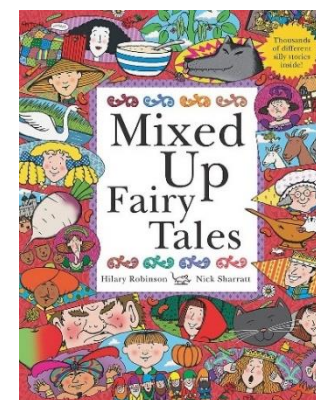
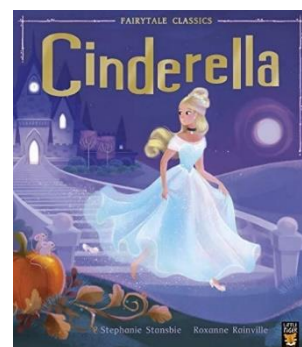
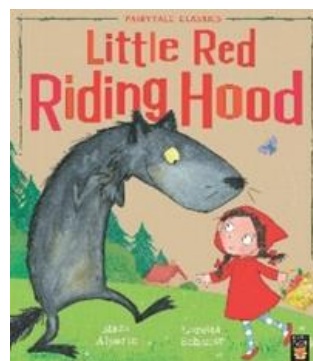
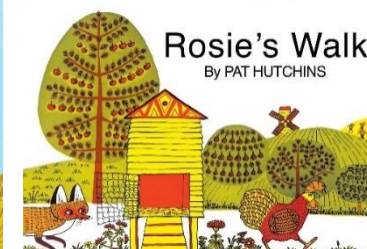
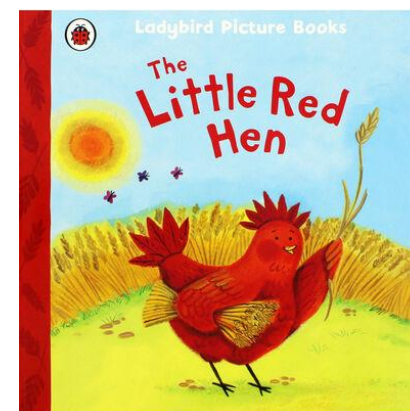
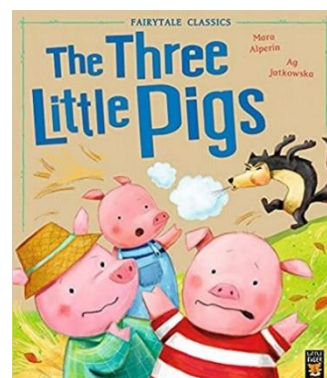
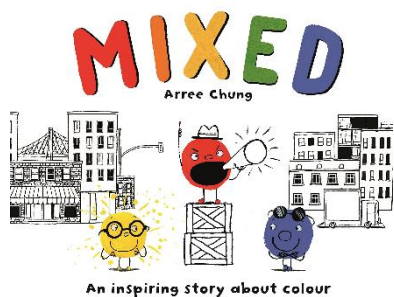


Can You Tell Me a Story?

Nursery & Reception

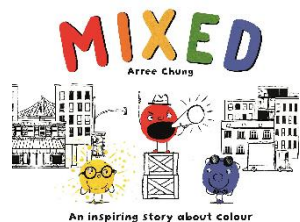
Autumn 1



<p>Continuous provision</p>	<p>The following boxes highlight focused activities and lessons that will be taught that link to our big question, however there are always opportunities for the children to follow their own interests within the environment. Many areas will be set up without a set outcome to enable the children to explore and be curious. After teaching our focus tasks there are lots of opportunities for the children to free-choose inside and outside through various activities which support the full range of the EYFS curriculum. Each area is set up to challenge, inspire and motivate pupils. Some areas will link to the big question but some will be left open-ended. Seasonal changes and a connection with the outdoor environment and nature will be explored during outdoor learning sessions. During phonics this term the Nursery children will be focusing on sound discrimination, environmental sounds and nursery rhymes, which is carefully mapped out to build upon their phonological awareness. Reception children will begin to learn sounds and letters through our Rocket phonics scheme.</p> <p>Whilst we plan this pathway of learning we follow the children's interests and motivations so we may veer off into differing directions at times to meet the needs of the children.</p>
<p>Week 1</p>	<p>The children will have many opportunities to meet with their new classmates and teachers and learn the daily routines and explore the learning environments and they will learn to become more independent as they spend their first few days away from home.</p>
<p>WOW</p>	<p>The children will help the mixed-up Colour Monster to find his colour friends on a colour hunt around school and outdoors. The children will collect things that are different colours around the environment for each colour monster to see.</p>

Week 2

Settling in week



What Makes Me Special?

