

Reception Term 4

Topic - 6 week theme: Fabulous forests						
Talk for writing text: Little Red Riding Hood Hooks: Little Red Riding Hood Story walk Forest Visit						
Talk through Stories: One Snowy Night - <i>Nick Butterworth</i> , Stickman - <i>Julia Donaldson</i> , Tiddler - <i>Julia Donaldson</i> Core books: First Facts about Bugs (<i>Dorling Kindersley</i>), The Bumblebear – <i>Nadia Shireen</i> Nursery rhymes: A sailor went to sea sea sea, The big ship sails on the ally ally oh, Bobby Shafto's gone to sea, Row, row, row your boat, Down in the jungle						
Key activities:						
Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and design
Ways the adult can facilitate						
<p>Understand how to listen carefully and why listening is important: Use opportunities to model and promote good listening skills e.g. facing a partner, sitting still etc and identifying what good listening looks like in contexts such as listening and attention games, sharing stories, thinking through problems etc</p> <p>Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in story times. Learn new vocabulary Use new vocabulary in different contexts. Teach through T4W, Talk through stories, Maths No</p>	<p>Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.</p> <p>Refer to the Zones of Regulation throughout.</p> <p>TFW- Teacher to talk about Little Red Riding Hood's behaviour (not listening to her mum) Have you ever not listened? What happened? Teachers share a time when they didn't listen as a child and what happened as a consequence. ie, "My mum told me not to run. I didn't listen and I feel over."</p> <p>Think about the perspective of others..</p> <p>How do you think her mother felt when she found out what had</p>	<p>Combine different movements with ease and fluency.</p> <p>Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.</p> <p>Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.</p> <p>Encourage children to plan and think ahead about how they will:</p> <p>Construct a cottage for Grandma.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter/ sound correspondences.</p> <p>Taught during daily RWI and literacy lessons</p> <p>All adults use Fred Talk throughout the day.</p> <p>Play Fred talk games ie Simon says/give children real objects. Can you give me the c a t. Children have to give you the object you have asked for from the real objects you have given them.</p> <p>Tell Fred Talk stories</p> <p>Model reading from left to right by blending the sounds together.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Numbers within 10 say which number is one more or one less than a given number estimate a number of objects and check by counting</p> <p>count reliably with numbers from 1 to 10 develop an understanding of zero create representations for numbers 0-10 place numbers 0-10 in order recognise the numerals 0-10 use ordinal numbers: 1st, 2nd...last understand the conservation of numbers</p> <p>Ensure C-P-A threads throughout experiences and that children engage in deep understanding by modelling using concrete, pictorial & abstract representations of number.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Church Visit</p> <p>Learn about what happens in a church and why it is a special place for Christians.</p> <p>Invite a Christian visitor in to talk about what it means to be a Christian.</p> <p>Link to children's own experiences where possible. A church is a special place to Christians. Do they have a special place?</p> <p>Learn about the Easter story.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Make an Easter card.</p> <p>Bake hot cross buns</p> <p>Construct junk models of the inside and outside of a church</p> <p>Create a church banner</p> <p>Mould a cross using playdough, clay</p> <p>Make cross collages Make/paint stained glass windows</p>

