

Summer 1 – Into The Woods

In this topic the children will be exploring the world of traditional stories and fairy tales. They will learn about the structure and common themes of these stories, as well as build their story telling vocabulary, influenced by their experience of these books.

In Nursery, our focus will be encouraging lots of role-play in order to apply this new vocabulary and their knowledge of beginning, middle and end of a story.

In Reception, we move on to describing main events of stories and using the key features of narrative in their own creative writing. This fairy tale theme is continued to explore character riddles and letter writing. Within this topic, the children will also be learning about minibests, where children will have the opportunity to explore non-fiction texts and use their new knowledge to create fact files.

In both Nursery and Reception, the children will continue to develop their map work skills and their sense of belonging, by exploring journeys made by fairy-tale characters and recreate journeys we have made in our local environment.

Growing and planting continues to play a large part of this topic. The children further their knowledge of life cycles as they grow their own seeds and beans in our prayer garden, and learn about the best conditions for growing plants and flowers. They learn about the important role plants, trees and insects play in our environment.

For Earth day, the children continue to learn about important issues we face in our world today, leading us to think about recycling and once again, we revisit the effect humans are having on our planet. This then leads us into making mini-beasts homes by recycling and re-using the things we don't need anymore.

Development Matters Statements (Early Learning Goals)

Area of Learning	Skills and Knowledge	
	Nursery	Reception
<p>Personal, social and emotional development</p> <p>To become an Independent Individual and a Fantastic Friend, our children will...</p>	<ul style="list-style-type: none"> • Select and use activities and resources. • Develop their sense of responsibility. • Begin to understand how others are feeling. • Play with one or more other children, extending or elaborating play ideas. • Find solutions to conflicts and rivalries. • Understand gradually how others might be feeling. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. • Think about the perspective of others. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. • Manage their own needs. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Work and play cooperatively and take turns with others.
<p>Communication and Language</p> <p>To become a Confident Communicator, our children will...</p>	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Expand on children’s phrases • Start a conversation with an adult or a friend and continue it for many turns • Use talk to organise themselves and their play 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Listen to and talk about stories to build familiarity and understanding. • Engage in story times. • Use talk to help work out problems and organise thinking and activities. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • Use new vocabulary in different contexts. Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

		<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<p>Physical Development</p> <p>To become an Amazing Athlete and a Talented Tool User, our children will...</p>	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.
<p>Literacy</p>	<ul style="list-style-type: none"> • Name different features of a book, e.g. front cover, back cover, pages, author, title, etc. 	<ul style="list-style-type: none"> • Read a few common exception words matched to the school’s phonic programme

<p>To become a Brilliant Bookworm and a Wow Writer, our children will...</p>	<ul style="list-style-type: none"> • Understand what a word is. • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. • Write some letters accurately. • Begin to orally blend and segment. • Write their name and begin mark making labels or captions. 	<ul style="list-style-type: none"> • 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 • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense. • Use of exclamation marks and question marks. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Write simple phrases and sentences that can be read by others.
<p>Mathematics</p> <p>To become a Master of Maths, our children will...</p>	<ul style="list-style-type: none"> • Develop fast recognition of up to 5 objects, without having to count them individually ('subitising'). • Recite numbers past 10. • Say one number for each item in order Know that the last number reached when counting a small set of randomly placed objects. • Count out a given number of objects (up to 10) from a group. • Show 'finger numbers' up to 10. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 9. 	<ul style="list-style-type: none"> • To read and write numerals to 10. • To count beyond 20. • To solve concrete and pictorial number problems involving addition and subtraction to 10. • To practically find half of a number to 10. • To practically find half of an object. • To practically find double of a number to 5. • To understand more/less/greater/fewer. • To estimate the number of objects in a group. • Subitise to 10. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10.

	<ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Combine shapes to make new ones. • To name the 4 main 2d shapes. • Automatically recall number bonds to 5 	<ul style="list-style-type: none"> • I can count on or back to find the answer to addition and subtraction problems on a number line. • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Understanding of the World</p> <p>To become an Exceptional Explorer and Compassionate Citizen, our children will...</p>	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant. • Plant seeds and care for growing plants. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore how things work. • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Explore and talk about different forces they can feel. • Recreate a journey (Story maps-fairy tales) • Know that there are different countries in the world. • Role play areas that reflect diversity. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Understand the effect of changing seasons on the natural world around them. • Talk about members of their immediate family and community • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<p>Expressive arts and design</p>	<ul style="list-style-type: none"> • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a fairy tale scene. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings.

<p>To become a Proud Performer and Dynamic Designer, our children will...</p>	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Remember and sing entire songs. • To learn about the work of artists from across times and cultures. • Explore colour and colour mixing. • Play instruments with increasing control to express their feelings and ideas (link to Nandi Bushell). 	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills (bridge building) • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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VOCABULARY USED THROUGHOUT TOPIC*				
Fairytales	Plants/growing	Minibeasts	Mapwork	Recycling
<p>Once upon a time, happily ever after, beginning, middle, end, traditional, versions, evil, wicked, royalty, magical, castle, palace, fairy godmother, special powers, riddles, speech bubbles, character, setting, resolve, problem.</p>	<p>Plant, flower, bean, soil, sunlight, nutrients, roots, stem, leaves, oxygen, carbon dioxide, manure.</p>	<p>Caterpillar, butterfly, chrysalis, egg, emerge, spin, life cycle, ladybird, beetle, woodlouse, bee, wasp, spider, centipede, millipede, worm, aphid, fly, blue bottle, ant, habitat, damp, dark, dry, web, nest, hive, compost, wings, legs, antennae, tally, graph, pictogram, sort, group, fewer, more.</p>	<p>Map, aerial, bird's eye view, plan, route, journey, navigate, trail, local, environment, landmarks, road, street, path, pavement, river, field, park, building, town, town centre, forest, wood, village, city, manmade, natural, physical, human, library, supermarket, shops, restaurants, hairdressers, houses, terraced houses, apartments, alley, cobbled, allotments, car park.</p>	<p>Recycle, materials, litter, rubbish, landfill, reuse, reduce, recycling plant, clothes bank, glass, metal, plastic, paper, waste, earth, world, environment, pollution, ozone layer</p>

Core Knowledge	
Nursery	Reception

I can tell you about a fairy tale I know.	I can re-tell a fairytale.
I know how a fairy tale begins.	I can talk about some the key features of a fairy tale.
I know how a fairy tale ends.	I can give/follow directions using a simple map.
I can act out a fairy tale.	I can draw my own imaginary map.
I can show a characters journey on a map.	I can make up my own fairy tale and act it out.
I know how to care for a plant to help it grow.	I know how plants help us.
I can talk about some of the parts of a plant such as 'leaf'.	I can draw a plant and talk about some of the parts.
I can sequence the life cycle of a beanstalk.	I can draw and explain the life cycle of a beanstalk.
I can sequence and talk about the life cycle of a butterfly.	I can draw and explain the life cycle of a butterfly.
I can say which mini-beasts I might find in a garden.	I can name some mini-beasts and describe their habitats.
I can sort materials into plastic and wood.	I can sort mini-beasts by their physical features.
I can talk about what materials are good for building houses and which aren't (Three Little Pigs).	I know what recycling means and can name some things we can recycle.
I can say where we put our rubbish and what happens to it.	I can talk about some of the things spoiling our planet
I can use scissors to cut out pictures and can do so with some control.	I can say some things we can do to help look after our planet.