Communication and Language

During story times the children will have opportunities to share their ideas, thoughts and feelings by talking in full sentences. Children will talk about themselves, their interests and their families, sharing their 'all about me' bags. Children will practice their listening and attention skills during listening walks, story time and when we sing nursery rhymes.

Physical development

Within the outdoor and indoor environments, the children will get to practice their fine and gross motor skills. They will start to learn how to put on their coat, jumpers and cardigans as they work indoors and outdoors and gather their belongings. They will have a go at drawing a self-portrait of themselves. Children will also practice painting by mixing different primary colours to create secondary colours. Children will get to mark make inside and outside using water and chalk.

Personal Social and Emotional

Children will start to learn to follow routines and settle in a new environment. As a class or in small groups we will look at photographs of the children's families and ask the children to talk about them.

To help children learn names we will play circle time games like passing a small toy around the circle and encourage the children to say their name and discuss and describe people who are special and important to them, their likes and dislikes, and what makes them happy. We will play some parachute games, encouraging the children to work together and start to form some relationships. During story time the children will listen to the book 'The Colour Monster' to help them identify different emotions. Each day the children will be able to state which 'colour' they are feeling. Through the story Mixed children will think about how we are all different and consider why it is better when we're all mixed up together regardless of what makes us different.

Literacy

Children will sing nursery rhymes and explore different rhyming words. Through the focus stories and through home-time stories, children will learn that print has meaning and they will learn new vocabulary. Some children may have a go at writing letters in their name depending on their stage of development.

Reception children will start their phonics learning focussing on the letter sounds s & a.

Mathematics

The children will sing number songs and nursery rhymes exploring number.

Reception children will be encouraged to quantify sets of objects by subitising, rather than counting. When subitising, children can say how many there are in a small group of objects by 'just seeing' and knowing straightaway without needing to count.



Understanding the World

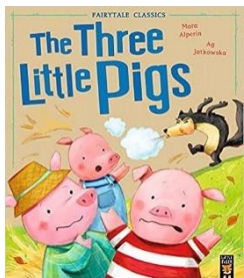
Children will find and compare facial features such as height, eye colour, skin colour, hair colour etc. and compare these to their peers.

RE Reception children will have a weekly RE lesson. This term's theme is 'Special people' and the first session discusses families.

Expressive Arts and Design

Children will get to free-choose and create different pictures using crayons and pencils. They will draw a self-portrait using pencil and paint it, exploring colour mixing. Children will also get to use their imagination by interacting with the continuous provision activities, such as dinosaurs, the home corner, fairies and the farm. They will explore what happens when two different primary colours are mixed.

Week 2



[What does your house look like and who lives with you?](#)

Communication and Language

Children will listen to the story of the Three Little pigs and explore the story elements linking to homes and families. Children will be encouraged to bring in photographs of their own house and to talk about the features of their home. New vocabulary will be introduced, such as detached, semi-detached and bungalow. The children will look at pictures of buildings from the village. They will practice using sentences to identify key features, such as 'I can see a big door'.

The children will be given a silly scenario using the characters from the story. For example, 'Imagine the Big Bad Wolf was driving a bus. Why do you think he would do that?' Can the children give you answers using words such as 'because' to elaborate?

Once the children are familiar with the story, we will retell it as a class. Staff will make mistakes on purpose, such as 'The Small Bad Wolf came along' or 'He puffed and huffed' to encourage the children correct the mistakes using their knowledge of the

story. The children will be encouraged to join in when you read the story using actions and repeated phrases and to use different voices for the characters. E.G Can they use a Big Bad Wolf voice?

Physical development

Children will build mini models of the houses using straw, sticks, mini bricks and other materials. The children will use hair dryers to try and blow the houses down. They will also build big versions of the houses using blocks. Outside the children can create obstacle courses for their friends (the pigs) to run away from the wolf. They must describe the route, for example climb over the chair or go through the tunnel.

