



Key Question Week 1: Who's afraid of the Big Bad Wolf?

Key Text for Linked Learning: Little Red Riding Hood

Who is Little Red Riding Hood? To start the week, children will read a letter from Little Red Riding Hood asking for their help to make a healthy lunch for Granny. Children will be using their fine motor skills to spread and cut to make a sandwich. They will also help Little Red Riding Hood to find a safe route to Granny's cottage whilst also discussing how they can stay safe when out and about. Children will listen to the story read aloud and over the week develop their knowledge to retell the story; using story maps, props, actions and repetitive language. Using their phonic and tricky word knowledge children will build up to writing part of or the whole story. Children will be encouraged to use their reading skills throughout the week to answer questions and solve clues. Using hot seating and relevant vocabulary, children will be encouraged to ask and answer questions to compare characters.

PSED: To confidently speak in a group about my ideas.

Communication and Language: To use talk to sequence the events of Little Red Riding Hood

Physical Development: To safely negotiate space when running.

Literacy: To write a simple retelling of the story 'Little Red Riding Hood'.

Mathematics: To name 3D shapes and talk about their properties.

Understanding of the World: To explore and talk about keeping ourselves safe e.g. stranger danger. To identify and talk about the features of a wood/forest.

Expressive Arts and Design: To introduce the narrative 'Little Red Riding Hood' into my role playing.

Mini Quiz: Numbers to 10, Phase 2+3 tricky words, Growing, Celebration of Easter.

Key Question Week 2: Would you be friends with the Gruffalo?

Key Text for Linked Learning: The Gruffalo

The children will discover an invitation from the mouse to go for a stroll in the deep dark wood. They will join the mouse to explore the school forest and find characters from the story 'The Gruffalo'. They will talk about how our wood is similar and different to the wood in the story of the Gruffalo.

When listening to and joining in with the story, the children will be encouraged to identify rhyming words. The children will be looking closely at different rhyming words in the story and matching with rhyming pairs. They will be continuing to learn Phase 3 phonemes and apply these in their writing, alongside the use of tricky words learned.

In Expressive Arts and Design we will be representing the story and setting of The Gruffalo using different techniques.

PSED: To talk about what I am good at.



Communication and Language: To use past and present speech correctly.

Physical Development: To adjust my speed and direction when running.

Literacy: To read and match rhyming words or a rhyming string.
To write rhyming words or rhyming strings.

Mathematics: To solve a problem involving doubling.

Understanding of the World: To compare the features of our forest and the Gruffalo's forest.

Expressive Arts and Design: To experiment with colour and texture.

Key Question Week 3: Is it a nice day for a white wedding?

Key Text for Linked Learning: Cinderella, The Family Book

This week we will become wedding planners for a special Wedding! The children will have the opportunity to play in role at pretend 'weddings' and take part in discussions about weddings in families different to their own. We will be reading invitations and menus and using our phonic and tricky word knowledge to prepare plans and invitations for the day. We will introduce bar charts to the children so that they can choose their favourite foods for the event. We will be talking about traditions and our own experiences of weddings, looking at photos of familiar people on their special day. We will look at different family structures using the text 'The Family Book' and how weddings may be similar or differ.

PSED: To show sensitivity other people's ideas and feelings.

Communication and Language: To listen attentively.

Physical Development: To move confidently in a range of ways, safely negotiating space.

Literacy: To read and write some of my phase 3 tricky words.
To identify the features of an invitation and apply my phonics skills to make and write my own.

Mathematics: To begin to explore the concept of halving and sharing.

Understanding of the World: To talk about similarities and differences between families.

Expressive Arts and Design: To talk about my work and make adaptations when needed.



Key Question Week 4: Would you pack marmalade sandwiches?

Key Text for Linked Learning: Paddington Bear

This week we will meet the wonderful Paddington Bear. The children will listen to the adventures of Paddington Bear and write about a favourite adventure of theirs or Paddington's. They will talk about what is special to them and what they would've packed in their suitcase. We will talk about Paddington's diet and whether it is a healthy choice. As a group we will think of new sandwiches Paddington could try, followed by making these and trying them.

PSED: To be confident to talk about what I like and try new things.

Communication and Language: To answer 'how' and 'why' questions about my experiences.

Physical Development: To understand the need for a variety of foods.

