



**Understanding the World**

- **Jigsaw RE Celebrations**
- Know some similarities and differences between religious and cultural communities (Chinese New Year).
- Compare and contrast the past with the present day- use books, stories, characters and images.
- Compare vocabulary in traditional tales and modern stories.
- Explore the natural world around them and explain what they can hear, see and feel linked to seasonal change.
- Name materials and textures.
- Draw information from a map.
- **Kapow Computing- All about Instructions**

**How have stories changed?**

This term's value is...

**Inspiration**



**Class Books**

- Cinderella by Chloe Perkins
- Jack and the Beanstalk
- Goldilocks and The Three Bears
- Goldilocks and The Three Bears by Lauren Child
- The Runaway Wok/The Great Race
- You Choose Fairytales

**Vocabulary**

traditional tale   author   illustrator   past  
 now   then   before   years ago

**Communication and Language**

- Acquire new vocabulary and begin to use this in play.
- Be able to express a point of view and ideas.
- Listen and respond to stories using new vocabulary.
- Make comments about what they have heard.



### Literacy - Reading

- Engage in conversations about stories.
- Continue Phase 3 phonics and learn to read digraphs (two letters but one sound) and trigraphs (three letters but one sound).
- Retell stories through small world and role play.
- Describe events in familiar stories and predict events, whilst gaining vocabulary and knowledge from Non-Fiction books.
- Join with in with rhymes and repeated refrains.
- *Humpty Dumpty*
- *Wind The Bobbin Up*
- *Rock-a-bye Baby*
- *Twinkle Twinkle*

### Literacy - Writing

- Write captions and CVC words. E.g. *The cat* and *it is rain*.
- Form recognisable lower-case letters and capital letters.
- Develop grip and control when writing.
- Use phonics knowledge to write simple captions.

### Maths

- Representing, comparing and composition of 5.
- Representing and subitising (recognising the amount without counting) numbers to 5.
- Understand one more and one less relationship between consecutive numbers to 5.
- Subitising to 5 (recognising an amount without counting)
- Select, manipulate, and recognise 2D shapes within other shapes.

### Physical Development PE Gymnastics

- Negotiate space and obstacles carefully.
- Continue to revise and use fundamental movement skills: rolling - crawling - walking - jumping - running - hopping - skipping - climbing.
- Use core muscle strength to achieve a good posture when sitting at a table or on the carpet.
- Develop small motor skills so they can use a range of tools. E.g. pencils for drawing and writing and scissors for cutting.
- Hold a pencil using a tripod grip.

### Expressive Arts and Design

- **Kapow D&T- Textiles (Bookmarks)**
- Explore the use of tools and materials.
- **Kapow Music- Music and Movement Unit**
- Perform poems, rhymes, songs and stories. Express feelings and responses to music.
- **Access Art- How can we build worlds?** Creating story settings
- Make use of props and materials in the role play area to re-create well known stories.

### Personal, Social and Emotional Development

#### Jigsaw PSHE- Dreams and Goals

- Starts to show resilience and perseverance in the face of challenge.
- Work towards goals set.
- Express their own feelings using colour monsters and wellbeing check in and know how to regulate feelings.