Personal Social and Emotional

Children will pass a toy pig around the circle. When a child is holding the object, it is their turn to speak. The children will say what kind of home they would like to live in. they will be encouraged to use their imagination – they could live in a fairy castle in the enchanted woods or a tree-house in a rainforest. As a class we will discuss the character of the Big Bad Wolf. What was his behaviour like? Why? Are there any other reasons why he might be trying to blow the little pigs' houses down? Can the children think of any other stories with wolves in? Are they good or bad wolves? Does this mean all wolves are bad? Children will consider what makes their homes special. Do they have things in their home that are special to them? Do they have things in their home that tell us what they like, such as themed bedding or special soft toys?

In small groups children will build a house using wooden blocks. Can the children take turns to add bricks to a house? Can the children encourage each other and express their approval with others' building skills? Can they show that they are resilient if the building falls down? The children will link the story of the colour monster and his feelings to those of the pigs in the story, can they tell the children how they felt when the wolf blew their houses down? Did they feel like giving up?

Personal, Social & Emotional Development PSED Reception children follow a program over the year to develop these skills each week. This first term is called 'Being in my world'. The first session focuses on how to understand how it feels to belong and that we are similar and different.

Literacy

Children will listen to different version of the stories and decide which was their favourite ending and explain why. They will retell their own story using key vocabulary from the book. Some children may write the initial sounds in words from the story, for example w for wolf or p for pig. Phonological awareness will be encouraged by saying p p pig or w w wolf. The children will join in telling the story and predict what happens next.

In Phonics Reception children will focus on the letter sounds t & l and recapping s & a.

Mathematics

Children will explore the number three by watching the number blocks number 3 episode <https://www.bbc.co.uk/iplayer/episode/b08bzgxx/numberblocks-series-1-three> and finding 3 within the classroom and gardens. They will look at what makes up 3, for example 1, 1, 1 or 2 and 1. They will practice identifying the numeral and they will explore a 3 frame, to help them manipulate the number. They will also explore size order by ordering pigs from smallest to largest. Children will continue to sing lots of counting songs. When building the houses children will be encouraged to count their items and to consider who has the most bricks or sticks. Children will also identify the shapes used for each house.

<https://www.bbc.co.uk/iplayer/episode/b08cqt0/numberblocks-series-1-three-little-pigs>

Reception children will this week will engage with activities that draw attention to the purpose of counting – to find out ‘how many’ objects there are. They have used subitising to identify the number in a set; they will now develop their counting skills to enable them to identify how many there are in a set that cannot be subitised. They will also learn how actions and objects can be counted.

Understanding the World

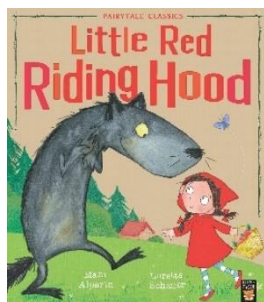
The children will think about the different natural objects that would be available to the pigs throughout the seasons. Could they make a house using fallen leaves, conkers, acorns or petals? Do they think they would make good houses? We will look at an aerial view of the local area. Can the children spot three places where the pigs might build their houses? Would they need to be close together? Would the children like to live near one of the pigs?

RE Reception children will look at friendships.

Expressive Arts and Design

The children will be invited to create movements in response to the different characters in the story. Can they stomp and growl? like the wolf? Children will be learning to explore the sounds of different instruments, for example they will think about the sound the houses made when they fell down. Do they think all of the houses made crashing sounds? The children will think about the sound of a straw house falling down. They will also draw who lives in their house. Children will be learning to use their imagination by role play retelling the story during free-choosing time. They will learn how to mix pink paint and how they can be more than one sort of pink.

Week 3



Who can you trust?/ who can help you?

Communication and Language

The children will practice their listening and attention skills by listening to the story and playing listening games and following instructions such as 'stay on the path, take the flowers to Grandma'.