Literacy: To attempt to write a short sentence and read it back.

Mathematics: To recap teen numbers taught so far and explore the numbers 17 & 18.

Understanding of the World: To know that others don't always enjoy the same thing as myself.

Expressive Arts and Design: To experiment with colour.

Key Question Week 5: What can you see from the London Eye?

Key Text for Linked Learning: *Topsy & Tim in London/London Children's Map.*

What do we know about London? Have you ever been? This week, using our imaginations, we will be taking a trip to London. We will catch up with Paddington Bear in London and will be learning all about the things that people love about London, including exploring the sights. Over the week, we will be learning and writing facts all about London, e.g. London Zoo was the first zoo in the world. We will use our phonic knowledge to read simple sentences to find these facts before having a go at writing facts using Phase 3 digraphs. By the end of the week I will be able to confidently tell you what a fact is. We will be comparing the sights of London to the sights of Four Oaks. We will also be creating lots of crafts relating to our capital city (red phone box, London Eye etc).

PSED: To work as a group and follow the rules to a game.

Communication and Language: To give attention to what others say and respond appropriately.



Physical Development: To travel with confidence through balancing equipment.

Literacy: To use books to retrieve information.
To apply my phonic skills to write simple factual sentences.

Mathematics: To explore the numbers 19 & 20.

Understanding of the World: To compare where we live to London.

Expressive Arts and Design: To explore using different techniques to join materials.

Key Question Week 6: Will we see a Chameleon at the Zoo?

Key Text for Linked Learning: *Blue Chameleon/Supermarket Zoo*

A cardboard box has arrived in class... it is 'fragile' and carrying precious cargo – what is inside?
We will be planning which animals we would like to observe and find out more about on our trip to Twycross Zoo by using a map of the site. During the week we will be learning about different wild animals and their habitats, looking at similarities and differences. Upon our return from the trip, we will be applying our writing skills to write a recount, full of exciting facts and sightings. As part of our PDW curriculum we will be celebrating our unique qualities, using the book *Blue Chameleon*, children will be encouraged to talk about the moral of the story.

PSED: To choose the resources I will need for an activity.

Communication and Language: To develop my own narrative.

Physical Development: To handle a pencil effectively to correctly form most letters.

Literacy: To write a recount.

Mathematics: To recognise, name and order numbers to 20.

Understanding of the World: To celebrate similarities and differences between myself and others.

Expressive Arts and Design: To explore materials to create representation of an animal.



Key Question Week 7: How does a zoo keeper get so mucky?

Key Text for Linked Learning: *Poo in the Zoo*

The children will be looking back at our visit to the zoo last week. They'll be learning about the role of a zoo keeper and finding out, it is not all fun and games. We will be watching the Zoo Keepers at Twycross Zoo and asking them questions. Children will share their animal homework fact files, using confident and clear voices. Children will be taking part in a Sponsored Animal Obstacle course for which, children will be asked to create an animal mask to wear for the event. Children will be encouraged to talk about their favourite animals from the Twycross Zoo visit, giving reasons for their preferences before writing a description of their favourite animal.

PSED: To play cooperatively, taking turns with others.

Communication and Language: To use past and present tenses when talking about events.

Physical Development: To complete an obstacle race.

Literacy: To read my tricky words.

To write a description of my favourite animal, reading it back to an adult.

Mathematics: To say which number is one more or one less than a given number to 20.

Understanding of the World: To observe the similarities and differences of animals.

Expressive Arts and Design: To sing songs and experiment with ways of changing them.

Key Question Week 8: What's in your bucket?

Key Text for Linked Learning: *Billy's Bucket*

Are you ready to dive to the bottom of the deep blue sea? On our journey down into the deep blue sea, what will we discover and what will we see? Children will be reading facts about the ocean, these will inspire our writing tasks. Over the week we will be designing and creating our own under the sea 3D scenes using our new knowledge of the ocean.

For our writing, we will be listening to the story 'Billy's Bucket' and using our imagination to write a description of what would be in our bucket. During PDW activities children will be talking about kindness, we will fill a bucket with kind ideas. Children will celebrate when others can share examples of when their peers have demonstrated kind and thoughtful behaviours. We will be looking at how we can take care of our oceans so that we minimise pollution and cut down on plastic in the ocean.

