

Key Vocabulary:



Setting – Where the story is happening

Character – The people/animals in the story

Beginning, middle and end – The different parts of a story

Key skills: Describe main story settings, events and principal characters.

Be aware of the way stories are structured.

They listen to stories, accurately anticipating key events and respond to what they hear.

They answer 'how' and 'why' questions in response to stories.

Stories we have learnt from in this unit:



Once upon a time

Autumn 1

Reception

Rhymes and songs:

Humpty dumpty sat on a wall
Humpty dumpty had a great fall
All the king's horses and all the king's men
Couldn't put humpty together again

<https://www.youtube.com/watch?v=B44C3eSaGA4>

Hickory dickory dock
The mouse ran up the clock
The clock struck 1
The mouse ran down
Hickory dickory dock

https://www.youtube.com/watch?v=A7xYz5P_rCw

Mary, Mary,
Quite contrary
How does your garden grow?
With silver bells
And cockle shells
And pretty maids all in a row

<https://www.youtube.com/watch?v=61vDyFc7bsI>

Activity ideas:

Join your local library

Explore storytelling sessions at the library

Make masks of characters from stories

Make and taste porridge with different toppings – Goldilocks and the 3 bears

Yearly Curriculum Overview

Prime Areas	Communication and Language (C&L)	<i>Able to retell simple familiar stories. Talk about beginning, middle and end and characters. Engage in story times Develop social phrases Listen to and talk about stories to build familiarity and understanding</i>	<i>Use new vocabulary throughout the day. Connect one idea or action to another using a range of connectives. Listen carefully to rhymes and songs, paying attention to how they sound <<Listen to and talk about selected non-fiction books >></i>	<i>Learn poems, rhymes & songs Use new vocabulary in different contexts <<Describe events in some detail>> Vocabulary of person – eyebrow, eyelash</i>	<i><<Ask questions to find out more and to check they understand what has been said to them>> Vocabulary of stem, roots,</i>	<i><<listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary>> More complex baby animal names eg foal</i>	<i>Retell the story with some exact repetition and some in their own words</i>
	Physical Development (PD) P.E	<i>Forming letters correctly. Pen grip PE in the hall</i>	<i>Develop small motor skills range of tools.</i>	<i><<Know and talk about different factors that support their overall health and well being>></i>	<i>Revise and refine the fundamental movement skills</i>	<i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i>	<i>Combine different movements with ease and fluency</i>
	Personal, Social and Emotional Development (PSED)	Welcoming new children into class. <i>Manage their own needs</i>	<i>Build constructive and respectful relationships <<see themselves as a valuable individual>></i>	<i><<express their feelings and socially and emotionally>></i>	<i>Using talk to solve conflict</i>	<i>Think about perspectives of others</i>	<i>Show resilience and perseverance in the face of challenge</i>
Specific Areas	Literacy See Appendix ?? Little Wandle for Phonics progression	<i>Read individual letters by saying sound of them Know beginning, middle and end Performing in class Repetitive refrain 1:1 reading, Daily whole class Little Wandle</i>	<i>Read a few common exception words Blend sounds into words so that they can read short words of known GPC. Use of non-fiction texts</i>	<i>Read some letter groups that each represent one sound and say sounds for them Spell words by identifying the sounds then writing the sounds with letter/s</i>	<i>Re read what they have written and make sure it makes sense. Read simple phrases and sentences Diary of beanstalk</i>	<i>Write short sentences with words known sound-letter correspondences using a capital letter and full stop. Life cycle caterpillar – non fiction writing</i>	<i>Re read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i>
	Mathematics See Maths for progression throughout the year	Introducing Maths Mastery in Reception <i>Subitise Count objects, sounds and actions</i>	<i>Count beyond 10</i>	<i><<Continue and copy repeating patterns >> <<Compare weight and capacity >></i>	<i>Compare numbers <<Compare length >></i>	<i><<Continue, copy and create repeating patterns>></i>	<i>Automatically recall number bonds for number 0-10</i>
	Understanding the world (UTW)	<i><<Comment on images of familiar situations in the past>> <<Understand the effect of changing seasons on the natural world around them>> Knowing about other settings in stories, story maps linking to real maps.</i>	<i><<Name and describe people who are familiar to them>> <<Understand that some places are special to members of their community>> <<Recognise that people have different beliefs and celebrate special times in different ways>> Christmas story and explain links, understand differences</i>	<i><<Talk about members of immediate family & community>> Know about beyond where they live – similarities and differences life this country and other countries <<Describe what they see, hear, feel whilst outside>> Know some of the key buildings in London. Link occupations to buildings Different types of maps</i>	<i>Use of maps New life of spring, Use vocabulary of sun, soil, water, roots, petal, stem, root Sequencing of growth Barefoot Computing – plan directions</i>	<i><<Recognise some environments that are different to the one in which they live>> Explain lifecycle of caterpillar/butterfly and apply Number of legs on an insect/ spider</i>	

	Expressive Art and Design	<i>Develop story lines in their pretend play</i> <i>Sing in a group</i> Nursery rhymes	<i>Create collaboratively</i> <i>sharing ideas, resources</i> <i>and skills</i>	<<Explore, use and refine a variety of artistic effects to express their feelings>> Self portrait	Construction – planning & improving	<<Listen attentively, move to music>> <<Watch and talk about dance and performance art>>	Eric Carle as illustrator Matisse –Snail Henri Rousseau Jungle Saent-Saens Carnival or animals
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