



Traditional Tales

Term: Summer 1

Core Books to be used:

- Goldilocks and the Three Bears
- Little Red Riding Hood
- The Three Little Pigs
- The Gingerbread Man
- The Three Billy Goats Gruff
- Jack and the Beanstalk
- The Little Red Hen
- *So Much* by Trish Cooke and Helen Oxenbury
- *Oi Frog* by Kes Gray and Jim Field

Areas of Learning	Detailed Knowledge Content	Vocabulary
Personal, social and emotional development	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • To have a sense of responsibility and membership of the Nursery community • To talk about their feelings using words like - <i>happy, sad, angry and worried</i> • To show an understanding how others are feeling <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • To explore the feelings, characters and motives of familiar characters from well know stories - <i>How did Goldilocks feel entering the bear's cottage? How did she feel when she saw the bears standing over her? How did the bears feel? Why do you think the troll was living under the bridge? How do the 3 pigs feel when they move into their own homes? Etc.</i> • How to show resilience and perseverance in the face of challenge • How to feel proud and pleased with own achievements • The importance of celebrating own achievements and those of others • What being brave means • To describe self in positive terms i.e. <i>I'm really good at construction, I can make detailed models, I'm a good dancer</i> • How to talk about their own ideas and will choose resources for chosen activities • How to makes special friends - talk to, ask questions, be polite and well mannered, look interested, be respectful and kind • How to be a good friend - share, look after, care for, show concern, seek out, being kind, thoughtful, being polite, using manners 	<p>Nursery Vocabulary</p> <p>Class, together, community</p> <p>Emotions, feelings, <i>happy, sad, angry and worried</i></p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Characters, events, reasons, feel, act</p> <p>Keep trying, difficult, improve, get better, brave, proud, achieve, ideas, plan, mistakes, get better</p> <p>Friend, share, look after, care for, show concern, seek out, being kind, thoughtful, polite, good manners</p>

Communication and Language	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> To discuss the events in the story To say which their favourite story is, favourite part of the story or their favourite character Other children may have the same or different thoughts and ideas to theirs How to use a wider range of vocabulary in play and conversations with others How to take turns in conversation, knowing to wait for a turn to speak <p>Reception Children to Know:</p> <ul style="list-style-type: none"> How to ask questions to find out more and to check they understand what has been said - think of own questions to ask the troll, the 3 Billy goats gruff, the Big Bad Wolf, Goldilocks etc. How to sequence the key events in a story in the correct order How to re-enact a familiar story taking on different roles in their play To give own opinions about a story read To use call and response to learn some verses by heart when sharing rhymes and poems The words in repeated phrases from within a refrain or a verse in order to clarify the words being used To use knowledge of rhyme to predict words 	<p>Nursery Vocabulary</p> <p>Story, favourite, like, dislike, character, thoughts, ideas, share, discuss</p> <p>Take turns, talk, wait, listen</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Story, events, favourite, discuss, like, dislike, same, different</p> <p>Conversation, take turns, listen</p> <p>Questions, find out more, information</p> <p>Sequence, events, order, re-tell, re-enact</p> <p>Opinion, views, discuss, share, explain</p> <p>Poem, rhyme, rhyming words, listen, recite, say by heart, join in</p>
Physical Development	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> How to move in different ways - small steps/ big steps, heavy/light How to make different shapes with their bodies i.e. statues -low/med/high/ big/ small/ curled Walk over a bridge in different ways - tip-toe, gallop, stamp when re-enacting scenes from, 'The 3 Billy Goats Gruff' How to respond to positional vocabulary - over, under, on, above etc. How to respond to simple instructions - What's the time Mr Wolf? How to join in with some simple games e.g. grandma's footsteps, duck duck goose etc. <p>Reception Children to Know:</p> <ul style="list-style-type: none"> The importance of good health of physical exercise, and talk about the ways to keep healthy and safe, including online safety To use a more fluent style of moving with good control and grace when matching movements to music How to refine and extend a range of ball skills - throwing and catching, kicking, passing, batting and aiming How to use a range of wheeled resources with improved skill and agility. How to sit with good posture either at a table or seated on the carpet 	<p>Nursery Vocabulary</p> <p>Move, change, vary, adapt, small steps/ big steps, heavy/light, stop, statue, hold still</p> <p>Walk, tip-toe, gallop, stamp, heavy steps, light steps</p> <p>Position, over, on, under, next to, respond, instruction, listen, act</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Healthy, well-being, look after, exercise, safe, online, computer</p> <p>Music, match, listen, move, change</p> <p>Ball, skill, aim, throw, kick, bat</p> <p>Sit, posture, body, hold, seated, comfortable, correct</p>