Personal Social Emotional

The children will be learning about how to help people when they are poorly; in the story, Grandma is feeling unwell, as a group we will talk about things that Red Riding Hood could take to Grandma to help her feel better. The children will also consider their own grandparents and they will share their own thoughts and feelings and maybe photos of their grandparents. As a class, the children will discuss the different characters seen in the story. The children will think of describing words for each character and think about how the characters might be feeling throughout the story. During circle time the children will talk about favourite foods and how everyone has their own likes/dislikes. They will also reflect on the wolf and think about what his behaviour was like and consider why this may be. The children will think about their own experiences of being poorly, thinking about who looked after them. What sort of things did they do to look after you? The children will also be learning about why it is important not to talk to strangers. We will talk about stranger danger and how Little Red Riding Hood didn't know the wolf and it was not really a good idea to talk to him. We will refer back to the colour monster and identify which colours/feelings each character has and why. The children will talk about a time when they have felt scared.

PSHE Reception children will be learning how to start to recognise and manage their own feelings.

Physical Development

Children will learn about healthy eating and come up with their own healthy picnic for Grandma to help her feel better. The children will practice their fine motor and scissor skills by making wolf masks. Outside the children will practice throwing by throwing bean bags into the wolf's mouth. The children will cut pretend flowers for grandma, which will develop their cutting skills. The children will bake some cookies and cakes for grandma using the play-dough.

Literacy

Children will listen to the story and sequence the main events. They will learn new vocabulary and think of different words to describe the characters. Children will compare this story to previous taught traditional tales and think about similarities and differences between the characters. Children will think about which story they prefer and why. Some children may have a go at finding initial sounds in the words and think of other words that start with 'r'. Outside a reading den will be created for the children to read different version of the story and for them to create their own version. The children will be encouraged to use the outside area to go on a journey to Grandma's house and to retell the story.

Reception children will start their phonics learning focussing on the letter sounds p & n whilst recapping s,a,t,i. We will also use guided reading texts Ants & The Pan.

Mathematics

The children will explore the number 4 by watching numberblocks

<https://www.bbc.co.uk/iplayer/episode/b08d61cv/numberblocks-series-1-four>.

In Reception, the children will explore how numbers can be composed of 1s and, from this, begin to investigate the composition of 3 and 4. Composing and de-composing numbers involves children investigating part-whole relations, e.g. seeing that 3 can be composed of 1 and 2. The children will learn from practical experience that a 'whole' is made up of smaller parts and is, therefore, bigger than its parts.

Understanding the World

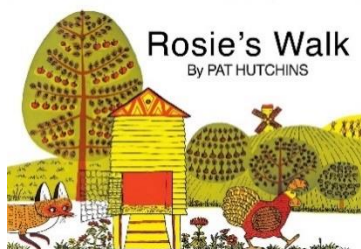
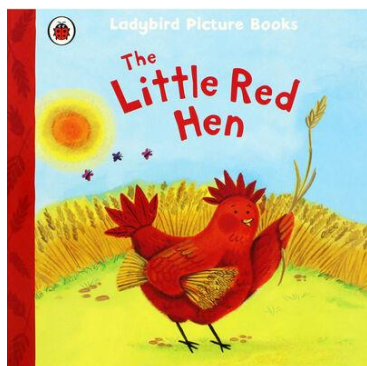
This week the children will be introduced to maps. We will create a map of the route to Grandma's house and use the bee bots to travel across it. The children will learn how to control the bee bots and direct them accordingly. We will look at the map of the village and highlight some key features, for example the church, the canal, the Co-op, the school etc. the children will also be observing changes to the environment as the seasons change.

RE Reception children will look at role models this week.

Expressive Arts and Design

The children will create their own woodland scene using natural materials, such as leaves. They will express themselves through retelling the story and acting out as the characters. They will also have the chance to use small-world characters and puppets to tell the story. Large sheets of paper will be provided so that the children can create their own maps.

Week 5



What Makes a Good Friend?

Communication and Language

The children will listen to follow instructions to make some bread of their own. They will also have the chance to retell the story to their friends during free-choosing time. Following the story 'Rosie's Walk', the children will play an 'I went to the farm and I saw...' game in small groups. Each child in the group will say something they might see on a farm and the next person has to add another item to the list and say what the previous people saw too. The children will direct each other on a walk using prepositional language, for example walk in front of the chair towards the gate. The children will also learn repeated phrases from the story of The Little Red Hen.