<p>Problem and through theme: Now, before, after, ago, today, tomorrow, yesterday, morning, playtime, lunchtime, afternoon, home time, days of the week, in a while, straightaway...</p> <p>Use new vocabulary throughout the day.</p> <p>All staff to identify key vocab to be used repeatedly in a range of contexts, display keywords – review regularly</p> <p>Ask questions to find out more and to check they understand what has been said to them. Ask lots of 'I wonder?' questions and questions seeking clarification.</p> <p>Ensure children can answer who, where & when questions before 'why?' and 'how do you know...?'</p> <p>Articulate their ideas and thoughts in well-formed sentences. Adults to model accurate grammar & speaking in full sentences – where there are inaccuracies e.g. in tense & plurals/pronouns etc model language back rephrasing</p>	<p>happened?</p> <p>During story times throughout the day focus on the moral of the story. and the feelings if the characters at different points in the story. Make links between characters from other stories, adults in the setting and the children.</p> <p>Build constructive and respectful relationships</p> <p>Adults explicitly model being courteous and notice when children are.</p> <p>Ensure children's play regularly involves sharing and cooperating with friends and other peers. Team building games and opportunities eg, A Shrinking Vessel (See critical thinking activities below).</p> <p>Provide opportunities for the children to listen to each other eg. show and tell, talking about special times, explaining the methods or processes they have been through when making something, performing a poem, circle time and P4C</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Make a forest hideout/den for Little Red Riding Hood,</p> <p>Encourage children to change strategy and to persevere if they encounter difficulties.</p> <p>Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting and aiming.</p> <p>tennis bowling football,</p> <p>Know and talk about the different factors that support their overall health and wellbeing: Regular physical activity. Red Riding Hood wants to keep fit in case the wolf returns. I wonder what she could do? Children try different types of exercise. Talk about the effect each different type of exercise has on their body. Healthy eating- create a healthy basket of food to take to Grandma. Children make a healthy sandwich for Grandma. To be able to dress and undress independently. Provide opportunities for children to dress up as Little Red Riding Hood, Grandma, the Wolf, a range of forest creatures. Being a safe pedestrian</p>	<p>Taught during daily RWI and literacy lessons</p> <p>Focus on consolidating special friends and Set two sounds</p> <p>Pinny time</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Taught during daily RWI and literacy lessons</p> <p>Focus during basic skills twice a week.</p> <p>Read simple phrases and sentences made up of words with known letter/sound correspondences and, where necessary, a few exception words.</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p> <p>Form lower-case and capital letters correctly.</p> <p>Handwriting taught twice a week during basic skills and during Literacy.</p> <p>Handwriting opportunities in the provision ie, in glitter, in the wet sand, using finger paints on</p>	<p>Find opportunities throughout the day to practice counting – using counting songs, number rhymes & stories involving number, register, counting out snacks etc through games which involve counting (include 'What's the time Mr Wolf)</p> <p>Play card/dice games & games which involve recognising numbers/pictorial representations of number</p> <p>Addition within 10 estimate a number of objects and check by counting up to 10 add two single-digit numbers and count on or back to find the answer use quantities and objects to add two single-digit numbers</p> <p>Provide regular opportunities for children to subitise & encourage the use of five & tens frames re: organising counting of objects.</p> <p>Have a sustained focus upon each number to 10. Create visual and practical displays (which children can refer to/scaffolding) and activities which relate to them showing different ways of making numbers to 10.</p>	<p>Explore the natural world around them. Explore the school and a forest environment. Visit a wood/forest? What lives in the school grounds? What lives in the wood/forest? What's the same/different? Is it the same/different throughout the school year? How do you know?</p> <p>Construct hides to focus observations upon living things outdoors and keep a record over time so that changes can be identified.</p> <p>After close observation, draw/ paint pictures of the natural world, mini beasts etc.</p> <p>Mould playdough and clay models of the minibeasts found/observed.</p> <p>Build a minibeast hotel and different minibeast habitats.</p> <p>Share non fiction texts. Children learn about, name and describe, write about, sketch, paint, collage plants and animals, birds, squirrels etc that they might see in the outdoor area.</p> <p>Read non fiction books, use iPads to research minibeasts and sea creatures further</p>	<p>Make a Mother's Day card.</p> <p>Observational drawings, paintings, collages of minibeasts and forest animals</p> <p>Create Little Red Riding Hood story boxes</p> <p>Make forest collages using natural materials</p> <p>Make playdough, adding herbs, lavender, flower petals etc</p> <p>Paint using natural materials, twigs etc</p> <p>Transient art using natural materials, seashells, coloured sand, pebbles, etc</p> <p>Forest animal reliefs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly match the pitch and follow the melody.</p> <p>During music lessons Mr Nunn plays an instrument live to the children and encourages them to talk about what they hear. Encourage children to listen attentively and</p>
