

**Topic: Once Upon a Time**  
**Term: Spring 1      Class: Reception**

**MAIN LEARNING OBJECTIVES Spring**

| <b>COMMUNICATION AND LANGUAGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>LITERACY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>MATHS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>PSED</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>PHYSICAL DEVELOPMENT</b>                                                                                                                                                                                                                                                               | <b>UNDERSTANDING THE WORLD</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>EXP ARTS &amp; DESIGN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Listening, attention and understanding :</b><br>I can respond to what I have heard by asking questions and saying what I think<br><br>I can say what I think<br><br>I ask questions about what I have heard<br><br>I can respond to what others say<br><b>Speaking:</b><br>I can share my ideas in small groups<br><br>I can share my ideas with familiar adults<br><br>I can explain events that have already happened in detail<br><br>I can engage in stories, rhymes and non-fiction sharing my ideas about them<br><br>I can start to use full sentences | <b>Reading Comprehension:</b><br>I can retell key events from stories I have read<br><br>I can describe the key events in detail<br><br>I can recall facts from a non-fiction book<br><br>I can say what might happen next linked to other similar stories<br><br>I can talk about stories, rhymes, non-fiction and songs<br><br><b>Word Reading:</b><br>I can match all 9 sounds<br><br>I can start to identify some digraphs<br><br>I can segment the sounds in CVC words for reading<br><br>I can blend the sounds in CVC words for reading | <b>Number:</b><br>I can count objects, claps, movements up to 10<br><br>I can match numeral and quantity (within 10)<br><br>I can quickly say how many there are (up to 5)<br><br>I can recall number bonds to 5<br><br>I can start to give some linked subtraction facts<br><br>I can start to recall some double facts e.g. 1 and 1 is 2<br><b>Numerical Patterns:</b><br>I can count to 20, knowing the teen numbers<br><br>I can compare two quantities saying when one is bigger/smaller/same | <b>Self-Regulation:</b><br>I can say how others are feeling based on their expressions and actions<br><br>I can say what I am good at and what I would like to improve<br><br>I can sit and listen during adult focus time<br><br>I can follow instructions with two or more parts<br><b>Managing Self:</b><br>I can keep on trying even when I am finding something difficult<br><br>I can follow the school and class rules<br><br>I can talk about the school and class rules<br><br>I can talk about what is right and wrong<br><br>I can say how I keep | <b>Gross Motor:</b><br>I can throw, kick, pass and catch a large ball<br><br>I can move and use both large and smaller scale equipment (building blocks etc)<br><b>Fine Motor:</b><br>I can sit at a table to write<br><br>I can hold a pencil in a tripod grip<br><br>I can use scissors | <b>People, Cultures and Communities:</b><br>I can explore and talk about the natural world using what I know from stories/ non-fiction<br><br>I can draw information from a simple map<br><br>I can talk about some special places for people in our and other communities<br><br>I can draw information from a simple map<br><br>I can start to talk about the differences in lives in other countries<br><b>Past Present:</b><br>I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc. | <b>Creating with Materials:</b><br>I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)<br><br>I am able to combine different techniques e.g. collage, paint, crayon, clay to create art<br><br>I can talk about my artwork or designs-linked to some of the materials/ techniques I used<br><br>I can use materials and props to retell stories and create imaginary situations linked to what I know<br><b>Being Imaginative and Expressive</b><br>I can adapt well known stories and narratives and small world/ role play them with others |

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| <p>I am starting to use past, present and future tenses</p> | <p>I can segment and blend simple words matched to my phonics knowledge</p> <p>I can read captions</p> <p>I can read phonics matched tricky words</p> <p><b>Writing:</b><br/>I can write most lower case letters correctly</p> <p>I can write some upper case letters correctly</p> <p>I can use a tripod grip</p> <p>I can match Unit 1-9 sounds</p> <p>I can write CVC words and labels (Unit 1-9 sounds)</p> <p>I can spell some tricky words</p> <p>I can write captions</p> <p>I can write short sentences</p> <p>I can start to use finger spaces between my words</p> <p>I can read sentences back</p> | <p>I can say a number that is one more/ less without resources</p> <p>I can spot errors in the pattern</p> <p>I can name my pattern e.g. ABAB</p> <p>I can start to identify odd and even numbers linked to sharing</p> | <p>myself healthy e.g. diet, oral health, hand washing, exercise, etc.</p> <p><b>Building Relationships:</b><br/>I can use words to help solve conflicts with others</p> <p>I can work well with others listening and sharing ideas</p> <p>I can show friendly behaviour in the classroom and around school</p> <p>I am developing friendships with lots of different people</p> <p>I can identify how others feel and respond to them appropriately</p> |  | <p>I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts</p> <p>I can talk about what I have heard and seen in stories and picture books and how this is different/ the same</p> <p><b>The Natural World:</b><br/>I can describe animals and plants (both from photos and real life experiences)</p> <p>I can describe my own environment and local area</p> <p>I can describe another environment e.g. desert, Artic etc.</p> <p>I can talk about the weather linked to seasonal change</p> <p>I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)</p> | <p>I can use what I know and have read to help create my own stories</p> <p>I can sing well known songs in a group or alone and match the pitch and melody</p> <p>I can listen carefully to music and start to move to it</p> <p>I can join in with singing and dancing</p> |
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**Week One :** Goldilocks and the Three bears

