

## Literacy

Continuous provision will include: Begin to look at letter sounds and writing their name. Guided writing for children who are ready. Themed books in the reading corner. Reading familiar stories.

Themed enhancements will include: Writing a list of cvc words for the animals in the Little Red Hen. Making a missing posters for the two little pigs to help the third little pig who is looking for them. Writing a party invitation for Cinderella's ball.

Children will learn letter sounds, begin to blend words and recognise initial sounds in regular phonics lessons.



## Our Skills



To research



To communicate



To read and write



To create, produce and perform



To reason, problem solve and critically consider

Dragonflies (Reception)  
Mrs Hopkin's Class



## LEARNING HOOK - Traditional Tales

(Jack and the Beanstalk, The Little Red Hen, Goldilocks and the Three Bears, Red Riding Hood, Three Little Pigs, Cinderella)

## Understanding the World

Continuous provision will include: Exploring the garden and harvesting crops. Recognising creatures living in the outdoors. Using simple computer programs, program toys and talking about technology used at home. Observing differences and beginning to understand the need for respect. Talking about families, homes and their special times.

Themed enhancements will include: Exploring bean seeds, plant spring bulbs and talk about growing, making bread and talking about where food comes from. Making shrines and talking about family events.



## Maths

Continuous provision will include: Opportunities for counting 0 - 20. Saying number names and ordering numbers. Recognising 2D and 3D shapes. Making patterns.

Themed enhancements will include: Measuring different beanstalks, weighing ingredients, remembering a sequence of stories and routine, using positional language, exploring time and numbers on a clock linked to Cinderella, paying for items at the shop.

Small group activities linked to children's next steps.



## Communication and Language

Continuous provision will include: Using speaking and listening to develop positive relationships. Understand routines and access new experiences. Active listening at story times in small groups.

Themed enhancements will include: The home corner, role play linked to the themed stories, open-ended materials promoting communication skills outdoors. Building site role play.



## Personal, Social and Emotional Development (PSED)

Continuous provision will include: Becoming familiar with routines, the learning environments and lunchtimes. Play partners to build positive relationships and support how to resolve conflicts. Children take turns when playing in the areas and begin to share the equipment and resources.

Enhancements will include: Circle time, ring games and PSED stories.



## British Values

British values are embedded in the Early Years curriculum. Enhancements are listed below.

### Individual Liberty

Taking responsibility for class duties.

### Rule of Law

Learning rules for safety in and outdoors.

### Mutual Respect

Understanding Divali

### Democracy

Increasing self-confidence to take on new learning.

## Our Skills



To research



To communicate



To read and write



To create, produce and perform



To reason, problem solve and critically consider

Dragonflies (Reception)  
Mrs Hopkin's Class



## LEARNING HOOK - Traditional Tales

(Jack and the Beanstalk, The Little Red Hen, Goldilocks and the Three Bears, Red Riding Hood, Three Little Pigs, Cinderella)

## Physical Development

Continuous provision will include: undressing and dressing for P.E. or for outdoor outfits. Learning how to wash hands effectively and going to the toilet. Fine motor activities to develop pencil grip and wrist flex. Develop gross motor skills, balance and co-ordination in weekly P.E. sessions.

Themed enhancements will include: Dancing at Cinderella's ball, bread making, using the tools in the creative area.



## RRSA Links

The "mystery" visitor; Set up class charter; RRSA bear; Circle time and Helicopter stories.

**Article 1:** Everyone under 18 has these rights.

**Article 2:** All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 12:** You have the right to give your opinion, and for adults to listen and take it seriously.

**Article 13:** You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 15:** You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

**Article 24:** You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

**Article 28:** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29:** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 31:** You have the right to play and rest.

**Article 42:** You have the right to know your rights! Adults should know about these rights and help you learn about them, too

## Expressive Art and Design

Continuous provision will include: Learning simple techniques; painting, cut and stuck, selecting appropriate materials, shaping and drawing. Learning how to work safely using the creative tools. Building imaginative stories into the play. Retelling stories with small world toys and puppets that are linked to the themes below. Learning songs linked to the themes. Learning counting and rhyming songs. Exploring the musical instruments.

Themed enhancements will include: Making beanstalks, story puppets, drawing, painting, collages and model making.

