

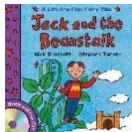





Once Upon a Time ... - Reception Spring 2

School Trip: N/A (Eggs to school)		Entrance Point: Duckling Eggs Exit Point: Open Box Theatre		School Value: Responsibility	The Arts: Open Box Theatre Drama
Writing Texts			Reading Texts		Expressive Arts and Design Art L.I. To develop their own ideas and then decide which materials to use to express them. L.I. To create closed shapes with continuous lines, and begin to use these shapes to represent objects. L.I. To draw with increasing complexity and detail. Context: To draw a duckling. L.I. To use drawing to represent ideas like movement or loud noises. L.I. To explore colour and colour mixing. Context: Kandinsky. L.I. To join different materials and explore different textures. Context: To make an opening for a post box. Music L.I. To play instruments with increasing control to express their feelings and ideas. L.I. To remember and sing entire songs. L.I. To create their own songs or improvise a song around one they know. Context: To make a song to match a traditional tale. To sing a song about Easter.
   Vocabulary			  Vocabulary		
Postman Fairytales Little Red Riding Hood The Big Bad Wolf The Wicked Witch	Swan Winter Mean Lonely Duckling	Beanstalk Jack Giant Gold Climb Market Castle	Traditional Tales Fairy Tales	Rhyme Rhythm	
Physical Development L.I. To use large muscle movements. L.I. To continue to develop their movement and balance skills. L.I. To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Context: Create a Traditional Tale Dance matching to story. Gross and Fine Motor Skills L.I. To go up steps and stairs, or climb up apparatus, using alternative feet. L.I. To skip, hop, stand on one leg and hold a pose for a game like musical statues. L.I. To match their developing physical skills to tasks and activities. L.I. To collaborate with others to manage large items. Context – Outside Classroom			Communication and Language L.I. To know many rhymes, be able to talk about familiar books and be able to tell a long story. Context: Build up a repertoire or Traditional Tales. L.I. To be able to express a point of view and to debate whether they disagree with an adult or a friend, using words as well as actions. L.I. To start a conversation with an adult or friend and continue it for many turns. Context: Sharing their favourite Traditional Tale. PSED: L.I. To be increasingly independent in meeting their own care needs e.g. through brushing teeth. Context: Learning how to brush our teeth. L.I. To find solutions to conflicts and rivalries. L.I. To talk with others to solve conflicts. Context: Using the Traditional Tales as scenarios		



Understanding the World

Geography

L.I. To recognise some similarities and differences between life in this country and life in other countries.

Context: Who celebrates Easter and where?

Religious Education

L.I. To recognise that some people have different beliefs and celebrate special times in different ways.

Context: Easter Celebrations



History

L.I. To make sense of their own life-story and family's history.

Context: Mothering Sunday

Science

L.I. To plant seeds and care for growing plants.

L.I. To understand the key features of the life cycle of a plant and animal.

L.I. To begin to understand the need to respect and care for the natural environment and all living things.

Context: Planting a beanstalk and looking after the ducklings.

Cultures and Communities

L.I. To show interest in different occupations.

Context: Different jobs that the characters from the Traditional Tales could have.