

Communication and Language

Stories through the arts allows the children to explore stories through music, art, dance, drama and imaginative play. The children will watch and listen as well as be a part of the story telling. Telling stories through drama and using puppets in the puppet theatre are just a couple of the story telling avenues the children will explore. The children will be required to anticipate key events and respond to what they see and hear with relevant comments, questions or actions.

English

In our English sessions, the children will focus on fairy tales and take a look at character, setting and plot. We will create story maps to retell a familiar fairy tale with actions. The children will have many opportunities to write sentences in meaningful contexts. I will also be looking for the use of capital letters, finger spaces and full stops.

In the phonics sessions, the children will be introduced to Phase 4. They will be using their segmenting and blending skills when reading and writing. Handwriting will continue to be taught through our phonics programme and we will consolidate how to join letters when using cursive letter formation. Phonics will continue to take place on a daily basis. Please continue to work towards your child's targets in reading and writing.

Physical Development

This half term the PE sessions with Jon will focus on ball skills. The children will incorporate skills previously learnt in PE, such as ways to travel, using space and being coordinated to aid with their ball skills. On a Wednesday the children will take part in Cosmic Yoga sessions that focus on fairy tales.

Outdoor Learning – Understanding the World

The outdoor environment will be an inspirational setting where the children can create stories about what they see and hear, being inspired by wildlife to create character roles and magical lands from natural materials.

The children will plant runner beans (Jack and the Beanstalk) and nurture the potatoes and onions that are currently growing by pulling up weeds and watering the area when it is dry. They will also feed and watch the garden birds and play in the mud kitchen.

Dodford First School

Topic Overview

Fairies and Frogs is an imaginative and creative topic. It will involve the exploration of story maps, story openings, character and plot. We will look at how a story is told and re-tell stories in a variety of ways.

The Sensational Starter will be a virtual fairy tale workshop delivered by the Fresh Water Company.

Fairies and Frogs

Exploring Stories through the Arts



Expressive Arts and Design

Fairies and Frogs embrace expressive arts and design, allowing the children to freely use their imagination and creativity to fully immerse themselves in the topic. The children will take part in drama, being involved with a group which has a narrator and even using dialogue taken directly from the story. They will bring scenes to life by making props and scenery. Also, the children will complete a range of craft activities from clay fairy huts and frogs to creating their very own fairy world. The children will learn about two artists, Kandinsky and Mondrian. They will look at examples of their artwork discuss colour, lines and pattern. The children will have a go at creating their own versions!

Understanding of the World

Computing skills will be developed through a range of 2Simple programs including 2Graph and 2Paint. The children will gather and input data to create a bar chart using 2Graph. The bar chart will show the most popular fairy tale story and fairy tale character within Wren Class. The children will learn about the life cycle of a frog by observing the pond, watching factual clips, exploring non-fiction texts and sharing own knowledge.

Personal, Social and Emotional Development

Through PSED activities, the children will explore different characters and how their actions affect others. They will discuss their own behaviour and how the choices they make have consequences. There will be many activities linked to drama that focus on facial expression and how they show how a person may be feeling, allowing the children to connect to the character and develop their role. The children will also explore the importance of healthier and safer lifestyles. This will include personal safety and cover the NSPCC PANTS programme.

Mathematics

In mathematics, the children will continue to recap, apply and extend their knowledge and understanding of number, shape, space and measures. Each maths session will start with a recap of identifying numerals and ordering. Solving problems by doubling, halving and sharing will be our main focus in maths within the classroom and measures will be the focus outdoors. The children will be given the resources and equipment required to measure capacity, distance, height, length, weight and time.



Key skills will be developed in all areas of the curriculum and learning will be linked to our Topic Focus wherever appropriate

Phonics Booklets

Please continue to encourage your child to learn the letters and sounds, and irregular words, provided within their most recent pack. Revisit previously taught sounds as much as possible. It is very important that your child can recognise the grapheme (how it looks) and say the correct phoneme (sound). This will improve their skills in spelling and reading. In addition, forming the new grapheme correctly is also important. Please ensure your child is starting and joining the letters in the correct place when using cursive formation at home. The focus this half term is Phase 4. Phase 4 introduces consonant blends and clusters as well as some new irregular words. There are no new sounds to learn in Phase 4.

Maths Ideas

Please support your child at home with number. Sing number nursery rhymes on the way to school such as 1,2,3,4,5 Once I caught a Fish Alive and 5 Little Ducks, count the stairs on their way to bed, count the number of flowers in a plant pot in the garden, spot numbers on car registration plates and on front doors. Flash number cards 0-20 and ask your child to identify each number by name as they get dressed for school or when they've finished their breakfast. Whilst waiting for their dinner, they could order the numerals 0-20 and say one more or one less than any given number. Provide opportunities for your child to solve problems with number including doubling, halving and sharing amounts.

If you would like more information on the NSPCC PANTs programme please follow this link

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>