

Once Upon A Time

Spring

Knowledge



Organiser

Reception - Seahorse Class

Key line of enquiry – What are the key features of a hero and a villain?

Task – Create a story map and act out the story with friends.

I can listen to and talk about stories to build familiarity and understanding
 I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words
 I can use new vocabulary in different contexts.
 I can listen carefully to rhymes and songs, paying attention to how they sound.
 I can learn rhymes, poems, and songs
 I can know some similarities and differences between the natural world around them and contrasting environments

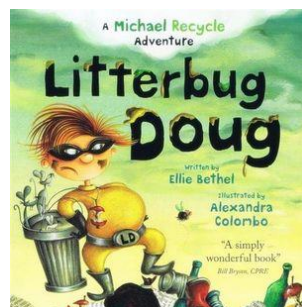
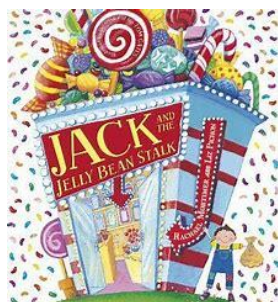
I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
 I can invent, adapt, and recount narratives and stories with peers and my teacher with support
 I can make use of props and materials when role playing characters in narratives and stories
 I can understand the past through settings, characters and events encountered in books read in class and storytelling
 I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

Key questions and focus

What is a traditional tale?
 What is a non-traditional tale?
 How does a traditional tale usually begin?
 How does a traditional tale usually end?
 Who are the characters?
 Which characters were good characters?
 How do you know this character is good?

Which characters were bad characters?
 How do you know this character is bad?
 What happened in the story?
 What happened next in the story?
 What happened at the beginning, middle and end of the story?
 Which part of the story did you enjoy the most?
 How would you change the story?

What materials are objects made from?
 How can we recycle?
 Where does rubbish go?
 How do we look after the planet?
 How can we grow crops?
 Where do foods come from?



Vocabulary		Vocabulary		Vocabulary	
Once upon a time	Traditional tale	A story that has been retold over many years. Sometimes called a fairy tale.	Prince, princess	The son and daughter of the King and Queen	
Suddenly	Character	A person or animal in a story.	Ogre, troll	A big, frightening, and scary creature who eats people	
After that	Setting	Where a story takes place.	Curse	A spell cast by a witch that causes harm to someone	
One sunny day	Plot	Describes the events that make up a story, usually in a sequence.	Harvest	The process or period of gathering in crops	
One dark night	Hero	The main character in a story. A hero is usually, a character who is good and well-liked.	Litter	A collection of rubbish left in public spaces	
Next	Villain	Could be mean, nasty, or evil! The character who is the opposite of the hero.	Earth	The planet we live on	
In the end	Long ago	Something that takes place in the past.	Sustainable	The ability to maintain or promote a process over a period of time	
Happily, ever after	Far away	Somewhere that is a long distance from you.	Recycle	To use/make waste materials into new materials and objects	

Curriculum links

Communication and language	PSED	Physical	Literacy	Mathematics	Understanding the world	Expressive art and design
Ask children their favourite stories.	Discussing personal experiences from the weekend	Develop overall body-strength, balance, co-ordination, and agility	Continue to write my name. Begin to write my surname	Story sequencing.	Grow some vegetables	Explore Monet's Garden
Hot seating characters from the story.	Discussing favourite stories	Further develop the skills they need to manage the school day successfully:	Blend sounds into words to support reading and writing	Make a castle using paper 2d shapes.	Make a simple salad	Create Monet's Garden
Discussion – what magic would the children like to experience?	Turn-taking games – honey bear, honey bear, pin the tail on the pin	Know and talk about the different factors that support their overall health and wellbeing	Change the story ending – how could it end? Could the Wolf become the Pigs friend?	Measure size of chn feet and compare	Plant a bean	Recycle objects to create art
Listening activities – circle game – one child says 'I'm a big Billy Goat Gruff' in a squeaky or deep voice, other children guess who it is.	Kim's memory game		Descriptive writing	Use bridge to investigate prepositions – on top, under etc	Discuss how to protect the planet	Make a beanstalk
	Discuss how to look after a pet		List of tools to build houses		Discuss what recycling is	Act out the story
					Explore different crops, animals, lifecycles and habitats	Create puppets/masks of the characters