to represent different feelings (use the story <i>The Colour Monster</i>) • Different colours can be mixed to create new colours • How to show different emotions in their drawings and paintings - happiness, sadness, fear (use the story <i>The Colour Monster</i>) • How to match movements to music • How different music can make us feel • How to use different media and resources to create own pictures and models • How to mix colours to create new colours. • The names of the colours being used and we can mix colours to create new colours. • How to join and assemble the different materials they are using, with a variety of techniques, when creating own model of a monster 	<p>Nursery Vocabulary Feelings, colour mixing, colour, light, dark, warm, cool, mix, make, new, texture, background, outline, lines, features</p> <p>Colour names</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Retell, characters, music, rhythm, lyrics, dance, movement, beat, story, match, character, emotion</p> <p>Character, colour, feelings, mix, create, emotions, happy, cross, angry, calm, loved, afraid</p> <p>Music, feel, emotion, match, mood, change</p> <p>Resources, join, fasten, assemble, stick, improve</p>

