

NEROCHE PRIMARY SCHOOL

FOUNDATION STAGE - Reception

MEDIUM TERM PLANNING

Autumn 2 2020

Fairy Tales

Curriculum Implementation Design:		Curriculum Intent Statement:
Key questions to inform curriculum planning Other areas of learning will be taught through the children's continuous provision. Continuous provision is also based around the children's interests.		At Neroche Community Primary School our school aim of living and learning for life underpins our ambitious curriculum for all learners, which contributes towards their knowledge and cultural capital. As a school, we believe that both children and adults learn new things every day, building upon and retaining their existing knowledge. We are committed to ensuring that all children, including those from the most disadvantaged backgrounds and those living with identified special needs are equipped for their next stage of their education. We maintain that learning should be a rewarding and enjoyable experience for everyone, and that it should be fun and memorable. Through delivering coherently planned and sequenced, high quality learning opportunities we endeavour to equip children with the skills, knowledge and understanding necessary to be able to make informed choices. The aim of our curriculum is to develop independence, creativity, resilience and team work, and we simply have two expectations of staff and children – to be the best that they can be and to show that they care.
These are the opportunities we aim to provide through the subjects within this topic, to enhance the relevant subject curriculum:	Explore, test and construct with different materials to make the three little pigs houses (then see if it will stay up against a hairdryer and film it). Taste and explore textures by cooking different types of porridge. Retelling and sequencing traditional fairy tales. Fairy Tale tea party and dance.	Main EYFS Prime area focus: Communication and Language Listening and Attention To maintain attention, concentrate and sit quietly during appropriate activity. To show two-channelled attention – can listen and do for short span. Understanding To be able to respond to instructions involving a two-part sequence. Can understand humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Is able to listen and respond to ideas expressed by others in conversation or discussion. Speaking To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations. To be able to link statements and stick to a main theme or intention. Can use talk to organise, sequence and clarify thinking, ideas, feelings and events. Can introduce a storyline or narrative into their play.
This is how the learners will be engaged with their learning:	Following children's interests. Cooking experiences, prompting questions and making their own observations when cooking. Small world and activities throughout the CP which link to traditional tales. The three little pigs role-play Goldilocks and the three bears role play Team activities and group work. Open ended activities including junk modelling for children to lead their own learning.	Other links to learning: Maths Shape, Space and measure Bonfire night, Remembrance, Christmas, Winter Season <ul style="list-style-type: none"> •To comment and asks questions about aspects of their familiar world such as the place where they live or the natural world. •To talk about some of the things they have observed such as plants, animals, natural and found objects. •To develop an understanding of growth, decay and changes over time.
This is how we will include inquiry and investigation skills, supporting a growth mind-set:	Supporting children to come up with their own story endings and principle characters, Open-ended activities, Site walks and google searches to identify signs of Winter. Looking at our natural environment and handling natural materials. Sensory activities, playdough, rice, pasta, glitter, textures and materials, water tray, and making houses for the three pigs using straw, sticks and materials. Cooking opportunities: gingerbread men, porridge.	Hook: Make 3 different house for the three little pigs (a cave for the wolf) and then film them to see if a hairdryer can blow them down.
This is how Neroche whole school values are going to be promoted through this curriculum topic:	5 a day reading including our topic focus books, The three little pigs and Goldilocks and the three bears. Promoting the characteristics of effective learning through our Dinosaur traits. Praise and rewards. Displays celebrating children's best work.	Curriculum Impact Celebration: Dress up as your favourite fairy tale character. There will be a tea party and a dance.
Live and learn for life (be the best that you can be, show that you care)		

	Referring to our school expectations and celebrating these in the celebration assembly.	
Creativity	<p>Children have permanent access to a junk modelling area and are encouraged to make whatever they want using different materials and equipment to build their vision.</p> <p>The creative table has a free access activity with access to: paint, glue, glitter, sequins, oil pastels, pencils, sponges.</p> <p>Children are able to make up their own stories with puppets.</p>	
Independence	<p>Independently collect snack, using their coin to put in the piggybank.</p> <p>Children are encouraged to access resources.</p> <p>Children contribute to tidying up, linking to being the best you can be.</p> <p>Children file away their own learning sheets.</p> <p>Children put away their belongings at the beginning of the day and then get them ready to.</p> <p>Writing our name on our learning.</p>	
Teamwork	<p>Sharing ideas and resources when building the three little pigs houses.</p> <p>Respecting others ideas when sharing story ideas and work together to invent new parts of the story.</p> <p>Take turns and share resources when cooking.</p> <p>Working together to help tidy up and care for our classroom environment.</p> <p>Children help give out milk to others from the class fridge.</p> <p>Maths and circle time games.</p>	
Resilience	<p>Separate from career.</p> <p>Show confidence when complying with routines and boundaries.</p> <p>Explore different activities around the classroom.</p> <p>Be a tryatop (keep on trying when things don't always work first time).</p> <p>Talk about their own fairy tale ideas and stories in small groups.</p>	

Physical Development

Using our dominant hand
Set 1 sounds letter formation
PE - Gymnastics and Yoga
washing hands and personal care and hygiene
Scissor control activities
Pencil control sheets
Making ginger bread men.
Independently writing our name on our learning
Writing short sentences and green words

Communication & Language

Word of the day vocabulary linked to topic
Listening to daily rhymes and 5 a day stories.
Asks and answers appropriate questions relating to topic
Topic story focus - the three little pigs, goldilocks and the three bears. Acting out the story using props.
Listens in small group situations
Understands prepositions
Uses complex sentences (and, but, because)
Retells events in order - retelling stories

PSED

Understanding right and wrong, link to *Goldilocks and the three bears*.
Working as a team
Playing games involving taking turns
Understanding our own and others feelings linking to the school expectations

Understanding of the World

Remembrance Day
Bonfire night
The three bears house role play - links to reading and writing.
Signs of winter - researching winter through google
Growing our own beanstalk into the clouds
Making a house for the 3 little pigs, describing the properties of materials. Will they stay up against a hairdryer?
Using a CD player or Ipad to play nursery rhymes

Fairy Tales

Expressive arts and design

Making paper plate pigs
Making house for the three little pigs
Small world happy land play
Listening and instruments
Music and dancing
Construction - bricks, lego, duplo
Using straw, hay, sponges and different materials to construct
Wrapping boxes for Christmas - making our own repeating pattern wrapping paper
Junk modelling the 3 little pigs houses

Maths- Shape, Space and measure

2D and 3D shapes
Time
Repeated patterns
Positional language
Weight
Ordering height and size
Money

Literacy

Key Texts - The Three Little Pigs, Goldilocks and the 3 Bears, Little Red Riding Hood, The Three Billy Goats Gruff
Key author – Julia Donaldson
Learning Set 1 sounds and digraphs digraphs
Begin reading Red ditties
Learning red words
Writing cvc words and beginning writing short sentences.