Foundation 2 Topic Overview- Fairytales

(Key activities linked to learning objectives, needs of children and topic)

Term: 3

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|  | **Weekly focus and key texts** | **Communication & Language**  | **PSED** | **PD** | **Literacy** | **Maths** | **Understanding of the World** | **Expressive Art & Design** | **Additional** |
| **1** | **Princes and Princesses** | Share stories about princesses and princes and compare to real life princes and princesses | R time | Leap into life week  | Describe/label a prince/princess | Counting objects 4/10/20. Matching objects to numbers. Recognising and ordering numerals.  |  | Role playMake crowns |  |
| **2** | **Ginger bread man** | Read – At school – Oxford reading tree. Focus upon listening and retelling. Naming the characters.  | Stranger danger  | Leap into life week Links to EAD\*Make a ginger bread man | Retell the story of the gingerbread man – using pictures to sequence.  | Counting objects 4/10/20. Matching objects to numbers. Recognising and ordering numerals.  | ICT focus-using paint to produce a picture. | \*Paint a ginger bread man\*Thread and sew ginger bread men | Will need to use the ovens. Check availability |
| **3** | **Goldilocks and the three bears** | Tell the story of Goldilocks and the Three Bears – Focus upon the children’s ability to respond to questions and making comments. The ability to answer how and why questions.  | Talk about why it is wrong to steal or take something that isn’t ours.  | Leap into life week Links to lit – Focus on pencil grip and letter formation. Ensure those struggling with HW are picked up in their books and practise with a teacher.  | Using pictures – write the story of Goldilocks and the Three bears.  | Weighing out porridge oats and making Porridge with an adult  | During whole class/key worker time – share a non-fiction book with the children about bears and where they can be found in the world. (Focus on children’s ability to respond to how and why questions) | Learning the skill of collage – collage a patchwork bear |  |
| **4** | **The little red hen** | Retell the story of The Little Red Hen. Answer questions about the story focus on extending answer with an explanation/reasoning. | Talk about why she wouldn’t share her bread and why it is important to help each other. R time activity (orange book pg 47) | Leap into life week Make bread | Sequence and write instructions on how to make bread. | 2d shapes-properties and naming shapes | Discuss what happens when we plant seeds. What do they need to grow?  | Role play focus-retelling the story and acting it out. How could the other animals have helped the little red hen. |  |
| **5** | **The Three Little Pigs** | Retell the story of The Three Little Pigs. Hot seating with children. Discuss type of questions to ask and how to answer. | Why didn’t the Three Little Pigs like the wolf? What could the wolf have done different? | Leap into life week  | Wanted poster for the wolf. Describe what he looks like. | Counting objects 4/10/20. Matching objects to numbers. Recognising and ordering numerals.  |  | Printing-to make the different houses the pigs build. |  |
| **6** | **Three Billy Goats Gruff** | Retell the story. Answer questions about the story focusing on extending answers. | R time | Leap into life week  | Retell the story of the 3 Billy Goats Gruff | Orders and sequences familiar events. |  | Different textures to make the scene from the story. |  |