



Traditional Tales

Nursery | Summer 1

CURRICULUM SPOTLIGHT: LITERACY | COMMUNICATION AND LANGUAGE | PSED

ENQUIRY

How can we all live happily ever after?

OUTCOMES

Children will become familiar with a variety of traditional tales. Together, we will help Goldilocks to make friends with the three bears, we will bake our own Gingerbread Men and we will grow beanstalks to help Jack. We will investigate stories through theatre and role play to develop our knowledge of traditional tales. We will soon realise that some of our favourite characters do not make the best choices... What would we do if we were in their shoes?

VOCABULARY

Once Upon a Time
Good, bad
Characters
Predict

KEY TEXTS

Goldilocks and the 3 Bears
Jack and the Beanstalk

The Gingerbread Man

The Princess and the Frog

BACKGROUND KNOWLEDGE

Animal names

Golden agreements- what is right and wrong. Who made mistakes in the story and how should they fix them?

RESOURCES

Stories from around the world, costumes, props and puppets

PRIME AREAS

Communication and Language	Listening, Attention and Understanding		Speaking		
	<ul style="list-style-type: none"> Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books and be able to tell a long story 	<ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or a friend, using words and well as actions Use talk to organise themselves and their play 			
Personal, Social and Emotional	Building Relationships		Managing Self		Self-Regulation
	Help to find solutions to conflicts and rivalries	<ul style="list-style-type: none"> Develop appropriate ways of being assertive Do not always need an adult to remind them of a rule 		<ul style="list-style-type: none"> Begin to understand how others might be feeling 	
Physical	Gross Motor Skills		Fine Motor Skills		
	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Collaborate with others to manage large items, such as moving along plank safely, carrying large hollow blocks Skip, hop stand on one leg and hold a pose for a game like musical statues 		<ul style="list-style-type: none"> Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly 		

SPECIFIC AREAS

Mathematics	Number	Numerical Patterns	Spatial Awareness
	Links numerals and amounts e.g. showing the right number of objects to match the numeral up to 5	<ul style="list-style-type: none"> Extends and creates ABAB patterns Notice and correct and error in a repeating patten Begin to describe a sequence of events, real or fictional using words such as 'first...then' 	<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (circles, rectangles, triangles and cuboids) Use informal and mathematical language: 'sides', 'corners', 'straight', 'rounds' and 'flat' Selects shapes appropriately and with a purpose
Literacy	Comprehension	Word Reading	Writing
	<ul style="list-style-type: none"> Can name the different parts of a book e.g Title, author Can spot and suggest rhymes Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> Can count or spot syllables in a word Beginning to recognise some words with the same initial sounds 	<ul style="list-style-type: none"> Write some of or all of their name Write some letters accurately
Expressive Art and Design	Creating with Materials	Being Imaginative and Expressive	
	<ul style="list-style-type: none"> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses Create imaginative and complex 'small worlds' with blocks and construction kits Draw with increasing complexity and detail, such as representing a face with a circle and including details 	<ul style="list-style-type: none"> Sing the pitch of a tone sung by another people (pitch match) Play instruments with increasing control to express their feelings and ideas 	
Understanding the World	Past and Present	People, Culture and Communities	The Natural World
	<ul style="list-style-type: none"> Begins to make sense of their own life story and their family's history 	<ul style="list-style-type: none"> Continues to develop positive attitudes about the differences between people and their cultures Know that there are different countries in the world and talk about the differences they have experienced 	<ul style="list-style-type: none"> Talk about what they notice using a wide range of vocabulary Explore how things work Explore and talk about forces they can feel <p>Talk about the differences between materials and changes they notice</p>

