**Once Upon A Time**

**Spring 1**

**PRIME AREAS OF LEARNING**

**PSED**
- Making Relationships
  - Plays cooperatively with a familiar adult
  - Interested in others’ play and starting to join in
  - Seeks out others to share experiences
  - Plays in a group, extending and elaborating play ideas
  - Responds to what others say or do and keeps play going
  - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
  - Begins to learn that some things are theirs, some things are shared and some things belong to other people

- Self-confidence and Self-awareness
  - We understand and respect the roles of people who act and speak
  - We understand the consequences of our actions and words can hurt others’ feelings
  - Is aware of own feelings and knows that some actions can hurt or harm others
  - Takes turns and shares resources, sometimes with support
  - Is aware that some actions can hurt or harm others
  - Is aware of own feelings and knows that some actions and words can hurt others’ feelings

- Managing feelings and behaviour
  - We understand and respect the roles of people who act and speak
  - We understand the consequences of our actions and words can hurt others’ feelings
  - Is aware of own feelings and knows that some actions can hurt or harm others
  - Takes turns and shares resources, sometimes with support
  - Is aware that some actions can hurt or harm others
  - Is aware of own feelings and knows that some actions and words can hurt others’ feelings

**Communication & Language**
- Listening and Attention
  - Listens to and enjoys rhythmic patterns in rhymes and stories
  - Listens with interest to the noises adults make when they read stories
  - Listens to stories with increasing attention and recall
  - Anticipates key events and phrases in rhymes and stories
  - Understands who, what, where in simple questions
  - Shows interest in play with sounds, songs and rhymes

- Understanding
  - Identifies action words by pointing to the right picture
  - Understands who, what, where in simple questions
  - Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture
  - Begins to understand why and how questions

- Speaking
  - Copies familiar expressions
  - Begins to talk about people and things that are not present
  - Uses simple sentences
  - Beginning to use more complex sentences to link thoughts
  - Can retell a simple past event in correct order
  - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
  - Uses talk in pretending that objects stand for something else in play

**Moving and Handling**
- Running safely on whole foot
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools
- Beginning to use three fingers (tripod grip) to hold writing tools
- Makes small movements
- Anticipates key events and phrases in rhymes
- Begins to show preference for dominant hand
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Draws lines and circles using grass motor movements
- Uses one-handed tools and equipment such as scissors
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp
- Holds pencil near point between first two fingers and thumb and use it with good control
- Understands that equipment and tools have to be used safely

**Health and Self-Care**
- Shows a desire to help with dressing / undressing and hygiene routines
- Helps with clothing
- Observes the effects of activity on their bodies
- Dresses with help

**British Values**
- We respect the culture and beliefs of others
- We treat everybody equally
- We listen to and respect other people’s opinions and values
- We understand the consequences of our actions
- We understand and respect the roles of people who help us

**Core Reading Texts**

- **Week 1/2** - Gingerbread Man
- **Week 3/4** - Hansel & Gretel
- **Week 5/6** - Billy Goats Gruff

**Key Events and Celebrations**

- **5th January** – Birthday of Guru Gobind Singh Ji
- **14th February** – Valentine’s Day
- **31st March** – Mother’s Day
- **5th March** – Pancake Day
- **5th February** – Chinese New Year
- **5th of February** – Chinese New Year
- **5th of February** – Chinese New Year

**Khalsa Primary School Value**
- Vand Ke Shakna
- Kirat Karni
- Naam Japna
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Spring 1

SPECIFIC AREAS OF LEARNING

Literacy
Reading
• Repeats words or phrases from familiar stories.
• Fills in the missing word or phrase in a known rhyme, story or game.
• Listens to and joins in with stories and poems, one to one and also in small groups.
• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
• Suggests how a story might end.
• Listens to stories with increasing attention and recall.
• Describes main story settings, events and principal characters.
• Looks at books independently.
• Handles books carefully.
• Holds books the correct way up and turn pages.
• Knows that print carries meaning and, in English, is read from left to right and top to bottom.
• Has some favourite stories, rhymes, songs, poems or jingles.
• Shows interest in illustrations and print in books or jingles.
• Holds books the correct way up and turn pages.
• Recites numbers in order to 10.
• Sometimes matches numeral and quantity correctly.
• Separates a group of three or four objects in different ways and begins to recognise that the total is still the same.
• Knows that numbers identify how many objects are in a set.
• Shows an interest in number problems.
• Shows an interest in representing numbers spontaneously.
• Uses some number names and number language correctly.
• Uses positional language.
• Understands some talk about immediate past and future.

Writing
• Distinguishes between the different marks they make.
• Sometimes gives meaning to marks as they draw and paint.
• Ascribes meanings to marks that they see in different places.

Mathematics
Numbers
• Recites some number names in sequence.
• Creates and experiments with symbols and marks representing ideas of number.
• Begins to make comparisons between quantities.
• Uses some language of quantities, such as 'more' and 'a lot'.
• Uses some number names and number language spontaneously.
• Uses some number names accurately in play.
• Recites numbers in order to 10.
• Sometimes matches numeral and quantity correctly.
• Separates a group of three or four objects in different ways and begins to recognise that the total is still the same.
• Knows that numbers identify how many objects are in a set.
• Shows an interest in number problems.
• Shows an interest in representing numbers spontaneously.

Shape, Space and Measure
• Uses blocks to create their own simple structures and arrangements.
• Uses positional language.
• Understands some talk about immediate past and future.

Understanding the World
People and Communities
• Is curious about people and shows interest in stories about themselves and their family.
• In pretend play, imitates everyday actions and events from own family and cultural background.
• Has a sense of own immediate family and relationships.
• Enjoys pictures and stories about themselves, their families and other people.

The World
• Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
• Notices detailed features of objects in their environment.
• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
• Can talk about some of the things they have observed such as plants, animals, natural and found objects.
• Is developing an understanding of growth, decay and changes over time.

Technology
• Seeks to acquire basic skills in turning on and operating some ICT equipment.
• Operates simple equipment such as turning on a CD player or using a remote control.
• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

Expressive Arts and Design
Exploring and Using Media
• Explores and experiments with a range of media through sensory exploration, and using whole body.
• Begins to move to music, listen to or join in rhymes or songs.
• Notices, and is interested in the effects of making movements which leave marks.
• Joins in singing favourite songs.
• Creates sounds by banging, shaking, tapping or blowing.
• Experiments with blocks, shapes and marks.
• Sings a few familiar songs.
• Taps out simple repeated rhythms.
• Explores and learns how sounds can be changed.
• Explores colour and how colours can be changed.
• Beginning to be interested in and describe the texture of things.
• Uses various construction materials.
• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
• Joins construction pieces together to build and balance.
• Realises tools can be used for a purpose.

Being Imaginative
• Pretends that one object represents another, especially when objects have characteristics in common.
• Beginning to make-believe by pretending.
• Engages in imaginative role-play based on own first-hand experiences.
• Builds stories around toys.
• Uses available resources to create props to support role play.
• Captures experiences and responses with a range of media such as music, dance and paint and other materials or words.
• Developing preferences for forms of expression.