

What's it all about?

Who are we? Who are our new friends? Who has brothers and who has sisters? What colour eyes do we have? What are our favourite foods? What do we want to be when we grow up? What about our parents and grandparents? We will be having lots of circle times as we discuss these things, practising our listening and speaking skills, as well as developing our confidence in the classroom. As we find out about each other, we will see that we have lots in common and the potential to play and learn with others who share the same interests. We will also be finding out about the different parts of our bodies, what they are called and what they can do.

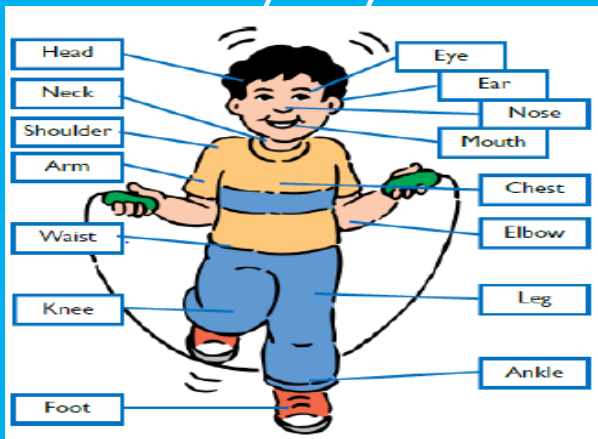
Questions to ask

- What do you look like?
- Who is in your family?
- Where do you live?
- What do you know about the world you live in?
- What is your home like?
- What is your school like?
- Where do you like to visit?
- Who is in your community?
- Who could we say thank you to for caring for us?

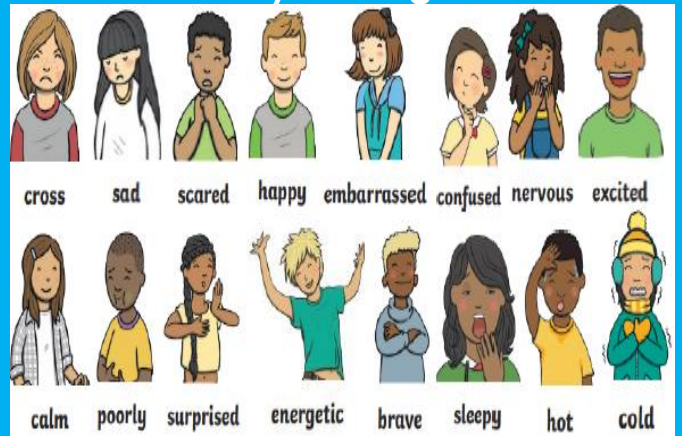
Books and Rhymes

- What do you do at the weekend? (NF)
- My Body (NF)
- Heads, Shoulders, Knees and Toes
- I've got a body.

My Body



My Feelings



Our New Learning – Facts and Knowledge

We all look different and unique. We have different colour hair and eyes, we are different shapes and sizes, we have different personalities, we have different interests and likes/dislikes and we have different families.

We live in different houses in the same community. There are lots of different people living in our community and we have shops, schools and houses. What else do we have?

We have five senses that help us to explore and understand the world. They are sight, hearing, smell, taste and touch.

Home Learning Project

- Make a model or portrait of yourself or someone else in your family.
- Research your own family tree.

Our Golden Rules

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property.

Wow Words!

Different, unique, colours and describing words to talk about hair, eyes and skin.
 House, bungalow, flat, townhouse, caravan, barn, South Shields, North East, community.
 World, country, town, street.
 Body, heart, muscles, senses.

Investigation Station

- Mirrors and self-portrait drawing and creating
- Family photos
- Talking about our families
- Maps and photos of South Shields
- Using our senses



What's it all about?

Traditional tales have been passed down from generation to generation. We tell them to our children, as we have been told them by our parents, and they have been told by their parents and so on for many, many years. We often come across a good character and a bad character and might involve them making a journey. We will explore the ideas of right and wrong here, as well as choices we have to make. We want to get the children involved, to join in with the refrains (e.g. run, run as fast as you can...) and to ensure these traditional tales are relived and—who knows—passed down by them to future generations!

Questions to ask

- If Goldilocks was hungry, is it ok that she ate the porridge?
- Can you remember the rhymes/refrains we say?
- Who is the scariest or naughtiest character—why?
- Can you remember the refrains/rhymes from the stories?

Books and Rhymes

- Little Red Hen
- Little Red Riding Hood
- Goldilocks and the Three Bears
- The Gingerbread Man
- When goldilocks went to the house of the bears

Our New Learning – Facts and Knowledge

Whilst reading with your child, here are some key questions that can promote discussion

<p>What do you think this story is about?</p>	<p>What do you think will happen next?</p>	<p>If you could make a new ending what would it be?</p>	<p>What happened in the middle part of the story?</p>
<p>What is the moral to this story?</p>	<p>What happened at the end of the story?</p>	<p>Why do you think they did that?</p>	<p>Which part of the story did you like the most? Why?</p>

A character is someone in a story—it doesn't have to be a person.
 The setting is where the story happens.
 Stories have a beginning, middle and end.
 No-one knows who first wrote these tales, they have been spoken about for hundreds of years.
 Traditional Tales have a problem or something bad that happens, but that it (usually!) has a happy ending.

Investigation Station

- Tasting types of bread and making bread
- Making gingerbread men
- Making porridge and trying different toppings

Wow Words!

Author, illustrations, setting, character, plot, moral, villain, event, suddenly, protect, beginning/middle/end, fierce, fearsome, ferocious, petrified, terrified, gobbled, roared, boomed, bellowed, gruff, sharp, claws, snuck, sneak, forest, sneak, snuck, crept, strode, scampered, trotted, sprinted, cowered, marched, stomped. Maths—taller and shorter, tallest and shortest, big and small, biggest and smallest, long and short, longest and shortest, medium size.

Home Learning Project

Make a model or picture of something or someone from a traditional tale.

Explore it more at home

- Read some traditional tales at home with your child.
- Make some porridge, gingerbread men or bread!

Once there lived
Once upon a time
Long long ago
One day
They lived happily ever after

