

Reception-Autumn 2



article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

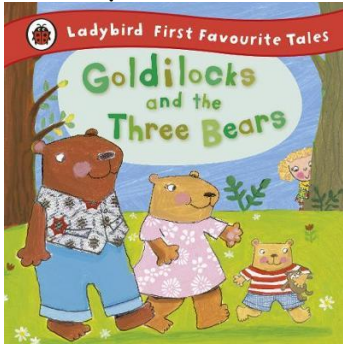
Once Upon a Time

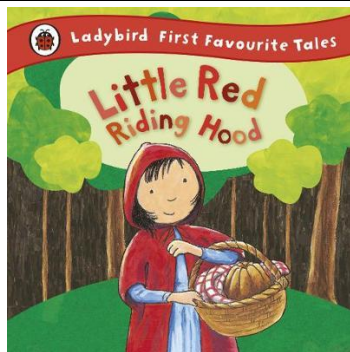
This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including *Cinderella*, *Goldilocks*, *Little Red Riding Hood*, *The Three Little Pigs* and *The Three Billy Goats Gruff*.



Development Matters Objectives

Maths	Number; Numerical patterns
PD	Gross motor skills; Fine motor skills
PSED	Self-regulation; Managing self; Building relationships
World	Past and present; The natural world
Exp A&D	Creating with materials; Being imaginative and expressive
CL	Listening, attention and understanding; Speaking
Literacy	Comprehension; Word reading; Writing
Memorable experience	Fairy tale magic
Innovate challenge	A story for the king

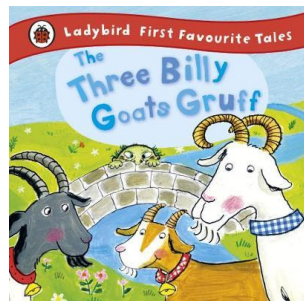
<u>Week</u>	<u>Key Focus</u>	<u>Key Text</u>	<u>Week in Brief</u>	<u>Key Vocabulary</u>
1	Memorable Experience - Fairy Tale Magic	A variety of Traditional Fairy Tales	<p>Arrange for the children to watch a pantomime based on a familiar fairy tale, such as <i>Cinderella</i>. Before the performance, read the story of Cinderella and encourage the children to learn the names of the different characters. If possible, organise time after the show for the children to meet some of the characters in person. If a pantomime visit is not possible, arrange for familiar characters to visit the children in the setting. You could invite the Wicked Witch from <i>Hansel and Gretel</i>, Baby Bear from <i>Goldilocks and the Three Bears</i> or Big, Bad Wolf from <i>Little Red Riding Hood</i>. Contact your local amateur dramatics group or secondary school drama club for help.</p> <p>Things the children could do</p> <ul style="list-style-type: none"> • Sit for a sustained period and listen to others • Join in with repeated refrains, such as 'He's behind you!' and 'Oh no, it isn't!' • Be confident to call out, sing or perform any actions needed to help tell the story • Ask questions • Cheer the goodies and boo the baddies 	Once upon a time, castle, kingdom, king, queen, prince, princess, fairy tale, traditional tale, story, beginning, middle, end, setting, character, events.
2	Into the Woods	<p>Goldilocks and the Three Bears by Nicola Baxter</p>  <p>Little Red Riding Hood by Mandy Ross</p>	<p>Skills and knowledge to develop:</p> <p>Many traditional tales are set in woodlands and forests.</p> <p>Fairy tales are stories that have been told to children for hundreds of years.</p> <p>Fairy tales are set in the past.</p>	Once upon a time, wolf, bear, forest, woodcutter, chair, porridge, bed, spoon, woodland.



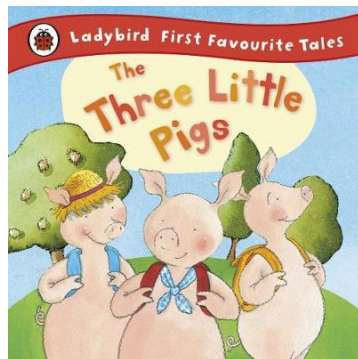
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Animal Tales

The Three Billy Goats
Gruff by Irene Yates



The Three Little Pigs by
Nicola Baxter

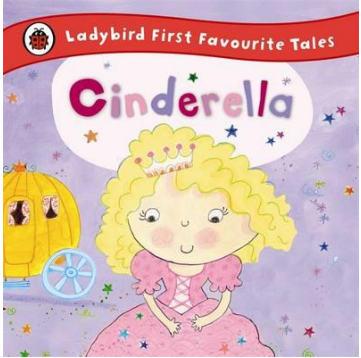


Skills and knowledge to develop:

Traditional tales often include animals as main characters.

Some creatures in fairy tales are made up, such as trolls.

