

SPRING 1 – EYFS – Traditional Tales – Knowledge Organiser

Topic Overview

This half-term we are going to be learning about traditional tales. We will read the children a variety of traditional tales and explore the similarities and differences between them.

As part of this, we will look closely at characters and plots before having a go at writing our own.

Book List (to support learning in Maths)

The Enormous Turnip
The Gingerbread Man
Little Red Riding Hood
The Three Little Pigs
The Three Billy Goats Gruff
The Elves and the Shoemaker

Chinese New Year

We will be looking at the traditional tale associated with Chinese New Year and how it is celebrated.

Which tales does your child know?

Do they have a favourite traditional tale?



Which numbers add to make 5?

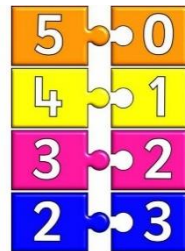
What does zero represent?

If I have 3, how many more would I need to make 5?

Where would you find zero on a number line?

Know your number bonds

to 5



Character	Setting	Plot	China	New Year	Zero	Number bond
Someone in a story.	Where the story happens.	What happens in the story.	A country in Asia.	When the old year ends and the new year starts.	A number that comes before 1.	Pairs of numbers which add up to a certain number.



Spring 1 – EYFS – Traditional Tales & Chinese New Year

<p>Communication and Language</p> <p>Listen to a range of Fairy tales</p> <p>Encourage children to predict, identify patterns, explain effect, speculate and draw conclusions.</p> <p>Play listening and speaking games in groups</p> <p>Model introducing a storyline into play</p>	<p>Assessment</p> <ul style="list-style-type: none"> - Ongoing Phonics assessment - Re-assess phonics groups - Re-assess maths groups - Ongoing Interventions - Use data to inform planning 	<p>Literacy</p> <p>Phonics – Play lots of blending and segmenting games.</p> <p>Support and scaffold children’s writing as opportunities arise.</p> <p>Share fairy tales with the children. Talk about story language.</p> <p>Write an invitation to the ball.</p> <p>Fairy tale story maps – talk for writing. Act out the story with actions</p> <p>Hot seating characters – questioning skills</p> <p>Story of Chinese New Year</p> <p>Encourage writing for a purpose in play</p> <p>Rhyming activities</p>	<p>MATHS</p> <ul style="list-style-type: none"> - Days of the week - Date - Daily Calendar - Count how many school dinners - Count how many pack lunches - Count how long it takes to take the register - Number recognition beyond 10 - Counts actions or objects which cannot be moved - Counts objects to 10, and beginning to count beyond 10 <p>Reliable counting beyond 10.</p> <p>Sing number songs involving counting on/back and counting in 2s, 5s and 10s</p> <p>Support children in solving problems and recording. Model using mathematical language</p> <p>Identify own mathematical problems</p> <p>Basic addition and subtraction</p> <p>Halving and doubling problems</p>
<p>Understanding Of The World</p> <p>Look at different castles</p> <p>Discuss family customs and routines. Talk about why we are all unique</p> <p>Chinese New Year</p> <p>Introduce the laptops and ipads and establish safe handling.</p>	<p>R.E</p> <p>Chinese New year</p>	<p>Expressive Arts And Design</p> <p>Singing phonics</p> <p>Singing maths</p> <p>Explore materials – printing</p> <p>Cinderella arts and crafts</p> <p>Learn a dance for the ball</p> <p>Sing songs and allow children to express themselves through dance, singing, acting, art etc.</p> <p>Allow children to experiment with different instruments</p>	<p>Physical Development</p> <p>PE with Mr Clare – encourage children to undress/dress themselves independently.</p> <p>Provide opportunities for children to develop their fine and gross motor skills – identify children that may need additional support</p> <p>Letter formation groups</p> <p>Promote health awareness – talk about exercise and eating healthy foods</p> <p>Encourage children to use and return resources</p>
<p>Personal, Social, Emotional Development</p> <p>Core Value - Freedom</p> <p>Brave Learning – weekly brave learning circle time</p> <p>Talk partners</p> <p>Conflict resolution</p> <p>Class rules</p> <p>Promote and praise being a kind friend</p>	Chinese New Year arts and crafts		



Spring 1 – EYFS – The environment all around us

Communication and Language

Listen to a range of stories

Encourage children to use talk to express themselves clearly. Use past, present and future forms accurately when talking about events

Encourage children to be an effective listener. Talk partners to share ideas and listen to each other .

Understanding Of The World

Communities and traditions

Similarities and differences in relation to living things.

Features of own environment and how environments vary.

Make observations of animals and plants and explain why things occur.

Trip to the Farm

Personal, Social, Emotional Development

Core Value - Freedom

Brave Learning – weekly brave learning circle time

Getting ready for year 1

Working together in a group

Being confident to try new things

Assessment

- Ongoing Phonics assessment
- Re-assess phonics groups
- Re-assess maths groups
- Evaluate interventions
- Plan new interventions
- Predictions of GLD

R.E

Can we learn from stories?

The boy who cried wolf

The hare and the tortoise

Expressive Arts And Design

Singing phonics

Singing maths

Explore materials in their own chosen ways

Building for a purpose

Minibeast sketches

Farmyard arts and crafts

Split pin farm animals

Literacy

Phonics – most children to be working on phase 3. some phase 4. focus on tricky words

Read stories about minibeasts e.g. The Very Hungry Caterpillar, The Bad Tempered ladybird etc.

Use non-fiction books to retrieve information

Children to make own non-fiction books

Read books with repeated refrains e.g. The Little Red Hen or Handa's Surprise. Use Talk for Writing.

Children to write own stories.

Children to begin to use punctuation e.g. a full stop, question mark, capital letter.

MATHS

- Days of the week
- Date
- Daily Calendar
- Count how many school dinners
- Count how many pack lunches
- Count how long it takes to take the register
- Number recognition
- Counts objects to 20.
- Sing number songs involving counting on/back and counting in 2s, 5s and 10s
- Using mathematical language to describe 2d and 3d shapes
- Use everyday language when discussing time
- Use everyday language when discussing money
- Add money together
- Solve problems involving money
- Be confident in addition and subtraction
- Number bonds

Physical Development

PE with Mr Clare – encourage children to undress/dress themselves independently.

Provide opportunities for children to show good control and co-ordination in large and small movements.

Handwriting books – check letter formation

Promote health awareness – talk about exercise and eating healthy foods

Encourage children to handle the equipment effectively.

