

Unit planner: Once upon a time/ what happened in the end?... FS2 Weeks: 6

<p>Key Concepts: Conflict, friendship, justice, fairness, morals and choices</p>	<p>Intent: To provide opportunities to look at different traditional tales and understand the difference between right and wrong and the consequences of actions. To develop language and vocabulary by thinking about the different features of traditional tales.</p>	
<p><u>Communication and Language (Reception)</u> Listening, attention and understanding Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Speaking Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p> <p><u>PSED(Reception)</u> Self regulation Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs.</p> <p>Managing self Show themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p> <p>Building relationships Build constructive and respectful relationships. Think about the perspective of others.</p> <p><u>Physical Development (Reception)</u> Gross motor skills Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Starter: Create a fairy-tale setting within the EYFS base Outcome: To create their own traditional tale</p> <p>Message / letter from someone?</p> <p>PSED I can talk about loss I can tell you how I feel if I am missing someone or something I care about. (Alive, living, dead)</p> <p>I can talk about fair / unfair Use the photo cards associated with the theme to talk to the children about fair/unfair and explore the feelings shown by the children in the situations that are shown. Circle round - "I don't think it's fair when..." Sing "If you're fair and you know it clap your hands." Read 'Its not fair' by Brian Moses and discuss</p>	<p>Key Vocabulary/songs right, wrong, consequence, reward independent</p>
	<p>Communication and Language</p> <p>Can I understand what a traditional tale is? Can I talk about the features of a traditional tale? Can I use vocabulary linked to heroic actions? Can I describe the characters, setting and plot? Can I anticipate key events and respond to what I have heard with relevant comments or questions? Can I answer how and why questions in response to stories? Can I develop my own narratives linked to traditional tales? Can I use past, present and future forms correctly?</p>	
	<p>Art and Design</p> <p>3 little pigs Can I use construction and reclaimed materials to create a house? Can I use collage to create the 3 different houses from the story (large scale)?</p> <p>3 Billy goats Can I combine materials to make bridges? (Large scale outside) Can I create a cardboard tube goat? Can I make a model of the troll linked to literacy?</p> <p>Goldilocks Can I act out the story using the puppet theatre or dolls house? Can I sing 'when goldilocks went to the house of the bears' and add music?</p>	
	<p>Understanding the world</p> <p>Can I look closely at similarities and differences of materials? Can I investigate different materials and use them to make a structure? Can I test how strong materials are by blowing them? Can I follow instructions to make porridge? Can I test the strength of my bridge? Can I make a map to get home safely? Can I add a key / symbols / pictures? Can I understand the features of my environment and how others might vary from one another? Can I look after live animals for day?</p>	
	<p>PD</p> <p>Can I understand the importance of washing my hands? Can I balance along the bridge I have made and explore different ways of moving? Can I talk about the importance of sleep?</p>	
		<p>Who, what, when , why, how</p> <p>Fair, kind, charitable, caring, honourable, courageous</p> <p>Design, create, stick, make, glue, sellotape, colour, cut, scissors, paint, print, pattern</p> <p>Similar, same, different Investigate, hard, soft, heavy, not heavy, strong, comfortable</p> <p>Map, key, directions, follow, environment,</p> <p>Germs, wash, clean, spread</p> <p>Balance, climb, shuffle, roll,</p> <p>Healthy, not healthy, energy, tired,</p>

<p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene.</p> <p>Fine motor skills Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><u>Understanding the World (Reception)</u> Past and Present Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>People, culture and Communities Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a single map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p><u>Expressive Art and Design (Reception)</u> Creating with materials Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> <p>Being Imaginative & expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p>	<p>Literature:</p> <ul style="list-style-type: none"> • 3 little pigs • Goldilocks • 3 billy goats gruff 	<p>Text types:</p> <ul style="list-style-type: none"> • Sequencing instructions / writing about toppings • Apology letter to 3 bears • Thank you letter to farmer • Troll character description 	<p>Maths links:</p> <ul style="list-style-type: none"> • Measuring ingredients • Money (toy shop) • Bar chart of favourite traditional tale 	<p>Published outcomes:</p> <ul style="list-style-type: none"> • Thank you letter • Apology letter
<p>Enrichment: Trips and Visitors: Goat / farmer visit Visit to the co-op to buy ingredients</p> <p>School environment:</p>				