Pig, wolf, house, troll, goat, bridge

4	Royal Tales	<p>Cinderella by Ailie Busby</p> 	<p>Skills and knowledge to develop: Stories, books and pictures are used to help people find out about events in the past and people who lived in the past. Identifying similarities and differences helps us to make comparisons between our life and life in the past. Objects from the past can look different to objects now. Kings, queens, princes and princesses are part of royal families. The United Kingdom has a royal family. Elizabeth II is the Queen of the United Kingdom.</p>	<p>King, queen, prince, princess, royal, castle, crown, fairy godmother</p>
5	<p>Innovate and Express - A Story for the King</p>	<p>A variety of Traditional Fairy Tales</p>	<p>Provocation: It is the King of Story Land's birthday! Every year he asks for new stories as his gifts. This year, he has asked for you to make up a new story and create puppets to act it out.</p> <p>My Favourite Story: Ask each of the children to choose their favourite story from the project. Invite children from an older class to come and read the stories with the children. Make time for the children to talk about their favourite stories and characters and share the activities they have explored during the project.</p>	<p>Once upon a time, castle, kingdom, king, queen, prince, princess, fairy tale, traditional tale, story, beginning, middle, end, setting, character, events.</p>

Sparkle and Shine

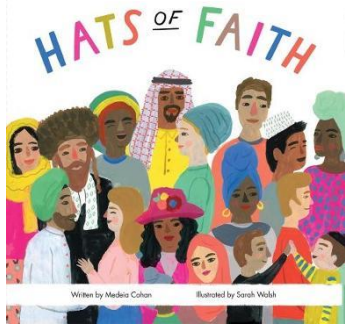
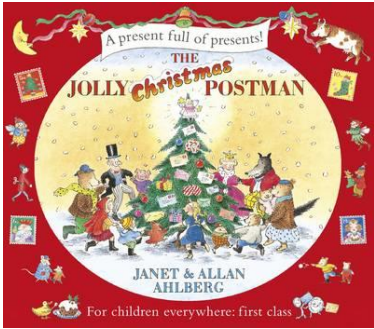
This project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.



Development Matters Objectives

Maths	Number; Numerical patterns
PD	Gross motor skills; Fine motor skills
PSED	Self-regulation; Managing self; Building relationships
World	People culture and communities; The natural world
Exp A&D	Creating with materials; Being imaginative and expressive
CL	Listening, attention and understanding; Speaking
Literacy	Comprehension; Writing
Memorable experience	Celebrations
Innovate challenge	Making tealight holders

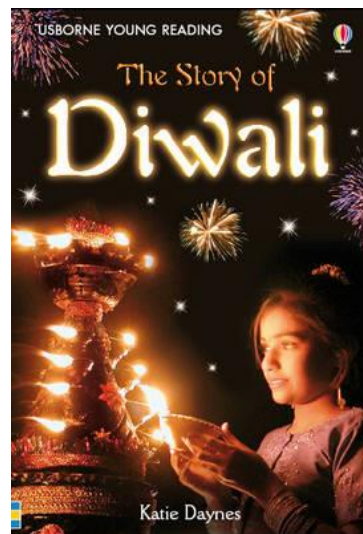
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<p>1</p>	<p>Memorable Experience - Celebrations</p>	<p>Hats of Faith by Medeia Cohan-Petrolino</p> 	<p>Watch the Sparkle and shine video together. Explain that a celebration is a way of remembering a special event or day. Give the children time to discuss their experiences of celebrations and ask questions to find out more about celebrations, such as when they take place, special clothes that are worn, special foods that are eaten and ceremonies associated with the celebration. Encourage the children to speak clearly and listen to each other to gain new knowledge. Discuss similarities and differences between the celebrations and encourage the children to bring in pictures of their own special celebrations to talk about and use them to create a child-led display with captions.</p>	<p>Celebration, celebrate, festival party, event, day, clothes, food, special, similarity, difference, Diwali, Christmas, Hanukkah, Ramadan.</p>
<p>1</p>	<p>Festive Lights</p>	<p>The Jolly Christmas Postman by Janet and Allan Ahlberg</p> 	<p>Discuss times when we give gifts and send cards and parcels, including birthdays and Christmas. Set up a card and letter writing station with blank cards, a variety of brightly-coloured pens, writing paper and envelopes. Invite them to choose someone to send a card or letter to and ask what they would like to write to them. Support the children with the writing process by encouraging them to sound out words.</p>	<p>Celebration, celebrate, party, event, day, clothes, food, special, similarity, difference, Diwali, Christmas, Hanukkah, Ramadan, bright, lights, festive.</p>

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Innovate and Express -
Making tealights -
Light Parade

The Story of Diwali by Katie Daynes



Making a Light:

Talk to the children about the different celebrations that happen in autumn and winter. Look at the [Festival of light picture cards](#). Discuss how each festival has different types of lights and lamps to help people celebrate. Explain that the children are going to make special tealight holders. Display a range of resources for the children to use and show examples of the different tealight holders by following the instructions below. Battery-operated tealights can be turned into either a diva lamp, lantern or candle.

Diva lamp

Use a ball of air drying, modelling clay to shape into a little pot, ensuring that a battery-operated tealight fits in the base. When dry, paint or decorate with glitter.

Lantern

Attach a cardboard or string handle to the top of a clear plastic cup using split pins. Cover the cup with coloured tissue paper, so that it makes colours as the tealight shines through.

Candle

Attach a battery-operated tealight to the top of a cardboard tube. Decorate the tube with shiny paper, paint and glitter.

Show the different types of tealight holders and talk about what type they would like to make and why. Give each child a [Festive light design template](#) and ask them to draw their design and tick the resources they will need. Support the children to make their tealight holders.

Light Parade:

Take the children on a light parade to show their tealight holders to the rest of the school. Invite parents in at the end of the school day to see what the children have made. Dim the lights in the classroom and let the lights shine. Show pictures of

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			<p>the children involved in their activities and invite them to share their experiences.</p>	
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