

Reception – Kings, Queens and Fairy Tales– Spring 1

Phonics

- Recap on set 1 special friends: th, ch, qu, ng, nk
- Secure blending of words with special friends (word time 1.5 and 1.6)
- By the end of Spring 1, pupils should be able to:
 - Blend sounds - read words
 - Read short Ditty stories
 - Read with Fred Talk

Literacy

The Queen's Hat

- Listen attentively to a story and respond to questions
- Retell key events using pictures, actions or talk
- Use positional and directional language linked to the story
- Join in with repeated language
- Represent ideas through drawings, labels or simple captions

The Queen's Knickers

- Talk about characters and events in the story
- Use talk to explain what is happening and why
- Explore humour in stories
- Understand that print carries meaning
- Attempt to write simple labels or sentences linked to the story

The Very Little Cinderella

- Listen to and engage with a familiar fairy tale with a twist
- Identify main characters and settings
- Compare this version with traditional fairy tales
- Use story language during role-play and retelling
- Write simple captions or sentences linked to the story

Katie in London

- Talk about key landmarks and settings in the story
- Use descriptive language to talk about places
- Sequence events from the story

Maths

Alive in 5

- Recognise and name numbers to 5
- Count accurately up to 5 objects using one-to-one correspondence
- Understand that the last number counted represents the total (cardinality)
- Subitise quantities to 5
- Represent numbers to 5 using objects, fingers and marks
- Compare quantities using language such as more, fewer and equal

Mass and Capacity

- Explore mass and capacity through practical play
- Use everyday language such as heavy/light and full/empty
- Compare objects by mass and capacity
- Make simple predictions about which objects are heavier or lighter
- Talk about what they notice when pouring and filling containers

Growing 6, 7, 8

- Recognise and name numbers 6, 7 and 8
- Count accurately up to 8 objects
- Understand and use the concept of cardinality to 8
- Subitise quantities up to 8 where appropriate
- Compare quantities using language such as more, fewer and same
- Represent numbers to 8 using objects, drawings and fingers

▪ Use drawings and captions to represent ideas ▪ Attempt to write simple sentences using phonics knowledge <u>Shu Lin's Grandpa</u> ▪ Listen to and talk about traditions linked to Chinese New Year ▪ Share similarities and differences between celebrations ▪ Use new vocabulary linked to culture and family ▪ Respond to stories through talk, drawing and role-play ▪ Create simple written or drawn responses linked to the story <u>The Dark</u> ▪ Talk about feelings and emotions ▪ Use language to describe fear and reassurance ▪ Join in with repeated phrases ▪ Retell parts of the story using talk and actions ▪ Represent feelings through drawing or early writing <u>Various Fairy Tales</u> ▪ Listen to a range of traditional fairy tales ▪ Identify common features (e.g. characters, settings, good and bad) ▪ Use story language during retelling and role-play ▪ Compare characters and events across different stories ▪ Attempt to write simple sentences linked to familiar tales			
<u>Trips/Events/Visitors-</u> Chinese New Year			
<u>Understanding the World</u> <u>Seasons-Winter</u> ▪ Recognise that it is winter and talk about seasonal changes ▪ Describe winter weather using simple vocabulary (e.g. cold, frosty, icy) ▪ Identify how people, animals and the environment change in winter ▪ Share observations from outdoor learning and daily experiences	<u>Expressive Art and Design</u> <u>Building Castles with Junk Modelling</u> ▪ Explore and select a range of materials for a purpose ▪ Join, stack and combine materials to build a structure ▪ Use imagination to represent castles and buildings ▪ Talk about what they are making and why ▪ Adapt and improve their model as	<u>Physical Development</u> <u>Castles</u> ▪ Travel in a variety of ways including running, jumping, climbing and balancing ▪ Move with increasing control when changing direction and speed ▪ Navigate space safely, showing awareness of others ▪ Use large equipment confidently	<u>Personal, Social and Emotional Development</u> <u>Managing Self</u> ▪ Show increasing independence in meeting their own needs (e.g. dressing, toileting, organising belongings) ▪ Follow classroom rules and routines with growing confidence ▪ Recognise and name their own feelings

<u>Finding London on a Map</u> - Understand that maps show places - Locate London on a simple map - Talk about London as a place in the UK - Use basic positional language such as near, far, next to - Famous London Landmarks (using The Queen's Hat) <u>The Queen's Hat</u> - Name and recognise key London landmarks - Identify Buckingham Palace, Tower of London and Big Ben - Talk about landmarks using simple descriptive language - Begin to understand that landmarks are special places <u>Kings and Queens: Past and Present</u> - Recognise that kings and queens are important people - Talk about kings and queens from the past and present - Identify King Charles III as the current king - Use simple time language such as past and now <u>Coronations</u> - Understand that a coronation is a special ceremony - Talk about what happens at a	they work <u>Puppets: Chinese New Year</u> - Use different materials to create a simple puppet - Explore colour, pattern and texture in their designs - Talk about Chinese New Year using appropriate vocabulary - Use puppets in role-play to retell stories or represent celebrations - Show respect for cultural traditions and differences <u>Papier Mâché: Queen's Hat</u> - Explore materials and processes such as layering and drying - Shape and decorate a 3D object - Use colour and decoration intentionally - Talk about their finished work and how it was made - Show pride and confidence in their creative outcomes <u>Music: Everyone</u> - Join in confidently with singing and musical activities - Use their voice to change pitch and volume - Respond to music through movement and actions - Listen to and respond to others - Explore rhythm and beat using their body and voice	(e.g. benches, mats, blocks) - Follow simple rules and instructions during physical activities - Use imagination to move in response to a castle theme (e.g. knights, guards, dragons) <u>Hungry Caterpillar</u> - Perform a range of movements inspired by animals (e.g. crawling, stretching, rolling) - Develop strength and balance through controlled floor-based movement - Link movements together smoothly - Show increasing coordination and body control - Persevere with physical challenges and show enjoyment - Talk about how their body feels during and after exercise	- Use simple strategies to manage emotions (e.g. calming down, asking for help) - Persevere when tasks are challenging - Demonstrate confidence to try new activities - Understand the importance of healthy choices (e.g. eating, resting, hygiene) - Accept boundaries and respond appropriately to guidance from adults
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coronation in simple terms ▪ Recognise symbols linked to coronations (e.g. crown) ▪ Show respect for important events <u>Democracy</u> ▪ Begin to understand that people can make choices and decisions ▪ Take part in simple voting activities (e.g. choosing a story or game) ▪ Understand that everyone's voice matters ▪ Follow simple rules agreed as a group <u>Light and Dark: Shadows</u> ▪ Explore light and dark through play and investigation ▪ Notice how shadows are made ▪ Talk about changes to shadows when objects move ▪ Use simple vocabulary such as light, dark and shadow	<u>Traditional Rhymes</u> ▪ The Grand Old Duke of York ▪ London Bridge Is Falling Down ▪ Heads, Shoulders, Knees and Toes ▪ Old King Cole ▪ Sing a Song of Sixpence ▪ Join in with familiar rhymes and songs ▪ Use actions and movement to match words and rhythm ▪ Recognise repeated patterns in songs ▪ Develop confidence performing with others		
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