

Hercules Class Term 6

Traditional Tales:

- The Enormous Turnip
- Jack and the Beanstalk
- The Little Red Hen

Grow me a Story



		Early Years Foundation Stage	National Curriculum Year 1
Literacy	<p>The Enormous Turnip</p> <ul style="list-style-type: none"> • Learning and retelling the story, including performing the story to other members of the class. • Sequencing and retelling the story. • Newspaper report. • Writing an alternative story with a different vegetable and different characters (EYFS Story map with simple sentences). <p>Jack and the Beanstalk</p> <ul style="list-style-type: none"> • Learning and retelling the story. • 'Hot seating' the main characters, who is the real baddie and why? • Writing the story from the giant's point of view (EYFS Character speech bubbles). • Writing instructions for growing beans. <p>The Little Red Hen</p> <ul style="list-style-type: none"> • Recipe and instructions for making bread. 	<p>Phonics Phase 3/4</p> <p>Reading Early Learning Goal 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 understanding when talking with others about what they have read.</p> <p>Writing Early Learning Goal 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.</p>	<p>Phonics Phase 5</p> <p>Reading</p> <ul style="list-style-type: none"> • Read books aloud, accurately, that are consistent with their developing phonic knowledge. • Reread these books to build up their fluency and confidence in word reading. • Become familiar with traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases. <p>Writing</p> <ul style="list-style-type: none"> • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Say out loud what they are going to write about • Compose a sentence orally before writing it. • Sequence sentences to form short narratives. • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils

<p>Mathematics</p>	<ul style="list-style-type: none"> • Naming and describing 2D/3D shapes - Building a castle. • Counting beans and seeds (problem solving tasks including addition, subtraction, division and multiplication). • Measuring length, height and mass (The Enormous Turnip and other enormous vegetables). • Sharing bread linked to The Little Red Hen, recapping whole, half and quarters. • Measuring weight (baking bread). • Money - vegetable shop role play. 	<p>Number Early Learning Goal 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.</p> <p>Shape, Space and Measures Early Learning Goal 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.</p>	<ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals. • Count in multiples of 2s, 5s and 10s. • Read and write numbers from 1 to 20 in words. • Represent and use number bonds and related subtraction facts within 20. • Number bonds to 10, and 20. • Missing number problems such as $7 = ? - 9$. • One-step problems involving multiplication and division. • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Recognise, name and describe common 2-D and 3-D shapes.
<p>Science</p>	<p>Plants</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Seasonal changes</p> <ul style="list-style-type: none"> • Observe changes across the 4 seasons. • Observe and describe weather associated with the seasons and how day length varies. 		

Geography	<p>Human and physical geography</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Computing	<p>Technology Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Yr1 National curriculum Writing instructions for planting beans on the computer.</p>
Art & Design	<p>Famous Artist - Wassily Kandinsky Colour mixing - Learning about shade (The Enormous turnip). Sculpture - Building a castle.</p>
Personal, Social and Health Education	<p>SCARF PSHE</p> <ul style="list-style-type: none"> Living in the Wider World > Caring for the Environment Living in the Wider World > Rules, Rights and Responsibilities (Taking care of something)
Religious Education	<ul style="list-style-type: none"> Understanding Christianity - The Kingdom of God