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.

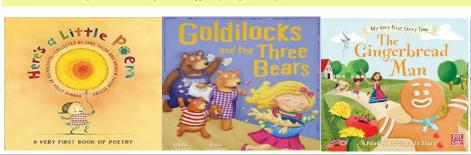
They listen to stories, accurately anticipating key events and respond to what they hear.

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

Stories we have learnt from in this unit:



Tittle Red Her



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=B44C3eSa
GA4

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
Cw

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=61vDyFc7
bsI

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

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Yearly Curriculum Overview

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

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