

ONCE UPON A TIME & SPARKLE AND SHINE

PHYSICAL DEVELOPMENT

In this unit, we discuss what we eat for breakfast and why it is important to eat a healthy breakfast at the start of each day.

After learning that porridge is a healthy breakfast food, we try some and choose toppings from an assortment, including raisins, sliced banana, blueberries and a bottle of squeezey honey to add sweetness.

Inspired by a short piece of visual literacy, we take part in some traditional Diwali dancing.

UNDERSTANDING THE WORLD

We learn that many traditional tales are set in woodlands and forests, and that fairy tales are stories that have been told to children for hundreds of years, and that they are set in the past.

We examine clothes from the past, comparing past clothes with what we wear now.

We learn that stories, books and pictures are used to help people find out about events in the past and people who lived then.

Identifying similarities and differences helps us to make comparisons between our life and life in the past. We learn that kings, queens, princes and princesses comprise royal families.

We discuss and participate in global celebrations that take place during autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.

MATHS

In this unit, we focus on representing numbers 1, 2 & 3, subitising and counting to make our own collections of these numbers.

We match number names, representations and numerals to quantities.

We compare numbers 1, 2 & 3, understanding that when counting the next number is one more than the one before. Similarly, we explore how as we count back, each number is one less than the previous number.

We look at the composition of numbers 1, 2 & 3, identifying that all numbers are made up of smaller numbers.

We explore 2 D shapes and their properties.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

After playing a game called 'Ruler for the day', where whoever wears the crown has the power to make a new rule, we describe how this feels and how it is important to treat others with respect. We dress up, make jewellery from a range of materials, such as, sparkly fabric, bulldog clips, ribbons, work collaboratively on these tasks.

At this vital early stage in the year, staff and children collaboratively develop rules and understanding of how to interact within the continuous provision.



EXPRESSIVE ART AND DESIGN

In this unit, we design and build bridges from a large range of resources including newspaper rolled tightly into tubes, corrugated cardboard, cardboard tubes, string, masking tape, and scissors. Children explore how they can extend these to stretch over longer distances and carry heavier loads.

As part of a Royal workshop children make swords, shields, crowns, plates and jewellery fit for a fairy tale prince or princess.

Children explore pictures of bright, shiny lights and choose from a range of shiny collage resources, ready-mixed paint, glitter and pastels etc. They then create sparkly and shiny pictures. Whilst learning about 2D shapes, they re create pieces by famous artists such as Picasso and Kandinsky.

COMMUNICATION AND LANGUAGE

Together we talk about princesses in stories, what usually happen to a princess and why. We receive a letter 'Princess power letter' as a fiction text, which explains how the princesses are fed up of being rescued by the princes and would like different endings to their fairy tales and different roles within them. We discuss alternative endings to stories with princesses and how the princesses could save themselves.

In cosy reading areas, we share stories and fiction books together linked to Christmas, Diwali, Hanukkah and other celebrations. We discuss whether it is a fiction or non-fiction book and how we can tell.

We will make comparisons with own experiences of celebrations and those that have happened in the past.



LITERACY

We continue to develop a love of stories and reading. Children are encouraged to 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.

In discussions, we describe times when we give gifts and send cards and parcels, including birthdays and Christmas. A postal play area is set up, where children can send a card or letter to someone, and decide what we would like to write in our letters and cards.