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<p>Connect one idea or action to another using a range of connectives.</p> <p>Relate past events to making decisions or actions in the present e.g. Do you remember last time it rained/it was sunny we put on our raincoats, what shall we wear today....</p> <p>Exemplify use of time connectives, last time, before, next we will, after that,</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Talk through events/problems recalling sequences of actions, and considering future actions to address problems.. 'I might', 'If we....then...', so that, it could be that...., I think that maybe we could...</p> <p>Develop social phrases. Embed social talk</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Play with 'Row, row, row your boat,' make rhyming</p>	<p>Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty by thinking aloud.</p> <p>Show that mistakes are an important part of learning and going back is trial and error not failure. Children undertake weekly challenges in the provision like choosing materials to construct a throne for The Tiny King.</p> <p>Adults model thinking aloud to solve a problem whilst teaching eg. spelling a word that they can not spell by singing a rhyme, recalling a story or breaking it into smaller parts.</p> <p>Can they express what they like to do verbally? Are they able to say what their needs, wants or interests are? Are they able to work as part of a group?</p> <p>Provide opportunities for children to tell each other about their work and play. Help them to reflect and evaluate their own work.</p> <p>Help children to set their own goals and achieve them.</p>	<p>Recap on the importance of road safety.- Make props to use for road safety play on the road/bike track in the outdoor area. ie zebra crossing, traffic lights, green man red man etc</p> <p>Develop their small motor skills so that they can use a range of tools competently, confidently and safely.</p> <p>Sculpt a wolf/Red Riding Hood, forest from clay.</p> <p>Create a junk model of Grandma's cottage</p> <p>Weaving baskets for Grandma</p> <p>Sew patterns/puppets of characters from the story</p> <p>Provide opportunities for children to use spray bottles ie. to water the seeds, bulbs and plants they have planted in the Grandmas garden, to spray paint a picture of their favourite part of the story</p> <p>Writing opportunities: Shopping list of food to take to Grandma, Thank you cards for the woodcutter, Get well cards for Grandma, Easter cards, Story maps small and large scale</p>	<p>lining paper, with water on chalkboards</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Fred Fingers modelled and children to use them when spelling</p> <p>Teacher to help children identify the tricky sounds in exception words and then help children to remember how to spell them ie. through song, and by telling stories about them</p> <p>Write short sentences with words known with sound-letter correspondences using a capital letter and a full stop.</p> <p>Support children to orally rehearse before writing.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Model this at every opportunity and encourage children to do this every time they write.</p>	<p>Number bonds - deepening experience of Nos 6-10</p> <p>Numbers within 10 say which number is one more or one less than a given number estimate a number of objects and check by counting</p> <p>count reliably with numbers from 0 to 10</p> <p>Create representations for numbers 0-10</p> <p>place numbers from 0-10 in order</p> <p>considering equal and unequal groups</p>	<p>discuss changes and patterns as a piece of music develops. Play pitch making games, humming or singing short phrases for children to copy.</p> <p>Use songs with and without words-children may pitch more easily with sounds like, 'ba.'</p> <p>Sing call- and- response songs, so that children can echo phrases of songs you sing.</p> <p>Explore and engage with music making and dance, performing solo or in groups.</p> <p>Encourage children to keep a steady beat, singing, tapping their knees and dancing or making their own music with instruments and sound makers.</p> <p>Play movement and listening games that use different sounds for different movements. Suggestions:march to the sound of the drum or creep to the sound of the maraca.</p> <p>Encourage children to create their own music.</p> <p>Model how to tap rhythms to accompany words, such as tapping</p>
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<p>substitutions e.g.' Row, row, row your</p> <p>Pause before rhyming words & encourage children's substitutions</p> <p>Move bodies in time to Row, row your boat</p> <p>Add own actions to rhymes as we learn them</p> <p>Share simple poems and identify some to learn by heart – develop recitations & performances. Play around with nonsense poems</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Create a book display focussed upon animals that live in the forest. Vocab ie, habitat, nocturnal, diet, predator, prey,</p>	<p>Jigsaw: Goals and dreams (see plans)</p>	<p>Children write their own stories.</p> <p>Maps of Little Red Riding Hood's route through the forest</p> <p>Design and plan models: cottages, traps to catch the wolf, habitats for forest animals,</p>				<p>the syllables in names, objects, animals and the lyrics of songs.</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example</p> <p>Encourage children to replicate choreographed dances, such as pop dances and traditional dances from around the world.</p> <p>Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p>
<p>What the provision can offer</p>						
<p>Festivals/focus days:</p>						
<p>Farm/forest visit</p> <p>Calendar events:</p> <ul style="list-style-type: none"> ● Chinese New Year (The first day of Chinese New Year begins on the new moon that appears between 21 January and 20 February) ● International mother tongue day (21st February 2021) 						

