



Foundation Topic: Once upon a time...

Term: Spring 1

Topic Length: 7 weeks

INTENT	Vision	Together we all discover, learn, grow and succeed					
	Values	W	A	R	M	T	H
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
	Learning Behaviours		Disciplinary Knowledge		Substantive Knowledge		
	Attitudes and attributes for learning and life		Know how – Subject specific thinking and problem solving		Know what – Deep learning of the key knowledge.		

IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	<i>To develop a love for reading and story telling.</i>										
		Hook: Theatre trip to see ‘The Man who Wanted to be a Penguin’.					Celebration: To retell an action story of a traditional tale to the Year 1 children.					
	Main Subjects	Communication and Language			Understanding the World				Expressive Art and Design			
	Key Performance Indicators	<ul style="list-style-type: none"> Retell a range of traditional stories using key vocabulary. Generate and ask questions about an object in a box. Use full sentences and a range of vocabulary when talking to others. Listen and respond to what has been read. <p>Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions. 			<ul style="list-style-type: none"> Know where Antarctica and Ivybridge are on a map. Discuss the similarities and differences between Antarctica and where we live. Generate and ask questions about Antarctica to a visitor. <p>Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 				<ul style="list-style-type: none"> Take on a character role. Retell a story using the key story language. Use props and work with others to retell stories. <p>Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories. Perform poems and stories with others. 			
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary/ Oracy	Being Healthy/ Active	Equity of Education	Developing Learning Behaviours	Fluency				



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

Areas of learning	Key Performance Indicators – achieved through whole class teaching, continuous provision and targeted intervention.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Share and take turn in our continuous provision. • Play circle games to develop relationships with our peers and adults. • Listen and respond to each other and develop our talk partner skills. • Jigsaw – Share our dreams and goals with each other.
Physical Development – Gross and Fine Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely. • Demonstrate strength, balance and coordination. • Travel and move in a variety of ways - run, jump, dance, hop, skip and climb. • Develop our gross and fine motor skills using the Ten 10 Activities. • Playing ball games in P.E (Hockey and Tennis).
Literacy	<ul style="list-style-type: none"> • Read Write Inc - Read set 1 letters – m a s d t l n p g o c k u b f e l h r j v y w z x sh th chq u ng nk. Fred talk and blend the sounds in CVC and CCVC words. • Weekend write – children to apply their phonic knowledge.
Maths	<ul style="list-style-type: none"> • Maths Fluency – Subitise to 5, know different ways of making 5. • Maths No Problem – Subitise to 5, recognise numerals and amounts to 5, explore 2D shapes and positional language.



Key Objective Progression

Prior Knowledge	Foundation Stage – Once upon a time...’ - Key Objective (ELG)	Future Learning
<p>Development Matters – Communication and Language – 3-4 Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary.</p>	<p>Communication and Language – Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p>	<p>Year 1 - English – Spoken Language Ask relevant questions to extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>
<p>Development Matters – Understanding the World – 3-4 years Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Understanding the World – The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Year 1 - Geography - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>
<p>Development Matters – Expressive Arts and Design – 3-4 years Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Expressive Arts and Design – Being Imaginative and Expressive Invent, adapt and recount narratives and stories.</p>	<p>Year 1 - English – Reading Comprehension Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognise and join in with predictable phrases.</p>
<p>Development Matters – Expressive Arts and Design – 3-4 years Remember and sing entire songs.</p>	<p>Expressive Arts and Design – Being Imaginative and Expressive Perform poems and stories with others.</p>	<p>Year 1 - English – Reading Comprehension Learn to appreciate rhymes and poems, and to recite some by heart.</p>