<p>Mathematical Development</p>	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • That there are 2D and 3D shapes. • Some objects that look similar to 2D and 3D shapes • How to combine 3D shapes to create new shapes or models • Language related to length and can use this vocabulary to compare objects • That they can use different items to measure objects. • How to solve a real problem using knowledge of number, shape and size <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • How to explore a range of 2D and 3D shapes and to use these appropriately for tasks • How to match number to amounts • How to use 10 Frames to represent larger numbers to 20 and beyond • How to estimate and then count to check • The numbers to 20 and the order of these • How to add more • How to take away • How to double amounts / numbers • How to group amounts • Some numbers are odd and some are even • How to recognise and create a repeating pattern • How to recognise and create a symmetrical pattern 	<p>Nursery Vocabulary</p> <p>2d shapes, 3d shapes, triangle, square, circle, rectangle, hexagon, pentagon, oval, trapezium, parallelogram, sphere, cube, cone, pyramid, environment, similar, same, faces</p> <p>Length, long, longer, longest, short, shortest, shorter, tall, tallest, taller, small, smallest, smaller, compare, same, different</p> <p>Problem, solve, answer</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Numbers 0 to 20, forwards, backwards, amounts, match, count, next, after, sequence, order</p> <p>5 frame, 10 frame, larger numbers</p> <p>Add, combine, altogether, equals, makes, how many, more, count on</p> <p>Take away, subtract, less, left</p> <p>Repeating, continue, carry on, create, make</p> <p>Symmetry, same, both sides</p>
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<p>Understanding The World</p>	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • That plants grow from seeds in the ground • That plants and flowers need water and sunlight to grow • Water can come from a tap or from the rain • That materials have similar and different properties such as smell, texture and taste etc. • That materials can be changed by adding other resources - adding porridge oats and water creates a sticky porridge or flour and water creates a dough • That food can change over time by hardening, softening, rotting and growing mould • Where animals from the traditional tales live or can be found in the real world such as pigs on a farm or bears in the woods <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • About the lives of the people around them and their roles in society - talk about the people who care for us and look after us in our homes, village and school • To describe what they see, hear and feel whilst outside - a walk in the woods, the school playing fields, the playground • The effect of the changing seasons on the natural world around them - taking care in the sun now it is getting a little warmer - wearing a hat, drinking water, wearing sun screen, limit time in the sun, seek shade • How to compare and contrast characters from stories • How to draw information from a simple map - follow the route taken by Little Red Riding Hood from her house, through the woods, to her grandmother's cottage • To use an Ipad or camera to take photographs to record different scenes when re-enacted from a familiar story 	<p>Nursery Vocabulary</p> <p>Plant, flower, beanstalk, grow, tall, sun, sunlight, water, rain, tap, care</p> <p>Texture, senses, smell, taste, touch, feel, see, hear, similar, same, different</p> <p>Change, material, properties, wet, dry, bond, mould, decay, time</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>People, jobs, look after, care for, home, community - police officers, shop keeper, nurse, dentist, doctor etc.</p> <p>School, teacher, friends, business manager, caretaker, head teacher, cleaner</p> <p>5 senses, describe, explore, discuss</p> <p>4 seasons, sunny, take care, sun safety, sun screen, hat, drink water, shaded areas</p> <p>Changes, time, rot, decay, harden, soften, mould</p> <p>Ipad, screen, touch, finger, thumb, hold</p>
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Literacy	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • How to write some letters of own name • How to hold extended conversations about familiar stories, using new vocabulary • How to write some letters of own name • How to begin to compare stories and talk about favourite stories • How to retell familiar stories using props, toys and puppets <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • How to use own labels, captions and sentences to re-tell different parts of the story • How to apply phonic skills when reading, including special friends • How to apply phonic skills when segmenting words for spelling, including the use of special friends in own writing • To say a sentence out loud ahead of writing it • To sound out own words when writing • To re-read own work to check that it makes sense • Different purposes for writing - a list to help us remember, captions and sentences, a wanted poster for the wolf, instructions for making porridge 	<p>Nursery Vocabulary Nursery Rhymes, join in, rhyming words, listen</p> <p>Write, pencil, hold, grip, form, letter, word, capital letter</p> <p>Story, re-tell, sequence, event, character</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Conversation, explain, discuss, tell, share, compare</p> <p>Word, label, caption, sentence, sound out, say out loud, plan, think</p> <p>Sound out, listen, sounds, word, blend, spell, special friends, sound, letter, letters</p> <p>Writing, purposes, list, caption, label, poster, sentence, explain, record, instructions</p>
Expressive Arts and Design	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • How to experiment with mixing different colours. • To use observational skills when drawing and painting • How to use resources in play to re-enact different scenes from familiar stories • To use their imagination when they consider what they can do with different materials • To draw with increasing complexity and detail • How to explore different materials freely, and develop their ideas about how to use them and what to make <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • To use observational skills when drawing and painting adding detail where needed. • To choose particular colours to use for a specific purpose • Andy Goldsworthy is a famous artist / sculptor from England • To know that Goldsworthy is famous for creating work in nature, using materials found at the site • To create work in nature using examples from Andy Goldsworthy as a stimulus • To return to and build on their previous learning in order to refine ideas and make any improvements or amendments • To explore, use and refine a variety of artistic effects to express their ideas and feelings 	<p>Nursery Vocabulary Names of colours, mix, new, change, darker, lighter</p> <p>Observe, look, closely, draw, represent, detail, features, line, imagine, create, explore</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Andy Goldsworthy, sculptor, models, nature, create, use, idea, explore, improve, change, amend</p> <p>Colour, mix, create, match</p> <p>Artist, sculptor, nature, natural materials, ideas, feelings</p>