- March Women's History Month
- St David's Day, Patron Saint of Wales 1st March
- World Book Day (4th March 2021)
- International Women's Day 8th March
- International Day of Mathematics 14th March
- Mother's Day, 4th Sunday in Lent (14th March 2021)
- St Patrick's Day, Patron Saint of Ireland 17th March
- World oral health day (20th March 2021)
- World Poetry Day 21st March
- Easter Falls between March 22nd & April 25

Critical Thinking/Creativity activities:

Little Red Riding Hood - suggested Critical Thinking Activities:

A map might have helped Red Riding Hood to find her way safely to Grandma's house. How might we make a map to help someone find their way around the school / the park / to Royal Victoria Station?

Who can make the best basket for carrying cakes in? How big would it need to be? What could it be made out of? How could you join the pieces together? How can you stop things from falling out? How might you keep food warm? What things have you seen people transporting food in?

Games/Challenges:

- What's the time Mr Wolf?
- Snap/pelmanism
- Kim's game
- Variety of parachute games e.g. Washing machine, Cat & Mouse, Popcorn, Songs & rhymes, Fruit salad see: <http://www.earlyyearscreators.com/evy/learning-and-development/top-5-parachute-games-children-early-years/>

It's a mystery: <https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/>

Many children (and grown-ups) enjoy a good mystery, so why not design one that must be solved cooperatively? Give each student a numbered clue or a pictorial clue on a card. In order to solve the mystery — say, 'the case of the missing mascot?' or 'How many cakes did Red Riding Hood bake for grandma?' Or 'Who really gobbled up grandma?' (or 'Who was the wolf's accomplice?') — children must work together to solve the clues in order. The "case" might require them to move from one area of the room to the next, uncovering more clues.

The Worst Case scenario: <https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/>

Fabricate a scenario in which students would need to work together and solve problems to succeed, like being stranded on a deserted island or getting lost at sea. Ask them to work together to concoct a solution that ensures everyone arrives safely. You might ask them to come up with a list of 10 must-have items that would help them most, or a creative passage to safety. Encourage them to vote — everyone must agree to the final solution.

Go for gold: <https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/>

This game is similar to the “If you build it” game: Teams have a common objective, but instead of each one having the same materials, they have access to a whole cache of materials. For instance, the goal might be to create a contraption with pipes, rubber tubing and pieces of cardboard that can carry a marble from point A to point B in a certain number of steps, without pushing the marble but it rolling ‘under its own steam’.

4 way tug of war: <https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/>

That playground classic is still a hit — not to mention inexpensive and simple to execute. For a unique variation, set up a multi-directional game by tying ropes in such a way that three or four teams tug at once. Some teams might choose to work together to eliminate the other groups before going head-to-head.

Story Stones: <https://family.co/blog/inspiration/10-simple-communication-and-language-activities/>

The activity – [Homemade Story Stones by Happy Hooligans](#)

Communication and language area(s) of development: *Expressive language, vocabulary, turn-taking, attention and listening*

In a nutshell – Story stones are essentially very simple prompts for narrative play. All you need to do is get some flat and smooth stones from a craft shop or a beach and decorate them with pictures of objects or animals. Choose one of the stones and start a tale based on the picture on it, then encourage your children to draw more stones and continue the story.

What you need –

- *Small Stones*
- *Stickers or [Mod Podge](#) and Magazine Pictures Cut-Outs*