PSED: To talk about kindness and suggest ways of showing this.

Communication and Language: To respond appropriately to a story they have heard.



Physical Development: To develop good control when throwing a ball/object.

Literacy: To demonstrate an understanding of what I have read.

Mathematics: To use every day language to talk about capacity to compare quantities and solve problems.

Understanding of the World: To talk about ways of looking after our environment.

Expressive Arts and Design: To move in different ways in response to music.

Key Question Week 9: Are you brave enough to walk the plank?

Key Text for Linked Learning: *Pirates go to school*

Who is brave enough to walk the plank? Children will be learning the ropes of being a pirate, ready to set sail on our pirate quest. They will be creating amazing pirate maps and finding treasure within the classroom by giving directional instructions to their partners (e.g. turn left, turn right, move forwards, move backwards). Children will be building their own pirate ships to set sail, through this activity the children will learn about floating and sinking during our planned experiment.

During PDW children will be recapping the importance of the 'Pants rule'. We will teach this through the NSPCC video and explore the ideas during circle time activities.

Children will get creative using feathers and different materials to create a range of textures on our parrots.

PSED: To talk about their own and others' behaviour and know that some is unacceptable.

Communication and Language: To express themselves effectively when giving an instruction.

Physical Development: To talk about how we manage good hygiene.

Literacy: To apply my phonic knowledge to write simple instructions.

Mathematics: To use every day language to talk about length to compare quantities and solve problems.

Understanding of the World: To make observations and talk about why things might happen.

Expressive Arts and Design: To play cooperatively as a group to act out a pirate narrative.



Key Question Week 10: What do we need for our Summer holiday?

Key Text for Linked Learning: *Spain (Non-Fiction)*

Pack your bag, grab your passports and fasten your seat belts ... Hill West Airlines are en route to Spain. In preparation for this, children will be creating their own passports, booking their own holidays and using their phonic knowledge to write a list of what they must pack for a successful holiday. On Thursday children will board the plane to Spain. Who knows what happens on a plane? On our travels will be finding out about traditional foods and customs, even getting the chance to dress in Spanish clothes and taste the delicious food. What does the flag look like? Can children recreate it in a variety of ways. When they arrive in Spain children will design their own ice-creams.

PSED: To take account of one another's ideas.

Communication and Language: To use the future tense correctly, when talking about an event happening in the future.

Physical Development: To show good control when catching a large ball.

Literacy: To apply my phonic knowledge when reading unfamiliar words.
To write tricky words correctly in a diary entry.

Mathematics: To count on to find the answer to an addition calculation.

Understanding of the World: To talk about Spanish traditions.

Expressive Arts and Design: To dance in response to Spanish music.

Key Question Week 11: Is a million dreams all it will take?

Key Text for Linked Learning: *The Greatest Showman*

This is the Greatest Show! This week we will be watching clips from the movie *The Greatest Showman*, this will inspire our circus themed week. Children will create big tops, trapeze artists and representations of clowns, using their creative skills. Children will understand the importance of believing that everyone is special, has a talent and has an important part to play. We will be watching various circus acts: including unicycle riding, trapeze work, tight rope walking and clown acts etc etc.

PSED: To talk about myself positively.

Communication and Language: To develop their own narratives and explanations.

Physical Development: To experiment with ways of moving on equipment.

Literacy: To write a short story, which can be read back.



Mathematics: To count back to find the answer to a subtraction calculation.

Understanding of the World: To show sensitivity to others.

Expressive Arts and Design: To adapt my design where necessary.

Key Question Week 12: What have we loved about our first year at school?

For our final week in Reception children will be taking a trip down memory lane. The children have learned so much and really grown in many ways. Together we will continue to look at our transition to Year One. Children will be given opportunities to share the things that they are looking forward to and the things that may be worrying them and create a long lasting memory book, through images and written sentences! Children will be reading their favourite classroom books and sharing some of their favourite stories from the past year.

PSED: To speak confidently to a familiar group about my ideas.

Communication and Language: To express myself effectively, showing awareness of the listener.

Physical Development: To show good control when kicking a ball.

Literacy: To write about my memories in Reception.

Mathematics: To count in 10's.

Understanding of the World: To use ICT to take photos.

Expressive Arts and Design: To explore materials, experimenting with colour, texture and joining.