Personal Social Emotional

This week the children will learn all about friendship through the story The Little Red Hen. They will think about why it is important to be a good friend and determine whether the other animals were a good friend to the Little Red Hen. They will discuss what they would do and why. They will also think about whether they would share the bread even if no one helped. The children will also have the opportunity to work as a team outside, finding the ingredients needed to make some bread.

PSHE reception children will be learning how to work with others to make school a good place to be.

Physical Development

The children will knead the dough to make their own bread. To develop gross motor skills, the children will play a game where some children are hens and some are foxes, and the hens must reach their house (a mat or bench) without being caught by the foxes. The children will be encouraged to pretend that they are farmers on an imaginary walk around a farm, which involves lots of positional language. They may go through muddy tracks, up ladders into hay lofts, around fields and into barns to dig and sow.

Literacy

After listening the stories, the children will use their knowledge of the story to sequence picture cards. Later in the week we will use a story sack to tell the story. The children will explore the characters and think of words to describe them, for example the hen is independent and hard-working. For Rosie's walk we will draw a big class map to retell the story. The children may identify initial sounds in the words. They will refine their sound discrimination by distinguishing different farm animal noises and recreate them vocally.

Reception children will start their phonics learning focussing on the letter sounds m & d whilst recapping s,a,t,l,p,n. We will also use guided reading texts Tap the pin & Go in Nim. They will learn the tricky words I/the.

Mathematics

The children will learn about positional language. Small world toys will be used to retell the story. The children will find or put animals in different places such as 'around the pond', 'over the haystack' and 'under the beehives'.

This week, Reception children will build on their subitising skills using instant recognition – by saying the number of sounds that they can hear, such as claps or drum beats, without needing to count. They will be encouraged to look closely at small quantities and observe whether the quantity has changed or only the arrangement.

Understanding the World

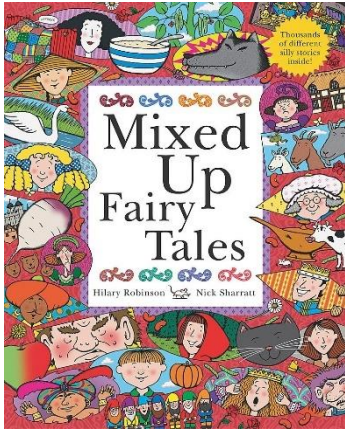
The children will learn about different farm animals and learn the baby names for animals, for example a baby pig is a piglet. The children will learn about why farmers harvest and how vegetables are grown. Children will also learn how to make bread and observe changes as the dough cooks. After reading Rosie's walk, we will look at a map of our village. We will make a list of key features before going on a walk around the local area and spotting them. We will take pictures and then reflect on these when we return to school. As a class we will make a village display, putting all the key features on our map. The children will think about natural features as well as manmade. We will explore past and present by learning about what things use to be years ago, for example the old police station in the village. During the walk we will also note signs of autumn. Children will get to revisit last weeks learning by directing the bee-bots around Rosie's walk map.

RE Reception children will learn that Jesus is a role model for Christians.

Expressive Arts and Design

The children will learn the song oats and beans and barley grow and old McDonald had a farm. They will explore printing using vegetables, such as celery, carrots and potatoes.

Week 6



[What Will Be Your Happily Ever After?](#)

Communication and Language

Children will pick characters from various tales out of a feely bag. They will then use words to describe them. Children will be encouraged to think of good describing words, instead of sad and happy, they could have miserable and jolly.

Personal Social Emotional

Once the pictures have been drawn from the bag, the children will categorise the characters into good and bad. We will then consider whether a person's actions make them bad and how they could change this. The children will learn to empathise with the characters and understand why they may be acting that way – we will refer back to the colour monster story to identify their feelings. What story was their favourite and why?

PSHE Reception children will understand why it is good to be kind and use gentle hands.

