



## 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   |
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| Personal, social and emotional development | <p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• About feelings and emotions and the words to name these - happy, sad, cross</li> <li>• To discuss different feelings and emotions, after reading the story, 'The Colour Monster'</li> <li>• To talk about the things that make us feel happy, sad, cross, scared etc.</li> <li>• We can use a mirror to see our own reflection</li> <li>• We can make different facial expressions to show different emotions - happy, sad, cross</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• About feelings and emotions and the words to name these - happy, sad, cross, nervous, scared, afraid, excited</li> <li>• We can discuss the feelings and emotions of characters in a story</li> <li>• Characters feel different emotions at different parts in a story due to the events taking place</li> <li>• 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.</li> <li>• 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.?</li> <li>• Some of the things that make them feel happy, scared, nervous, cross etc.</li> <li>• How we can help others when they are feeling sad/angry/scared etc.</li> <li>• About some of the ways we can keep our minds healthy and happy i.e. talking to others, doing the things we enjoy</li> </ul> | <p><b>Nursery Vocabulary</b><br/>Emotions, happy, sad, cross</p> <p>Mirror, reflection, expression change</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></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> |

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| <p>Communication and Language</p> | <p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to use stories listed above as a prompt to discuss feelings and emotions.</li> <li>• How to listen carefully to story in order to remember much of what happens</li> <li>• 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</li> <li>• How to share ideas in play with others and the need to use back and forth conversation to keep play going</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• The names of different feelings and ways to describe those feelings - happy, sad, cross, nervous, scared, calm, loved</li> <li>• How to listen and respond to each other and how to be a good listener</li> <li>• 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></li> <li>• How to asking each other questions to find out information i.e. <i>how are you? How do you feel? Can I help?</i></li> <li>• 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.</li> <li>• The rhythm in a story and how to use this to predict the next word or phrase.</li> <li>• How to engage in story, rhyme and poetry sessions, listening carefully for pairs of rhyming words.</li> <li>• How to use 'call and response' to strengthen knowledge of alliteration, assonance and rhyme</li> </ul> | <p><b>Nursery Vocabulary</b></p> <p>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><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></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>Rhythm, repeat, phrase, copy, call, response, sounds the same, say, recite, learn, perform</p> |
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| Physical Development     | <p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to move bodies to express different feelings - stomping, jumping, walking, rolling etc.</li> <li>• How to use tools safely and accurately - scissors for cutting, pencils for drawing and writing</li> <li>• Some of the things we need to do to keep healthy and well - drinking water, healthy eating, washing and drying hands</li> <li>• How to balance in different ways and on different equipment</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• How moving in different ways can show different emotions - skipping happily, angry stomping, slowly walking, leaping etc.</li> <li>• How to use tools - pencils, cutlery, scissors, paintbrushes, with increasing control and accuracy</li> <li>• 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</li> <li>• How to create own pictures, collages and models of different monsters using different tools and media.</li> </ul> | <p><b>Nursery Vocabulary</b><br/>Feelings, express, move, stomp, heavy, skip, lightly, jumping, leaping, grumpy, cross, happy, excited</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></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> |
| Mathematical Development | <p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to recognise numbers 1 to 5 and can identify them from a group of numbers</li> <li>• 'Finger numbers' up to 5 and beginning to show numbers beyond 5</li> <li>• That numerals and amounts of objects can match and are able to match amounts up to 5 and then 10</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• The names of 2d and 3d shapes and some mathematical words to describe their properties.</li> <li>• The number bonds to 10</li> <li>• To compare numbers within 10 and say which is more or less</li> <li>• How to sort objects into sets and explain the criteria for sorting</li> <li>• How to subitise</li> <li>• How to count amounts accurately</li> <li>• Represent numbers to 10 using a variety of resources</li> <li>• How to combine 2 groups, counting how many there are altogether</li> <li>• How to compare amounts and recognise equal and unequal groups</li> <li>• How to count backwards</li> <li>• How to find 1 more and 1 less than a given amount or number</li> </ul>  | <p><b>Nursery Vocabulary</b><br/>Count, number, numeral, recognise, show</p> <p>Numerals, mark, symbol, dot, cross, represent</p> <p>Numbers to 10, objects, count, carefully, touch</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></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>  |

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| <p>Understanding<br/>The<br/>World</p> | <p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to use all their senses to explore the materials being used</li> <li>• 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)</li> <li>• How to use new vocabulary when talking about the things they can see</li> <li>• That they can use a computer programme to create a simple representation of an object or person</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• That materials have different properties and can explore these - light travelling through transparent material, an object casting a shadow,</li> <li>• How to explore different materials and to comment on what they see and find out</li> <li>• We can sort materials according to their properties - the light shines through these materials, but not through these</li> <li>• We can choose different programs on the computer to achieve a planned effect</li> </ul>   | <p><b>Nursery Vocabulary</b><br/>5 senses, see, hear, smell, taste, touch</p> <p>Computer, choose, select, click, mouse</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></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>  |
| <p>Literacy</p>                        | <p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to use lines and shapes to create own pictures.</li> <li>• How to write some letters of their name</li> <li>• That characters will be different in stories and will have different feelings and emotions.</li> <li>• The features of a book i.e. title, blurb, cover, illustrations, author</li> <li>• How to talk about favourite characters and to give reasons as to why they like the characters.</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to sound out own words when writing labels</li> <li>• To blend sounds together when reading, including special friends</li> <li>• We need to sight read tricky words</li> <li>• Some of the different purposes for writing - lists, labels, invitations, letter</li> <li>• We need to plan and say what we wish to write ahead of writing it</li> <li>• We need to keep saying out loud our sentence in order to remember the word order</li> <li>• We need to read what we have written to check that it makes sense</li> <li>• The key characters in a story and words we can use to describe these</li> <li>• We can have favourite characters in stories and we have different thoughts and opinions to others.</li> <li>• 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></li> <li>• 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</li> </ul> | <p><b>Nursery Vocabulary</b><br/>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><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></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> |

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| Expressive Arts and Design | <p><b>Nursery Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to show different emotions in their drawings and paintings - happiness, sadness, fear (use the story <i>The Colour Monster</i>)</li> <li>• The names of all colours they use in their paintings or drawings</li> <li>• The names of the colours being used and to choose a particular colour for a purpose</li> <li>• How to use available resources to create their own monster</li> <li>• How to use lines to create features such as arms, legs and eyes for their monster or fairy</li> </ul> <p><b>Reception Children to know:</b></p> <ul style="list-style-type: none"> <li>• How to use different colours to represent different feelings (use the story <i>The Colour Monster</i>)</li> <li>• Different colours can be mixed to create new colours</li> <li>• How to show different emotions in their drawings and paintings - happiness, sadness, fear (use the story <i>The Colour Monster</i>)</li> <li>• How to match movements to music</li> <li>• How different music can make us feel</li> <li>• How to use different media and resources to create own pictures and models</li> <li>• How to mix colours to create new colours.</li> <li>• The names of the colours being used and we can mix colours to create new colours.</li> <li>• How to join and assemble the different materials they are using, with a variety of techniques, when creating own model of a monster</li> </ul> | <p><b>Nursery Vocabulary</b><br/>Feelings, colour mixing, colour, light, dark, warm, cool, mix, make, new, texture, background, outline, lines, features</p> <p>Colour names</p> <p><b>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</b></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> |
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