

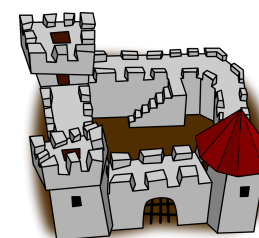
## Curriculum Web: Connection, Communication, Cooperation

**Class:** Pearl Class

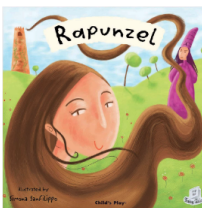
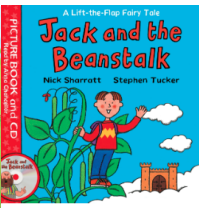
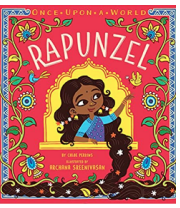
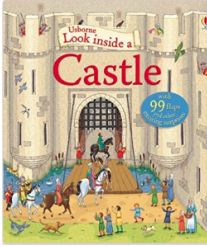

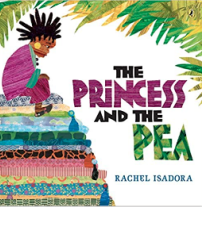
**Year groups:** Pre-Reception and Reception

**Term:** Term 2 Spring Term 2023

**Topic:** Once upon a Fairy Tale (History Focus)



\*Our topics, activities and areas of learning may change as we are often guided by the children's interests and needs

Core texts, songs and rhymes	Inspire - Immerse - Investigate - Interact	Enabling Environments
<p><b>Songs and Rhymes:</b> Learn a variety of songs and nursery rhymes related to our topic as well as support classroom routines and maths.</p> <p><b>Stories:</b> Explore a range of classical fairy tales, learn to retell stories with actions and reinvent our own tale. Compare and contrast well known tales with tales with a modern twist.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;">    </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;">    </div> <p style="margin-top: 20px;">We will also explore non-fiction texts about castles.</p>	<p>This term we will be exploring the magical world of fairy tales, princesses, princes, castles, jewels, bears, giants, golden eggs, and dragons! We will explore life inside a castle, go back in time and compare the past with our lives now and explore traditional fairy tales with tales with a modern twist. We will explore lives in other countries and compare them to our own. This topic will capture the children's imaginations as they explore our castle role play and get creative inventing new tales and designing new dragons! Our songs, rhymes, stories and creative activities will be inspired by our topic of fairy tales and castles.</p> <p><b>Super Starter:</b> Explore our castle role play and go on a fairytale hunt, find clues to match different fairytales and share what tales they know</p> <p><b>Marvellous Middle:</b> Mini showcase to parents with songs and stories we have learnt and display our castles</p> <p><b>Fabulous Finish:</b> Drama day dressing up as a fairy tale character or character from a castle</p>	<p>The children will have access to different areas in the classroom which ignite imagination, encourage independent learning, playing and exploring and create a safe place to learn and flourish.</p> <p>The calm corner provides a quiet place for children to regulate and relax, a quiet reading nook with books for the children to explore, a small world area with toy castle, investigation table, phonics and number tables and play corner. This term we will also have a castle role play area for the children to fully engage with our topic. Outside the children will have access to tuff trays with different materials such as sand, water and other sensory materials, role play, trike area and garden.</p>