Physical Development

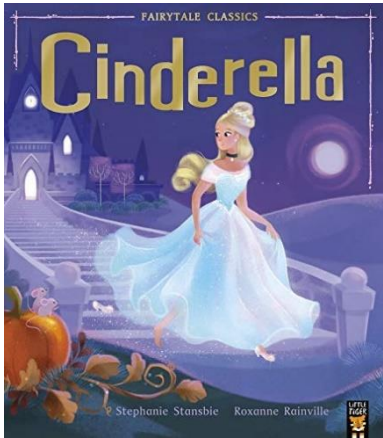
The children will listen to different music and move their bodies accordingly to act out a known tale or their own story. They may pull their arms up and have high knees to climb a rope, or crawl on the floor to fit through a fairy door.

Literacy

Children will explore mixing up different fairy tales to create their own unique story. Firstly, they will do this in the book, then they will tell it to a friend or small group and then they may have a go at acting it out. This will be modelled as a class beforehand. The children will compare characters from the stories and look at different characteristics, using adjectives to describe them. The children will retrieve their knowledge of their stories to answer questions about events in our big quiz. The children will then use only a photo as a stimulus to tell their own story, this is completely child-led and each child will add on a new event – this does not have to link to traditional tales, but the children will use their knowledge from the books to structure events and describe the scenes and characters.

Reception children will start their phonics learning focussing on the letter sounds c & k whilst recapping previous letters and sounds. We will also use guided reading texts *The Cog*, *It is Not a Dot!* The children will learn 'tricky words' no/into.

	<p><u>Mathematics</u> Children will be learning to master number 5; they will do this by becoming confident using a 5 frame and using mathematical reasoning and through counting songs. This week will be a reflection on everything they have learnt so far in maths. There will be a big number hunt in the gardens where the children have to find 1-5 of certain objects and bring them back for our tea party. Children will also practice counting up to 10 or 20 in a circle. In Reception the children will be comparing amounts of objects looking at more and fewer than.</p> <p><u>Understanding the World</u> Children will explore different natural materials outside and compare them, for example the bark is rough and the pebble is smooth. They will gather these items to create a transient art piece of their chosen fairy-tale scene. Children will also explore past and present and decide whether their story is happening years ago or now; they will then apply this to their story telling, for example if their story is set years ago they would not have technology in their story. A mystery case will appear in the room with some objects in. The children will have to work out which character it belongs to and use critical enquiry to explain their answer. RE The children will listen to a Bible story of one of Jesus’ miracles.</p> <p><u>Expressive Arts and Design</u> Children will act out their chosen fairy-tale. Applying what they have previously learnt about paint and colour mixing, the children will paint a scene from a fairy tale or their own story. They will then use adjectives to describe their scene. The children will learn to respond to what they have heard, expressing themselves through movement; sounds will play and the children must move in their own way to fir their chosen story. Children may also create their own songs about their story, using songs they know.</p>
<p>Week 7</p>	<p style="text-align: center;"><u>What Would You Wish For?</u></p> <p><u>Communication and language</u> To practice listening skills, one child will be the sleepy fairy godmother or Cinderella blind folded in the middle of the circle. Keys will be placed under the chair and the children taker it in turns to steal the keys. The child in the middle must use their ears to locate where the sound is coming from and make a logical guess. Items from the story will be placed on a tray and the children must guess what has been removed.</p> <p><u>Personal Social Emotional</u></p>



As a class, the children will discuss the behaviour of the two sisters and stepmother in the story. Children will think about how Cinderella would have felt. The children will be encouraged to think about how to be kind and friendly. They will talk about what they think makes a good friend. During circle time we will pass a 'magic wand' around the circle. When a child is holding the wand, it is their turn to speak; they will share what they would turn the pumpkin into if they had the chance to. They will explain their ideas. We will refer back to the colour monster and identify which colours/feelings each character has and why.

PSHE Reception children will be starting to understand children's rights and this means we should all be allowed to learn and play.

Understanding the World

Following the story, the children will have the opportunity to explore pumpkins in the tuff tray. We will also discuss materials usually used to make shoes and why glass slippers are an unusual choice. Children will get to explore a range of shoes or materials for the children to explore. Children will explore castles and palaces, looking at the key features, for example turrets; we will look at pictures of local castles, for example Warwick and Tamworth, as well as looking at Buckingham Palace. We will explore the history of such buildings. Children will learn about past and present by looking at Cinderella's kitchen and comparing the equipment with those used today, e.g. candle in holder/electric lamp, old fashioned/modern iron, carpet beater/h Hoover, kitchen range/cooker, old kettle/electric kettle. The children could sort pictures of these objects into past and present.

