

SpringTerm
12 weeks

What happened once upon a time?

What is the best traditional tale?

Mini Project

Who can I find once upon a time?

Mini Project

What ingredients make the best story?

Mini Project

Project Launch

Project Outcome

Goldilocks and the Three Bears

Seasonal change winter, winter walks relating to senses
Goldilocks and the Three Bears Storytelling

The Three Little Pigs

Materials
Three Little Pigs story telling

Jack and the Bean Stalk – Growing UTW

Children will plant and grow a selection of plants
Jack and the Bean Stalk story telling

Local community

Children to grasp a comprehensive understanding of their local community, including buildings. Children to grasp basic map skills. Children to explore community roles.

Healthy choices

Children to explore factors of their overall health, tooth care, road safety, screen time

The Easter Story UTW

Explore how the Easter Story has helped me in my life today, what can I learn from this story

Kandinsky Art project

Explore colour and colour mixing including primary and secondary colours. Produce repeated patterns using shape and colour. Produce large scale piece

The Big Build

Forest School focus on building small/large structures for fictional characters

Additional learning

Chinese New Year, St Pirans Day, Pancake Day,

Mixed up fairy tales

Children to create their own mixed up tale

PE
PSHE
Music

Traditional tales dress up day

Seasonal changes

R
 Spring 1: Courage - The story of Ruth ...courage to go to a new place and start again. (Ruth 1-4)
 Spring 2: Joy - The story of Abraham and Sarah's baby...joy after waiting, joy in the miracle of life. (Genesis 18, 20)
What happened once upon a time?

COMMUNICATION AND LANGUAGE

INTENT

To speak clearly and coherently and to articulate their ideas and thoughts in well-formed sentences.

Sequence of lessons: SPEAKING

- 1 Decide on an area of learning, talk about learning intentions
- 2 Speak about learning and play
- 3 Evaluate, decide on areas to improve and identify next steps

COMPOSITE: Plan, do review process

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PERSONAL, SOCIAL AND EMOTIONAL

INTENT

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.

Sequence of lessons: BUILDING RELATIONSHIPS

- 1 Explore a range of materials, agree on appropriate materials
- 2 Decide on a design. Listen to the view of others
- 3. Construct a structure and consider joins, work collaboratively with specific roles
- 4. Design and decorate, evaluate project and celebrate achievements

COMPOSITE: Design and make a group structure for a traditional tale character

PHYSICAL DEVELOPMENT

INTENT

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Sequence of lessons: GROSS

- 1 Walking, Jogging, Running
- 2 Jumping – landing on one/two feet
- 3 Skipping/ Hopping
- 4 Climbing
- 5 Throwing, Catching, Kicking
- 6 Balancing and transporting
- Clear building of skills or knowledge

COMPOSITE: ONCE UPON AN ASSULT COURSE

Sequence of lessons: FINE

- 1 Closed shape with continuous line
- 2 Represent face and detail
- 3 Return to and refine previous skills
- 4 Explore, use and refine use of marks

COMPOSITE: Line drawings of traditional characters

Reading opportunities across the Sunrise Curriculum
 Goldilocks, The Three Little Pigs. Jack and the Beanstalk, Little Red Riding Hood, Gingerbread Man, The Ugly Duckling

R

'What happened once upon a time?'

LITERACY

Set one and two sounds, CVC and CVCC

INTENT

- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
 - Re-read what they have written to check that it makes sense.

Sequence of lessons: WRITING, WORD READING, COMPREHENSION

- 1 Imitate the story of Goldilocks – re read to build up confidence
- 2 Read words from the story
- 3 Re-read books to build up confidence
- 4 Write short sentences – spell words by identifying the sounds

COMPOSITE: Record/label part/ whole story of Goldilocks

MATHS

Working with numbers to 5

INTENT

- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.

Sequence of lessons: NUMBER

- 1 Learn/ identify numbers to 10
- 2 Count objects to 10
- 3 Learn and identify number bonds within 10
- 4 Addition within 10

COMPOSITE: Numbers to 10

Sequence of lessons: NUMERICAL PATTERNS

- 1 Explore a range of objects to weigh and measure
- 2 Compare two objects
- 3 Explore non-standard measure
- 4 Explore standard measure
- 5 Explore scales, constructing and creating own balancing

COMPOSITE: make predictions, test, draw own conclusions based on weight, length and capacity

UNDERSTANDING OF THE WORLD

INTENT

- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
 - Understand that some places are special to members of their community.

Sequence of lessons: PAST AND PRESENT

- 1 Explore a range of characters
- 2 Make comparisons, similarities and differences

COMPOSITE: Character for mixed up tale

Sequence of lessons: PEOPLE CULTURE and COMMUNITIES

- 1 Identify local landmarks, begin to plot on large map
- 2 Explore local community links/ roles within the community –add to

COMPOSITE: Class map documenting community links/roles

Sequence of lessons: THE NATURAL WORLD

- 1 Explore a range of materials and their properties
- 2 Begin to combine/ join materials

COMPOSITE: Forest School – The Big Build

EXPRESSIVE ARTS AND DESIGN

INTENT

- Create collaboratively sharing ideas, resources and skills Watch and talk about dance and performance art, expressing their feelings and responses.

Sequence of lessons: CWM

- 1 Explore basic colour and colour mixing
- 2. Primary and secondary colours
- 3. Making basic shapes using a continuous line
- 4. Produce a repeating pattern using shape and colour

COMPOSITE: Produce large scale group piece joining individual study together

Sequence of lessons: BI

- 1 Listen to a range of traditional tales
- 2 Recall parts of different stories
- 3 Collect and resource role play props
- 4 Watch and talk about performances

COMPOSITE: Traditional tale/ Mixed up tale performance

Reading opportunities across the Sunrise Curriculum

The house that Jack built, The Tiny Seed, Farmer Duck – Martin Waddell, Owl Babies – Martin Waddell, The Gruffalo – Julia Donaldson, Jasper's Beanstalk – Nick Butterworth and Mick Inkpen The Very Hungry Caterpillar – Eric Carle