**ELG (Early Learning Goal)**

**Prime Areas:**

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><b>Outcome of learning:</b>  <i>Create activities and opportunities that develop and promote the children’s listening, attention, understanding and speaking skills.</i></p> <p><b>ELG:</b>  <b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>● Initiate conversations with adults and children, taking account of what others say</li> <li>● Maintain attention and concentrate in small group and whole class activities.</li> <li>● Talk in complete sentences (modelled by all adults)               <ul style="list-style-type: none"> <li>● Ask appropriate questions</li> <li>● Join in with daily songs</li> </ul> </li> <li>● Listen to and talk about fiction and non-fiction books about our topic. Invite children to explore new vocabulary and ask questions to find out more information.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Children express themselves effectively, showing awareness of the listeners' needs. They develop their own narratives and explanations.</li> <li>● Participate in small group or one-to-one discussions, offer explanations for why things might happen, express their ideas and feelings.</li> <li>● Participate in show and tell, class sharing circles and discussions.</li> <li>● Retell stories with actions and join in with well known stories.</li> <li>● Explore rhyme and pattern through nursery rhymes and songs.</li> </ul>	<p><b>Outcome of learning:</b>  <i>Children will develop their moving and handling skills as well as health and self-care by being exposed to a variety of daily activities including PE, gardening, drama, indoor and outdoor play opportunities.</i></p> <p><b>ELG:</b>  <b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>● Negotiate space and obstacles safely</li> <li>● Demonstrate strength, balance and coordination, using the balance matt</li> <li>● Develop physical skills; balance, rolling, climbing, skipping etc. through circuit training</li> <li>● Develop gross motor skills through ball games, running and dancing. Using the hall or football pitch to do various games.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>● Hold pencil effectively using the tripod grip</li> <li>● Use a range of tools including scissors, paint brushes and cutlery</li> <li>● Show accuracy and care when drawing</li> </ul> <p><b>Gardening:</b></p> <ul style="list-style-type: none"> <li>● Use a range of gardening tools with care.</li> <li>● Remember the wonder of nature and the magic of seeing things growing from seed.</li> <li>● Create a relationship with the garden, support ability to connect</li> <li>● Practise our Gardens ong</li> <li>● Taking care of our Pearl class spot</li> <li>● Weeding, seeding. planting</li> <li>● Explore our favourite veggies</li> </ul>	<p><b>Outcome of learning:</b>  <i>Strong, warm and supportive relationships with adults will enable children to learn how to understand their own feelings and those of others. We will understand our key emotions, supported by breathing activities, picture books and well-being check ins. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully.</i></p> <p><b>ELG:</b>  <b>Self Regulation:</b></p> <ul style="list-style-type: none"> <li>● Show an understanding of their own feelings and those of others</li> <li>● Set and work towards simple goals and class goals ‘destinations’ through the positive pathways</li> <li>● Control immediate impulses when appropriate - and show being able to wait</li> <li>● Give focussed attention</li> <li>● Follow instructions</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>● Confident to try new activities and show independence, resilience and perseverance in face of challenge</li> <li>● Develop an awareness of the boundaries set and behavioural expectations.</li> <li>● Manage own basic hygiene and personal needs: learn about the human body and how to look after it</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>● Work and play cooperatively and take turns</li> <li>● Form positive attachments to adults and friendships with peers</li> <li>● Show sensitivity to their needs and others’ needs.</li> <li>● Practice turn taking, listening to others and showing compassion through circle time games</li> </ul>

		<p><b>Mindfulness Class: to support this Prime Area.</b></p> <p>The general aim of the curriculum is to use mindfulness practices to support the development of the whole child through games, problem solving and meditation:</p> <ul style="list-style-type: none"> <li>• Supporting the development of emotional literacy</li> <li>• Investigating different sensations and sense experiences</li> <li>• Supporting our ability to connect and better understand our friends as we explore what it means to be us through movement and music</li> <li>• Expressing our experience through colours, art and doodling</li> </ul>
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**Specific Areas:**

Literacy (Phonics)	Mathematics (Number)	Understanding the World	Expressive Arts and Design
<p><b>Outcome of learning:</b>  <i>Storytelling and rhyme recognition through exploring familiar and repetitive texts, thinking about structure, vocabulary and what we enjoy about books in general. Explore fiction and non-fiction texts about castles as well as important traditional fairy tales and fairy tales with a modern or multicultural twist. We encourage the children to develop a love of reading and exploring books.</i></p> <p><b>ELG: Comprehension, Word Reading and Writing.</b></p> <p><b>Whole Class</b></p> <ul style="list-style-type: none"> <li>• Using talk for writing learn a traditional fairy tale with actions and create our version</li> <li>• Read and label parts of a castle</li> </ul>	<p><b>Outcome of learning:</b>  <i>To provide children with opportunities to develop and improve their skills in counting, understanding and using numbers.</i></p> <p><b>ELG: Numbers and Numerical Patterns</b></p> <p><b>Outcome of learning (reception):</b>            Children are encouraged to be curious and explore numbers. They will be using familiar objects to help them learn about how numbers are used in everyday life. They will be playing number games and sing counting songs and will also be linking numbers to this term’s topic work: Under the Sea.</p> <p><b>Key Skills (reception)</b></p> <ul style="list-style-type: none"> <li>• Continue practising to count reliably to 10 and 20.</li> <li>• Write numbers 0-10 and beyond, with correct formation</li> <li>• Continue to explore and compare numbers 0-10 with our number of the week.</li> </ul>	<p><b>Outcome of learning:</b>            Children will understand the past through settings, characters and events encountered in books read in class and storytelling, they will talk about the lives of the people around them and their roles in society and explain some similarities and differences between life in this country and in other countries. Children can understand some important processes and changes in the natural world around them, including the seasons.</p> <p><b>ELG: The past and present</b>  <b>ELG: People, culture and communities.</b></p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Learn about castles, the parts of a castle and the roles of people in the castle</li> </ul>	<p><b>Outcome of learning:</b>  <i>Opportunities for children to express themselves creatively both indoors and outside. Create crafts and explore role play opportunities connected to our topic.</i></p> <p><b>ELG:</b>  <b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Explore collage and painting</li> <li>• Create a castle collage using 2D shapes</li> <li>• Explore colours and create staginglass windows</li> <li>• Explore mark making</li> <li>• Using different ingredients make and decorate gingerbread men</li> </ul>

- Create their own dragon and create a simple character description
- Make comparisons between traditional fairy tales and tales with a twist
- Discuss, retell, sequence and write their own version of the stories.

