

# EYFS: Spring 2: Once Upon a Time

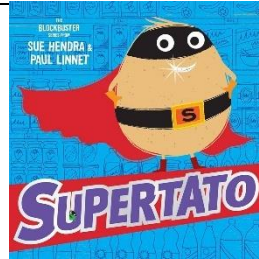
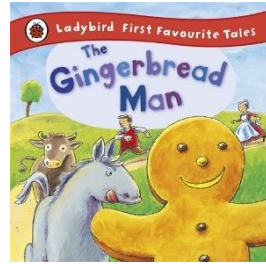
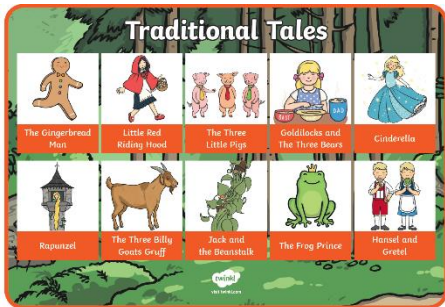
**Week 1: What is a traditional tale?**

**Week 2: Can I retell a story?**

**Week 3: What qualities make a hero?**

**Week 4: Who can be a superhero?**

**Week 5: Why do we celebrate Easter?**



## Traditional Tales:

### Possible learning experiences:

- Explore different traditional tales.
- Follow the clues to find the missing character.
- Compare different characters.
- Create story maps to retell a story.
- Hot seating – asking and answering questions about characters.
- Key Vocabulary:** traditional, tales, past, author, illustrator, plot, setting, character.



Can you draw and write a caption about your superhero?

Aspirations – What would you like to be when you are grown up?



**Best materials for a boat: Exploring different materials to create a boat for The Gingerbread man to get across the water without sinking.**



Can you make a boat at home? Draw and label your design. Put a picture on Tapestry.



**Questions to ask at home:** What traditional story do you know? Can you retell what happened in it?



## PSHCE – My Wellbeing

- How to look after ourselves
- Are we eating healthy food?
- Sorting foods
- Where do fruit and vegetables come from?

**Key Vocabulary:** exercise, healthy, wellbeing, safety.



Can you name the fruits you can see in your local shop? Where did they come from?



Florence Nightingale -The lady with the lamp.

She was a famous nurse who helped soldiers during the war.

**Key Vocabulary:** history, past, nurse, war, care, famous.



## British Science Week - The theme this year is Time!

### Possible learning experiences:

- Exploring time and how it has changed over the years.
- Using time to complete some experiments.
- Famous scientists.



## Mothering Sunday

Exploring the meaning behind Mother's Day. What makes Mum special?



## Physical Development



Our main learning intentions for PE this half term:  
I can aim at a target, throw with increased accuracy.

**Key Vocabulary:** aim, throw, underarm, overarm.

## Religious Education



**Signs of Spring: What is spring?**

Looking for the signs of spring on a spring walk: Going on a spring hunt!

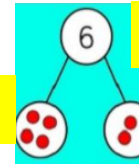
Ipads; take photos of the signs of spring.

**The Easter Story: Who is Jesus?**

We will learn about why we celebrate Easter.

**Key Vocabulary:** belief, celebrate, Jesus, Christian

## Maths: Comparison and Composition



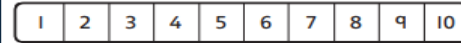
The whole is 6

The part is 4.

The part is 2.



**Number tracks:** Number tracks can help children to add and subtract by counting on or back. They provide a visual representation to support children when adding or subtracting.



**Counters:** Counters can be useful to show the processes of adding and subtracting by placing counters on a number track and moving them the relevant number of jumps.



Look and say the amount straight away.

Subitising

Measure Length, height.

Long



Short



Questions to ask at home:

Can you see any number spot patterns?  
How can you use it to subitise and count the full amount?



## Expressive Arts and Design:



Mixing colours to create a picture.

Following instructions / recipes to create and cook.

Following a self-created plan to create a design, gather materials and then create a model.

**Key Vocabulary:** design, observe, mix, create, plan, gather, materials, fix, join.

**Music:** Musical Stories



We will be exploring beat, tempo and pitch.

**Key Vocabulary:** beat, tempo, pitch, high, low, fast, slow, medium, perform.

## Literacy: Phonics (word reading)



tail in the rain	sheep in a jeep	a light in the night	soap that goes	zoom to the moon	hook a book
ai	ee	igh	oa	oo	oo
march in the dark	horn with a horn	cut the fur	wow owl	boing boing	get near to hear
ar	or	ur	ow	oi	ear
chair in the air	a bigger digger	Can you look at the letters and make the sounds? Can you hear and say the sounds in a word? Can you say the word, count the sounds and write a word for the sounds?			
air	er				

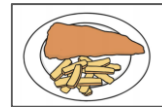
**Digraph:** two letters that make one sound.

**Trigraph:** three letters that make one sound.

## Literacy: Writing



Begin to orally compose and write a simple sentence with support.



The fish and chips are on the dish.

- 1) Orally compose (say) a caption.
- 2) Tap, clap, stomp the caption.
- 3) Count how many words.
- 4) Say first word / robot the word / write the word.



Can you design and write a card for a friend?

Can you draw a picture of a character from a story and write a caption?

Spell to write vc, cvc and cvcc words independently using phase 2 and phase 3 graphemes.

Spell some irregular common (tricky) words e.g. the, no, go to independently.

Holds a pencil effectively to form recognisable letters.  
Know how to form clear ascenders and descenders.

ascenders

b d h l k t

descenders

f j q p g y



Can you practise ascenders and descenders?