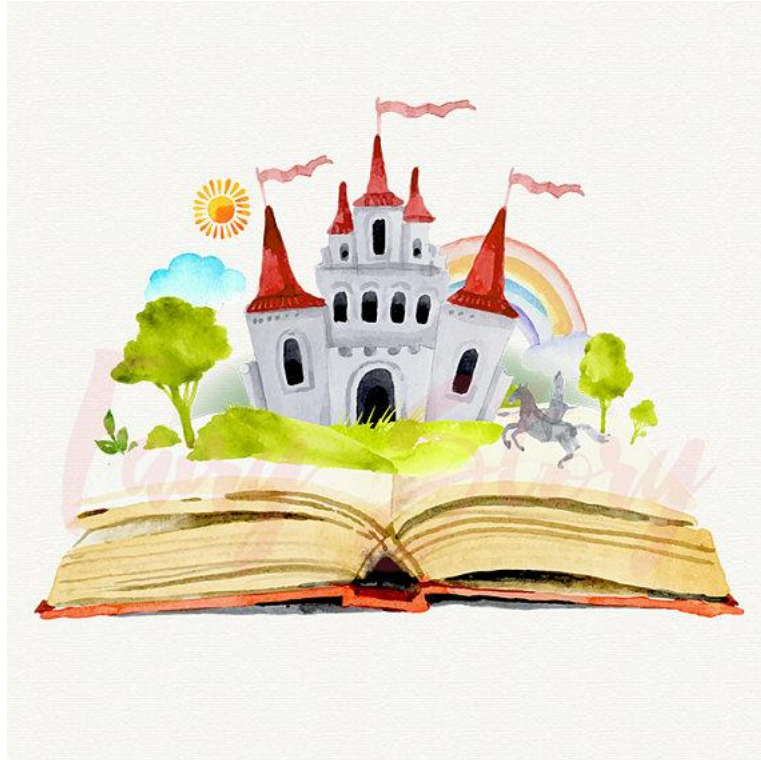


St Luke's CE Primary

Reception



Summer 1

Fairytales



□

St Luke's CE Primary – Contextual Learning Unit on Fairytales
Lead Subject Focus: Literacy
Subsidiary Learning Focus: Communication and Language, Expressive arts and design,
Understanding the World.

Literacy: Contextual Learning

- Enjoys an increasing range of fairytale books.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- To incorporate the stories, they read into the storylines in their play.
- To read simple sentences in fairytales and starting to become more fluent when reading.
- To use phonics knowledge to decode regular words and read them aloud accurately, starting to become more fluent.
- To read some common irregular words and more complex sentences.
- Children to demonstrate understanding when talking with others about what they have read.
- To write simple captions and sentences which can be read by themselves and others.
- To begin to use narrative features in their writing or story telling linked to fairytales e.g. once upon a time.
- Attempt to write their own fairytale story.
- To spell some words correctly and others that are phonetically plausible.



Understanding the World

- Looks closely at similarities, differences, patterns and change.
- They know about similarities and differences in different cultures.
- To learn about St. George's day and discuss different traditions.
- Compare and contrast characters from similar stories, including figures from the past.
- Draw information from simple maps.
- To create their own simple maps in relation to fairytales.
- To understand that some places are special in relation to their community and religion.
- Explore the natural world around them.
- Understand and discuss the different seasons.

Communication and Language

- Children use fairytale language within their play and when discussing fairytales with others. Uses language to imagine and create roles.
- Ask questions to find out more and to check they understand what has been said to them.
- Uses talk to organise, sequence, and clarify thinking, ideas, feelings and events.
- Children use past, present and future tense accurately.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- To be able to understand a question such as who, what, where, when, why and how.

Main Learning Focus – Physical Development

- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Including: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- To use scissors confidently and effectively to cut out a range of shapes.
- Eats a healthy range of foodstuffs and understands need for variety in food.
- To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sports.

Main Learning Focus – Mathematics

- To recall number bonds to 10
- To subtract to single digit number up to 10
- To continue and create their own simple patterns
- To complete addition number sentences by counting on
- To complete subtraction number sentences by counting backwards
- To verbally count beyond 20, recognising the pattern of the counting system
- To understand the place value of numbers up to 20
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Main Learning Focus – Personal, Social and Emotional Development

- Children play and work co-operatively as a group, taking turns with others.
- To express their own feelings.
- To be able to control their emotions using a range of techniques.
- To take account of one another's ideas about how to organise their activity in play.
- To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- To manage own basic needs independently.
- To dress independently.
- Children are confident to try new activities, and say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- They adjust their behavior to different situations, and take changes of routine in their stride.

Main Learning Focus- Expressive Arts and Design

- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To plan, design and create their own castle.
- Explore and engage in music making and dance, performing solo or in groups.
- Develop storylines in their pretend play and incorporate the knowledge they have learnt in class to apply to their play.
- Explore and use a variety of artistic effects to express their ideas and feelings.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Play an instrument following a musical pattern.

The Four Guiding Principles of the Early Years Foundation Stage