#### Pre-Reception

##### **Reading:**

Recognising and detecting sounds using games and songs.

##### **Writing:**

Developing mark making and motor skills using a range of techniques.

#### Reception

**Reading: using phonic knowledge to decode sounds and words.**

Apply phonic knowledge of the initial level 2 sounds to read and write simple CVC words confidently

Recognise letters and their associated sounds for level 3 digraphs (sh, th, ai, ee ..)

**Writing: using phonic knowledge to write letters which match spoken sounds.**

Developing writing skills using a variety of mark making tools (such as sand writing, chalk boards, dough creations) so that letters being explored are written correctly. Continue to write three letter cvc words and start writing simple sentences with finger spaces

- Explore number bonds to 10
- Identify and describe properties of 2D and 3D shapes. Create a 2D shape crown.
- Use vocabulary related to weight, length and capacity and make comparisons. Measure Rapunzel's hair using a variety of tools. Compare the size of giants' feet.
- Use language relating to time. Play what's the time Mr Wolf.
- Explore more complex patterns
- Use language related to position and spatial awareness
- Explore capacity whilst making magical potions

#### **Outcome of learning (Pre-Reception):**

Show curiosity about numbers and use some number names and language spontaneously. Recites numbers up to 10 and recognises some numerals and match to a quantity of objects.

#### **Key Activities:**

- Explore and compare number 0-5
- Ordering numbers using pictorial representations
- Compare and use language around measurement: Compare the length of Rapunzel's hair, the size of a giant's foot, the amount of porridge in the bear's bowl.
- Through games continue to practice counting, spacial awareness and patterns
- Explore 2D shapes through play

- Explore the lives of real Kings and Queens in England and Portugal
- Using traditional fairy tales compare characters from the past
- Design and make a junk model castle. Get creative with different loose bits to create magical lands, towers and castles.
- Learn about how plants grow and plant and grow our own bean stalks like Jack's, measure them as they grow.
- Use our castle role play and small world toys to imagine life inside a castle
- Learn about the Easter story and celebrations around Easter
- Explore the changes to our environment with the season: focus on Winter to Spring

#### **Being Imaginative and Expressive**

- Children use media and materials in original ways, thinking about uses and purposes
- Create their own castle from different materials
- Design and make their own crown
- Paint or draw their own dragon
- Represent own ideas, thoughts and feelings use art and design, role play and creative play
- Make Easter cards and crafts

**Additional:**

Portuguese	Expressive Arts: Music and Drama	Home and School
<p><b>Outcome of learning:</b> Children can use basic Portuguese vocabulary and everyday classroom language.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>● Share and talk about the story of the 3 wise men.</li> <li>● Learn vocabulary around Winter</li> <li>● Share stories about the princess and dragons.</li> <li>● Discuss about Easter and celebrations</li> <li>● Count up to 20 and play number games</li> <li>● Celebrate Fathers day</li> </ul>	<p><b>ELG: Creating with Materials + Being Imaginative and Expressive</b></p> <p><b>Outcome of learning:</b> Using familiar stories the children can listen, ask questions and act out the stories. Have a bank of regular daily songs and nursery rhymes.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>● Read and re enact the Cinderella fairytale together using props and costumes</li> <li>● Read and re enact the “Little Red Riding Hood” story together using hand puppets and puppet theatre</li> <li>● Sing songs using body language, acting and body percussion</li> <li>● Explore musical instruments:</li> <li>● Explore music and sounds around us (animals, weather) and understand the difference between noise and music</li> <li>● Play rhythm and coordination games</li> </ul>	<p><b>Home learning:</b> Reception children will take home the sounds we are learning each week so parents can practise at home. They will also now start to take home reading books and reading records. Please read with your child daily and record any comments. All children have the opportunity to borrow a book from our library each Friday. Books must be returned in order to take our a new book.</p> <p><b>Mondays:</b> The children have gardening and must keep an old t-shirt and suitable gardening shoes in school</p> <p><b>Tuesdays:</b> The children have sports and games so should come to school in their PE uniform</p> <p><b>Fridays:</b> In the afternoon we will have time for show and tell. This is an opportunity to promote communication and language where the children bring something from home to share with the class. This could be: something they have made that they are proud of, something related to our topic, a photo or something that is special to the children that they would like to share. This will be on a rota and a message will be sent on Class Dojo to let you know when it is your child's turn.</p> <p><b>Communication with teachers:</b> This can be face to face or via Class Dojo or email. We will post regular pictures of what is happening in school via Class Dojo.</p>