
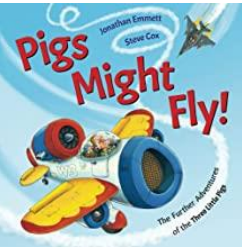
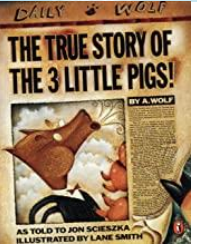
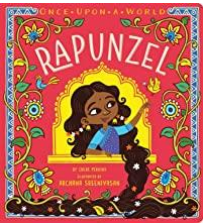

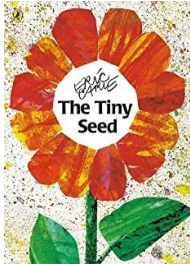



**Aston Clinton School – Summer 1 – Once Upon a Time**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Text(s)	<p>The Three Little Pigs</p> 	<p>The Three Little Pigs</p> 	<p>The Gingerbread Man</p> 	<p>The Gingerbread Man</p> 	<p>Jack and the Beanstalk</p> 	<p>Jack and the Beanstalk</p> 
Key Concepts	<p>Children can use story language to retell the story of The Three Little Pigs.</p> <p>They join in with repeated phrases.</p>	<p>Children create their own version of The Three Little Pigs story using different animals.</p> <p>They compare different versions of the original story and say how they are different.</p>	<p>Children can use story language to retell the story of The Gingerbread Man.</p> <p>They join in with repeated phrases.</p>	<p>Children create their own version of The Gingerbread Man story using different animals.</p> <p>They compare different versions of the original story and say how they are different.</p>	<p>Children can use story language to retell the story of Jack and the Beanstalk.</p> <p>They act out different parts of the story.</p>	<p>Children create their own version of Jack and the Beanstalk.</p>

<p>Key Vocabulary</p>	<p>straw sticks bricks huff puff wolf construct builder architect</p>	<p>straw sticks bricks huff puff wolf construct</p>	<p>gingerbread chase</p>	<p>gingerbread chase</p>	<p>beanstalk giant poor</p>	<p>beanstalk giant poor</p>
<p>Other Texts</p>	<p>The Three Little Wolves and the Big Bad Pig </p>	<p>Pigs Might Fly  </p>	<p>Rapunzel </p>	<p>The Runaway Chapati </p>	<p>The Three Billy Goats Gruff </p>	<p>Evil Pea and the Beanstalk </p>
<p>PSED - Activities</p>	<p>Focus on the exploration of character. What are the character traits of the main characters in the story? E.g. Which is the most sensible little pig? What could we learn from him? Was it ok for Jack to steal from the giant? <i>Jigsaw: Relationships</i></p>					

<p>Development Matters/ELG</p>	<p><b>Reception</b> <i>Think about the perspectives of others</i></p>
<p>Communication and Language – Activities</p>	<p><b>Talking point:</b> As PSED. Discuss the character virtues of different characters in the stories. Model asking questions about different characters. Use hot seating in English lessons and in role play to enable children to fully immerse themselves in the characters in the story and to think carefully about their perspectives. Develop the skill of asking questions of characters during the hot seating process.</p>
<p>Communication and Language – Development Matters/ELG</p>	<p><b>Reception</b> <i>Learn new vocabulary.</i> <i>Use new vocabulary through the day.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Describe events in some detail.</i> <i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</i> <i>Develop social phrases.</i></p>
<p>Physical Development - Activities</p>	<p>Daily handwriting practice – with additional weekly group for those still struggling.</p> <p>Check funky fingers activities are suitably challenging.</p> <p>Encourage children to challenge themselves and build more complex obstacle courses.</p> <p>Encourage children to conclude movements in balance and stillness.</p> <p>Give children regular, sensitive reminders about correct posture.</p> <p>Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.</p> <p><i>Get Set for PE: Dance</i></p>

