

Reception Autumn 2 2022-7 Weeks

Once Upon a Time

This topic supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including Cinderella, Goldilocks, Little Red Riding Hood, The Three Little Pigs and The Three Billy Goats Gruff.



Development Matters Objectives

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| Maths | Number; Numerical patterns |
| PD | Gross motor skills; Fine motor skills |
| PSED | Self-regulation; Managing self; Building relationships |
| World | Past and present; The natural world |
| Exp A&D | Creating with materials; Being imaginative and expressive |
| CL | Listening, attention and understanding; Speaking |
| Literacy | Comprehension; Word reading; Writing |
| Memorable experience | Fairy tale magic |

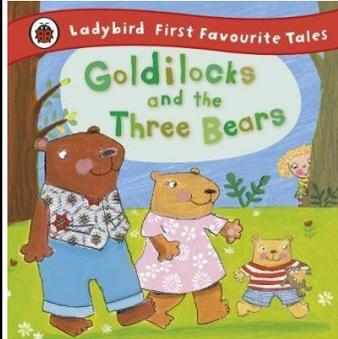
| <u>Week</u> | <u>Key Focus</u> | <u>Key Text</u> | <u>Week in Brief</u> | <u>Key Vocabulary</u> |
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| 1 | Memorable Experience –Fairy Tale Magic | A variety of Traditional Fairy Tales | <p>Arrange for the children to watch a pantomime based on a familiar fairy tale, such as Cinderella. Before the performance, read the story of Cinderella and encourage the children to learn the names of the different characters. If possible, organise time after the show for the children to meet some of the characters in person.</p> <p>If a pantomime visit is not possible, arrange for familiar characters to visit the children in the setting. You could invite the Wicked Witch from Hansel and Gretel, Baby Bear from Goldilocks and the Three Bears or Big, Bad Wolf from Little Red Riding Hood.</p> <p>-Links with Fleetwood High drama club</p> <p>Things the children could do Sit for a sustained period and listen to others</p> <ul style="list-style-type: none"> • Join in with repeated refrains, such as 'He's behind you!' and 'Oh no, it isn't!' • Be confident to call out, sing or perform any actions needed to help tell the story | Once upon a time, castle, kingdom, king, queen, prince, princess, fairy tale, traditional tale, story, beginning, middle, end, setting, character, events. |

- Ask questions
- Cheer the goodies and boo the baddies

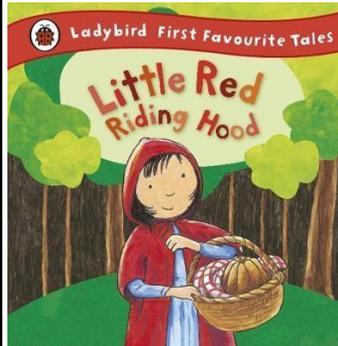
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Into the Woods

Goldilocks and the Three Bears by Nicola Baxter



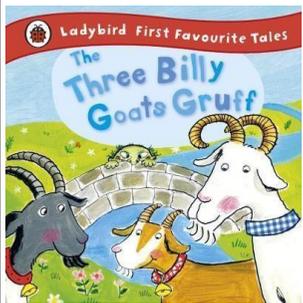
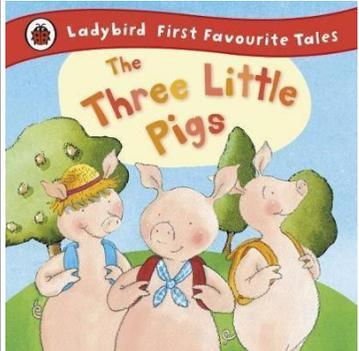
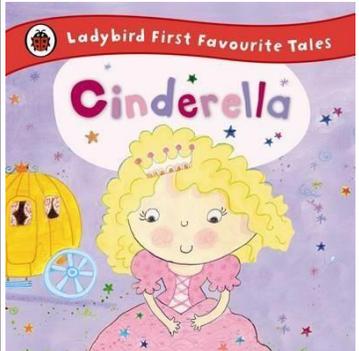
Little Red Riding Hood by Mandy Ross



Skills and knowledge to develop:

Many traditional tales are set in woodlands and forests. Fairy tales are stories that have been told to children for hundreds of years. Fairy tales are set in the past.

