



## This term's project in Reception

### Once upon a time...

We are learning all about traditional tales this term!

During this project, there will be lots of opportunities to retell and create stories using story boards, maps and puppets and develop imagination in the role play area.

### Could you be an author?

Did you know that traditional tales have been told for hundreds of years? We will learn what makes a good fairytale and about the difference of the clothes and words they use in the story compared to now. We will be focusing on the structure of stories including characters, settings and plots. We will begin to plan and write our own story using the knowledge we have learnt about traditional tales.

### Learning Launch

We will be dressing up as characters from traditional tales, sharing our favourite stories and going on a clue hunt to reveal the stories we will be learning about!

### How Can You Help?

- Read with your child at home as often as you can! Your child's reading book allows them to apply their phonics knowledge when learning to blend words. It is really important that they attempt to sound out the words and hear the word with some prompting if needed. Reading supports your child's speech, vocabulary and learning across the curriculum.
- Share traditional tales/fairy tales at home with your child. Can they say who the hero and villain is? What happens at the beginning, middle and the end of the story? Why are the character's clothes different?
- Share alternative versions of traditional tales. Talk about the setting, characters and plot of the story.
- Look at the knowledge organiser and see if your child can tell you what each word means on the vocabulary list. Can they tell you each tale we have read in school?
- Have a teddy bears picnic or a fairytale tea party!
- Go on a walk through the woods and retell a traditional tale set in the woods. (There are lots set in the woods!)
- Go on a trip to the supermarket. Look at the different types of beans, focusing on the shape and size and colour of them.
- Make porridge and taste some like Goldilocks.

### Experiences, Visits & Visitors

- Fairy tale tea party
- Porridge tasting/ Chinese food

### Things to remember

#### PE

The children will be taking part in longer PE sessions this term so please ensure that your child's PE kit comes into school on a Monday and goes home to be washed on a Friday.

#### Book bags

Your child should have a library (sharing) book that you can read to them, or they can use the pictures to tell the story. This supports reading for pleasure. They will also have a decodable book that matches their phonics knowledge to read to you at home. Finally, they will have a keyring of non-decodable words to learn. These words need to be recognised by sight and you cannot sound them out. Please read as much as you can at home with your child! It is important that children have their book bag in school each day, so we can hear children read, change their books and add non decodable words to their keyring.

#### Knowledge Summary

You will find a Knowledge Organiser on the reverse of this sheet. This will show all of the basic key knowledge that children need throughout the project and we would really appreciate you sharing this information with your child.

## English

We will be focusing on the tales Cinderella, Jack and the beanstalk, Goldilocks and the three bears, Goldilocks (Alternative version by Lauren Child), The Three Billy Goat's Gruff and The Chinese Zodiac story. We will be drawing lots of story maps and writing captions for each part of the story. We will be working up to planning and writing our own ending to a story.

We will continue to revise Phase 2 and 3 sounds and practice writing words with digraphs/trigraphs in e.g. ch,qu, air, igh. We will also be learning to read and write more non decodable words in captions. E.g. He is a king.

## Mathematics

This term in Maths, we are comparing numbers 1-5, adding and subtracting with 4 and 5 and recognising and counting to 6,7 and 8. We will be comparing pairs of numbers and combining two groups of objects. We will also be comparing weight and capacity and measuring height and length.