

## Personal Social Emotional Development (PSED)

- Sorry letters from Goldilocks to the three bears.
- Talking about good deeds link to pictures from the story- children think about good deeds they have done.
- Talk about how wrong stealing is- police to come in play memory games as jack stealing objects from the table.
- Go on a forest walk- look for different berries and fruits through a scavenger hunt. Discuss the dangers of foods we collect and don't know.
- Small and large voices-Experimenting with loud and soft. Playing Chinese whispers.
- Children will have the opportunity to talk to their parents at the ball about their work this term.
- Writing invitations to parents to the ball.

## The story of the Growing Beanstalk. Topic Web SUMMER 1 2016-17

### Physical Development (PD)

- Going on a bear hunt and finding out what bears like to eat- Making porridge that Goldilocks would not like and writing recipes for it.
- Play the game grandmothers footsteps and moving with their feet in different ways over a variety of objects.
- Using dried beans to make pictures of the giants face.
- Children will be following recipes to make magic stain glass mirror biscuits.
- Working on tidying the dwarves cottage using different tools- writing lists of chores to do.
- Please Mr Troll- A game where children can cross the river if they are wearing the correct colour.
- Triptrap- Moving around imaginatively to the noises and musical instruments.
- Throwing and catching ball games

### Communication and Language (CL)

- Role play the story with small world characters and costumes. Opportunity to talk about characters feeling throughout the story.
- Enlarged characters children write in speech bubbles thinking of parts of the story- what would they say.
- Children will look at pictures of different shoes and make a catalogue for the shoemaker in his shop.
- Children will create a magic mirror and will be learning about questions- writing questions around the mirror which will be answers- looking for words to replace fairest in the repeated sentences.
- Story with actions Performing the actions together and joining in with the repeated refrains as the story is read.
- Following recipes to make food for the ball- thinking of doubling, sharing and halving- sandwiches and pizzas.

### Understanding the World (UW)

- Look at bears in their natural habitats writing fact sheets.
- Collecting flowers and sorting them- looking at books on flowers to find out names- children making pictures with flowers.
- Investigating materials used to make shoes to see if they are waterproof.
- Planting magic seeds in wellington boots from last week- children talking about how to look after plants making writing posters for outside.
- Children will use the dwarves to practice counting and tall and short objects. Talk about lots of different people are different in many ways.
- Investigating reflection- children experiment drawing pictures using mirrors and experimenting with symmetry using different 2D shapes.
- Making a picture of a troll together using computer programs
- Bridges- Working together to make bridges from construction toys.
- Looking a life cycle of a frog
- Investigating floating and sinking in the pond sorting objects.

### Expressive Arts & Design (EAD)

- Finding words that begin with the b for bear and making a collage.
- Making masks of bears and goldilocks.
- Constructing a new chair for baby bear using outside construction materials.
- Making design for new wellington boots- children will paint wellington boots.
- Finding words that begin with the s and sh for shoes and making a collage.
- Painting with shoe prints
- Children will write different forms of poems- acrostic bean sprout poems and string writing poems to describe giant.
- Finding words and pictures that begin with 'j' sounds including 'g' sounds making a collage.
- Wheat and grass painting pictures of the beanstalk and giant.
- Children will create dwarf posters.
- Making decorations - looking at repeated patterns,
- Making pom, pom frogs
- Children will be creating a dance for the ball to Tchaikovsky's Sleeping Beauty waltz.

### Mathematics (M)

#### **Nursery Number**

Counting sets - one to one correspondence

#### **Matching number to quantity SSM**

Identifying/describing shapes  
Language of size

#### **Reception:**

#### **Numbers**

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

#### **SSM**

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### Literacy (L)

#### **Nursery**

#### **Writing**

Mark Making / cards

#### **Reading**

Name recognition

Concepts about print

Suggest story endings

#### **Reception:**

#### **Writing:**

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Reading:** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.