Once upon a time, wolf, bear, forest, woodcutter, chair, porridge, bed, spoon, woodland.

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| 3 | Animal Tales | <p>The Three Billy Goats Gruff by Irene Yates</p>  <p>The Three Little Pigs by Nicola Baxter</p>  | <p>Skills and knowledge to develop:</p> <p>Traditional tales often include animals as main characters. Some creatures in fairy tales are made up, such as trolls.</p> | Pig, wolf, house, troll, goat, bridge |
| 4 | Royal Tales | <p>Cinderella by Ailie Busby</p>  | <p>Skills and knowledge to develop:</p> <p>Stories, books and pictures are used to help people find out about events in the past and people who lived in the past. Identifying similarities and differences helps us to make comparisons between our life and life in the past. Objects from the past can look different to objects now. Kings, queens, princes and princesses are part of royal families. The United Kingdom has a royal family. Elizabeth II is the Queen of the United Kingdom.</p> | King, queen, prince, princess, royal, castle, crown, fairy godmother |

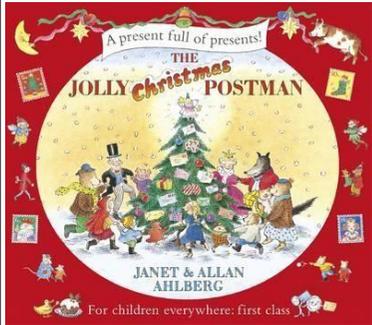
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| 5 | Innovate and Express – A Story for the King | A variety of Traditional Fairy Tales | <p>Provocation: It is the King of Story Land's birthday! Every year he asks for new stories as his gifts. This year, he has asked for you to make up a new story and create puppets to act it out.</p> <p>My Favourite Story: Ask each of the children to choose their favourite story from the topic. Invite children from an older class to come and read the stories with the children. Make time for the children to talk about their favourite stories and characters and share the activities they have explored during the project.</p> | Once upon a time, castle, kingdom, king, queen, prince, princess, fairy tale, traditional tale, story, beginning, middle, end, setting, character, events. |
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Sparkle and Shine

This topic teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.



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| PSED | Self-regulation; Managing self; Building relationships |
| World | People culture and communities; The natural world |
| Exp A&D | Creating with materials; Being imaginative and expressive |
| CL | Listening, attention and understanding; Speaking |
| Literacy | Comprehension; Writing |
| Memorable experience | Celebrations |
| Innovate challenge | Making tealight holders |

| <u>Week</u> | <u>Key Focus</u> | <u>Key Text</u> | <u>Week in Brief</u> | <u>Key Vocabulary</u> |
|-------------|---------------------------------------|--|--|--|
| 6-8 | Memorable Experience -Celebrations | <p>The Jolly Christmas Postman by Janet and Allan Ahlberg</p>  | <p>Watch the 'Sparkle and shine' video together. Explain that a celebration is a way of remembering a special event or day. Give the children time to discuss their experiences of celebrations and ask questions to find out more about celebrations, such as when they take place, special clothes that are worn, special foods that are eaten and ceremonies associated with the celebration. Encourage the children to speak clearly and listen to each other to gain new knowledge. Discuss similarities and differences between the celebrations and encourage the children to bring in pictures of their own special celebrations to talk about and use them to create a child-led display with captions.</p> <p>Discuss times when we give gifts and send cards and parcels, including birthdays and Christmas. Set up a card and letter writing station with blank cards, a variety</p> | <p>Celebration, celebrate, party, event, day, clothes, food, special, similarity, difference, Diwali, Christmas, Hanukkah, Ramadan, bright, lights, festive.</p> |

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| | | | <p>of brightly-coloured pens, writing paper and envelopes.</p> <p>Invite them to choose someone to send a card or letter to and ask what they would like to write to them. Support the children with the writing process by encouraging them to sound out words.</p> | |
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