

### Literacy (Writing)

**Key Texts:** Little Red Riding Hood; Goldilocks and the Three Bears; The Gingerbread Man; The Ugly Duckling.

**Focus:** Children use their phonic knowledge to write words in ways that match their spoken sounds.

Wanted poster.

Letter writing, apology from the Goldilocks to the three bears; story sequencing & re-telling; writing alternative endings to the fairy tales; speech and thought bubbles; re-visiting recipe writing / use of 'bossy words.'

### Literacy (Reading)

**Focus:** Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.

Focused phonic / reading groups & whole class teaching of Phonics, revising and teaching set 1 and 2 sounds, green and rotten red words. Practice sounding out and blending CVCC / CCVC words. Sentence construction / using punctuation.

Introducing uppercase letters. 1:1 reading.

### Communication and Language

**Focus:** Answer 'how' and 'why' questions about their experiences and in response to stories or events.

Class / group discussions in response to fairy tale stories. Story sacks to encourage story re-telling (with alternative endings) and sequencing of stories.

### Computing (UW)

**Focus:** Completes a simple program on a computer and programming Beebots.

Design and program a route for Goldilocks to make her way through the forest (using the BeeBots); help The Gingerbread man find an alternate route, apart from the river. Understanding the uses of different technology: talking tins; recording book.

### Topic Name: Fairy tales

Is there always a happy ending?

Class: Inkpen

Year R: Summer 1 Term 1

### Design and Technology

**Focus:** Begin to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Designing and making:

- ◆ Little Red Riding Hood a new cape.
- ◆ A workable contraption for the Gingerbread Man to escape in.



### PE

**Focus:** Children to become confident in the water / moving confidently in different ways.

Real PE—Swimming / Real PE—Unit 5: Physical skills.

### White Rose Maths

**Focus:** Solving problems, including doubling, sharing and grouping/

Use language to talk about money to compare quantities, objects and to solve problems.

Counting the pairs of shoes in 2s, finding the doubles of numbers using concrete apparatus and pictures. Pricing shoes and finding the correct coins to pay for them. Using two or more coins to find the total number of items in two groups.

**Focus:** Even and odd.

**Focus:** Spatial Reasoning 3—Use language to talk about weight and capacity to compare quantities and solve problems.

Identify what full, half and empty looks like. Ordering 2-3 containers according to weight and capacity.

### Science (UW)

**Focus:** Make observations of animals and plants and explain why some things occur and talk about changes.

Exploring the properties of materials—Which material would be best for Little Red Riding Hood's Cape? (DT cross curricular link) . Re-visiting life-cycles (eggs into chicks—chicks into hens).

### RE (UW)

**Focus:** Know about similarities and differences between themselves and others and among families, communities and traditions.

Place of Worship for Christians and stories from the Bible.

### PSED

Heart smart: Fake is a Mistake!