<p>Physical Development – Development Matters/ELG</p>	<p><b>Reception</b>  <i>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing</i>  <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i>                      Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.                      Develop the foundations of a handwriting style which is fast, accurate and efficient.                      Progress towards a more fluent style of moving, with developing control and grace.                      Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>					
<p>Literacy - Activities</p>	<p><b>Focus groups:</b> Rewrite the story of The Three Little Pigs.</p> <p><b>Provision:</b> Drawing building plans and labelling them.</p>	<p><b>Focus groups:</b> Write own version of The Three Little Pigs.</p> <p><b>Provision:</b> Drawing building plans and labelling them.</p>	<p><b>Focus groups:</b> Rewrite the story of The Gingerbread Man.</p> <p><b>Provision:</b> Write a recipe for making gingerbread.</p>	<p><b>Focus groups:</b> Write own version of The Gingerbread Man.</p> <p><b>Provision:</b> Write a recipe for making gingerbread.</p>	<p><b>Focus groups:</b> Rewrite the story of Jack and the Beanstalk.</p> <p><b>Provision:</b> Postcards from Jack to his mum back at home.</p>	<p><b>Focus groups:</b> Write own version of Jack and the Beanstalk</p> <p><b>Provision:</b> Postcards from Jack to his mum back at home.</p>
<p>Literacy – Development Matters/ELG</p>	<p><b>Reception</b>  <i>Form lower-case and capital letters correctly.</i>  <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i>  <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</i>  <i>Re-read what they have written to check that it makes sense.</i></p>					

<p>Maths - Activities</p>	<p><b>Power Maths:</b> Unit 14: Adding by Counting On</p> <p><b>White Rose:</b> First, Then, Now</p> <p><b>Focus Activity:</b> Children use a number track to solve number problems. Chalk number track in the outside area. Children jump to different numbers.</p>	<p><b>Power Maths:</b> Unit 14: Taking Away By Counting Back</p> <p><b>White Rose:</b> First, Then, Now</p> <p><b>Focus Activity:</b> Repeat activity from last week but jumping back on number track to count back.</p>	<p><b>Power Maths:</b> Unit 16: Doubling</p> <p><b>White Rose:</b> Find my pattern</p> <p><b>Focus Activity:</b> Use dominos to find and work out doubles. Children to record in a way of their choosing.</p>	<p><b>Power Maths:</b> Unit 16: Halving and Sharing</p> <p><b>White Rose:</b> Find my pattern</p> <p><b>Focus Activity:</b> Children practise sharing fairly in practical contexts e.g. sharing plates in the home corner. How can you make it fair?</p>	<p><b>Power Maths:</b> Unit 16: Odds and Evens</p> <p><b>White Rose:</b> Find my pattern</p> <p><b>Focus Activity:</b> Use Numicon to find odd and even numbers. What do you notice about the odds and even Numicon pieces? How are they different?</p>	<p>Consolidation week:</p> <p>Focus on skills from this term and previous term as well as solving problems and reading maths related stories.</p>
<p>Maths – Development Matters/ELG</p>	<p><b>Reception</b> <i>Understand the 'one more than/one less than' relationship between consecutive numbers.</i></p>		<p><b>ELG</b> <i>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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p>			

<p>Understanding the World - Activities</p>	<p>Look at different homes around the world. What are they made of? How are they different. Look at the different jobs around building houses – builder/architect.</p>	<p>Make gingerbread men. Talk about how the ingredients change when mixed together and baked in the oven. Taste chapatis. What are they made from? Do you like them?</p>	<p>Talk about beans and how they grow (to be revisited during next term’s topic).</p>
<p>Understanding the World – Development Matters/ELG</p>	<p><b>Reception</b>  <i>Recognise some environments that are different from the one in which they live. Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><b>ELG</b>  <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i></p>		
<p>Expressive Arts and Design - Activities</p>	<p>Role Play Area: Baby Bear’s house – with ‘rocket’ ‘space boots’ etc. Can change to Rocket’s bedroom when reading ‘Look Up’ with telescope and space toys. Provide foil trays/tin foil for children to make space ships in craft area. Introduce water colour paints to the children. Paint pictures of daffodils/other flowers.</p> <p><i>Charanga: Our World</i></p>	<p>Role Play Area: Space station  Wax resist space pictures.  Make rockets in craft area with cardboard boxes etc.  Learn storybots song.  <a href="https://www.youtube.com/watch?v=ZHAqT4hXnMw">https://www.youtube.com/watch?v=ZHAqT4hXnMw</a>  <i>Charanga: Our World</i></p>	
<p>Development Matters/ELG</p>	<p><b>Reception</b>  <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play</i></p>		