RE For RE this week Reception children will learn about special people and Moses. As a class we will learn about rules in school and why they should be followed and also explore how Moses was a role model for the Jews who followed the ten commandments.

Physical development

Children will refine their fine motor skills by doing magic writing in sand; they will write the letters in their name, focusing on getting the right letter formation. Children will have a go at building their own palace or castle in the construction area. Photographs of different buildings will be provided as a stimulus. In the water tray children can practice measuring and pouring quantities of water to make a magic potion or dinner for the ball. Children can also make pumpkins or food using the play-dough.

Literacy

Children will listen to the original version of Cinderella and discuss the events as a class. They will then hear different versions and compare them, considering how they are similar/different? And how the characters different/similar in appearance and personality. Children and staff will be hot seated as characters from the story and the children can use their knowledge of the story to ask relevant questions. In small groups the children will come up with words to describe each character. Small world characters will be available alongside scenes from the story so that the children can retell the story during free-choosing time.

Reception children will start their phonics learning focussing on the letter sounds g & o whilst recapping previous letters and sounds. We will also use guided reading texts No Tag! Mog and Pog. The children will learn 'tricky words' go/to.

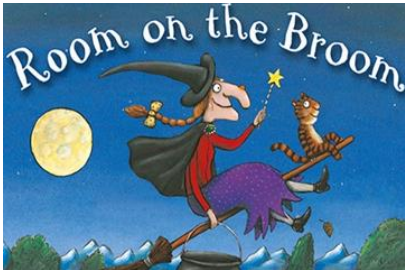
Mathematics

The children must thread the correct number of beads onto the wands. Children will be learning to master number 5; they will do this by becoming confident using a 5 frame and using mathematical reasoning and through counting songs. This week will be a reflection on everything they have learnt so far in maths. There will be a big number hunt in the gardens where the children have to find 1-5 of certain objects and bring them back for our tea party. Children will also practice counting up to 10 or 20 in a circle. Children will also learn about measure by measuring their feet for the class slipper.

Expressive Arts and Design

The children will explore textures and different materials by creating a ball gown for Cinderella or a suit for the prince. The children will explore wax resist techniques to create magical pictures of the fairy godmother; they will draw pictures in wax crayon and then paint over the top with watery paint to reveal the picture. Children could turn the home corner into a castle ready for a ball. The children will be able to make their own magic wands in the magic workshop, where there will be a wide range of different materials for them to explore. The children can practice ball-room dancing. Outside children can also create food for the party in the nature kitchen.

Week 8



[Do you believe in magic?](#)

Communication and language:

The children will share how they will celebrate Halloween after listening to Room on the Broom. They will think about magic potions and spells and make up magic words and explore rhyming words.

Physical Development

The children will develop their gross motor skills with large, dance movements to convey magical characters making spells. The children will develop their fine motor skills using single handed tools (crayons, painting, scissors, hole punchers etc) through creating art work and making magic wands.

Personal, Social & Emotional Development

Reception children will be learning about-What I am good at? They will identify things that they are good at and understand everyone is good at different things.

All children will continue to develop their social skills to broaden friendships, share resources and follow rules and routines.

PSHE

In PSHE this week, through discussion, Reception children will start to learn what being responsible means

Literacy

Through stories, poems and songs relating to magic the children will recognise rhyming words by predicting the missing words and to group into rhyming word strings. The children will create potion recipes and think of adjectives to describe their ingredients. (E.g. Big, green frogs, sticky, spider webs.)

In phonics the children will learn the sounds ck & e and revisit the tricky word the. Guided reading book this week will be Get to the pod.

Mathematics

This week the children will bring together and consolidate learning over the past couple of weeks.

Understanding the world

The children will learn about day and night and nocturnal animals?

RE we will reflect on what we have learnt about special people and the new friends and people we can trust and help.

Expressive arts and design

The children will have opportunities to be imaginative in their play to act out wizard and witch's role play based on the stories read in class. The children will listen to different pieces of music and match them to pictures of scenes. The children will also explore how movements and dance can be used to interpret music.