**Key Questions:** Who is Goldilocks? What did she do at the three bears house?

**Texts/visits/basis of learning/ thread**

Stunning start- Fairytales KS1

Fabulous Finish- Picnic

**Learning objectives  
(WALT)**

**Learning and teaching activities**

- Goldilocks TFW
- Read story- discuss characters/ discuss thoughts on story Read 'Goldilocks and the three bears' Nick Sharratt version.
- Talk about the story – what do they know already? What do they think of Goldilocks?
- Sequence story
- Story map using images
- Re read story- show pictures to retell story T4W Actions to story
- Art- Draw pictures Goldilocks
- Make bread rolls- stunning start
- Make bear bunting for classroom display
- Maths Understanding zero
- RE- look at star constellations
- Stunning start- Traditional tales Little red hen (make bread rolls) Three billy goats gruff (gross motor skills in the hall) Cinderella (make a wand)
- Maths- understanding zero

## **Week Two : Goldilocks and the Three Bears**

### **Key Questions:**

### **Texts/visits/basis of learning/ thread**

A variety of different versions of Goldilocks

### **Learning objectives**

### **(WALT)**

### **Learning and teaching activities**

- Maths activity- Dominoes equal/ unequal- photo
- Science experiment -Porridge tasting with salt/ honey/ berries
- Data collection- Who likes porridge poll-
- Write name in challenge book
- Printing with forks- bears
- Alive in 5 Maths- Is it fair?
- Maths- compare the no of spots on each side of a domino- is it the same? Different/
- English – Goldilocks and the 3 bears story map
- Writing cvc words
- RE- Three Kings- make and decorate a crown
- Maths equal /unequal using dominoes
- I can write my name

**Week Three : Goldilocks and the Three bears**  
**Key Questions: Texts/visits/basis of learning/ thread**

**Learning objectives  
(WALT)  
Learning and teaching activities**

**Assessments/ Activity for next week**

- RE Decorate gold crowns – wear them and photo (RE)
- Instruction writing How to make porridge- instructions
- Make bear ears for assembly
- Art activity- 3 bears plates – cover plates with brown tissue paper- cut out ears to stick on next week
- RE- Gift tag- I have been kind to .....
- Maths- Balance scales- heavy/ light? Pick up some heavy boxes- use language to describe
- Maths Capacity- cups full/ nearly full/ empty etc
- English – Beg middle and end sentences.
- Goldilocks came into our classroom and made a right mess- write a sentence
- I can write my name

**Week Four : Goldilocks and the three bears****Key Questions:****Texts/visits/basis of learning/ thread****Learning objectives****(WALT)****Learning and teaching activities**

- RE Write on a gift tag who you have been kind to today
- Maths Capacity- cups full/ nearly full/ empty etc Photo
- RE - Invites to parents for our assembly
- Maths- Numicon pieces- Number bonds 6,7,8
- English – Beg middle and end sentences.
- Assembly practise- 2 songs/ TFW/ rhyme
- Literacy- understanding beg/ middle /end Goldilocks- shared writing
- Maths- Six dinner Sid- street maps with houses on
- RE invite parents to our assembly
- Days of the week

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| <b>Week Five: Jack and the beanstalk</b><br><b>Key Questions:</b><br><b>Texts/visits/basis of learning/ thread</b><br>Jim and the beanstalk<br>Jack and the beanstalk |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Learning objectives<br/>(WALT)</b><br><b>Learning and teaching activities</b>                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• A3 paper- street- draw house to number- Six Dinner Sid</li> <li>• Maths Capacity- cups full/ nearly full/ empty etc photo</li> <li>• RE – How would you feel if you met Jesus?</li> <li>• Maths- Pegs on a hanger- combining 2 groups/ Pairs using socks</li> <li>• English – Beg middle and end sentences Jack and the beanstalk. Writing sentences/ LA re-ordering sentences</li> <li>• RE Read story of feeding the 5000- circle time- taste the bread</li> <li>• RE – make clay fish</li> <li>• Maths- combing 2 amounts- coat hanger maths</li> <li>• Cow pattern tracing</li> <li>• </li> </ul> |

## **Week Six: Jack and the beanstalk**

### **Key Questions:**

### **Texts/visits/basis of learning/ thread**

Jim and the beanstalk

Jack and the beanstalk

The Big Umbrella

### **Learning objectives**

### **(WALT)**

### **Learning and teaching activities**

- Teddy bears Picnic (Fabulous Finish)- little bag Cadburys animals
- Make bird feeders to take home
- Maths- Time Outdoor circuits – photo How many can you do in a minute- sand timer
- English – What would you like to see at the top of the beanstalk? Picture and sentence
- People who care for us-/ people who help us? Talk about people in our community (police officers/ fire services/ nurses/ doctors/ teachers)
- Maths- measuring- measure objects using giant footprints
- Maths- outdoor circuits- Time- How many can you do in a min?
- Days of the week
- Maths- measure feet using different objects- record
- Literacy- what would you like to see at the top of the beanstalk?
- RE draw yourself to put under the big umbrella