



# Scheme of work

Learning Journey

KG2 – Summer Term

2020

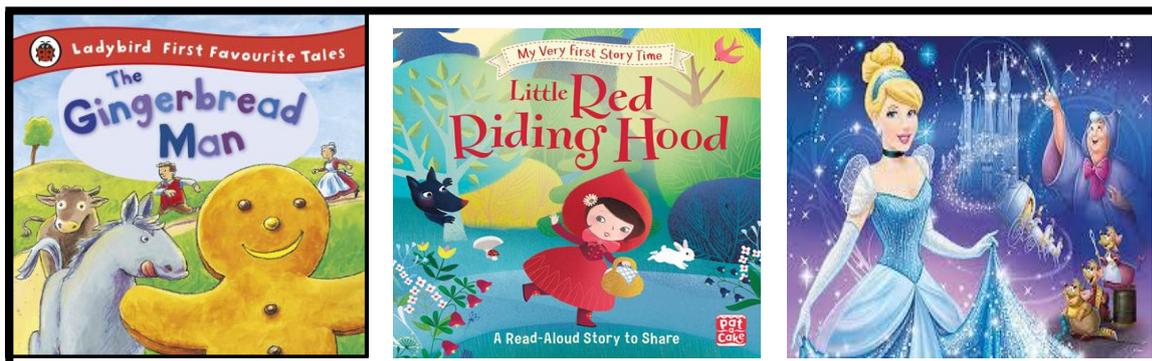
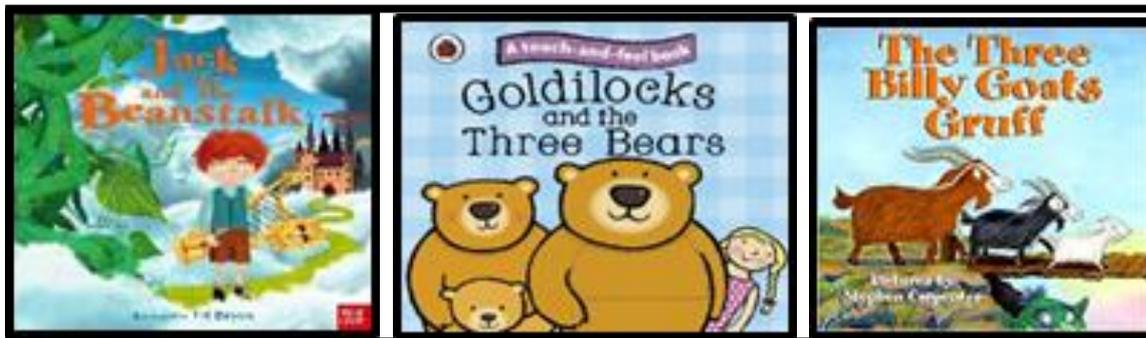
**Welcome back!**

We hope you are all ready for our final Summer Term, which is packed with fun and exciting learning!

**This term's learning Journey topic is: 'Spinning a Yarn'**

(Based on Traditional Tales- Jack and the beanstalk, The Three Billy Goat Gruff, Goldilocks and the Three Bears and many more).

**Stories we are going to be learning about?**



**Nursery Rhymes and Songs we are going to be learning about.**

Song 1- Cow for Sale	Jack and the Bean stalk Song 2- Climbing up the beanstalk	Jack and the Bean stalk Song 3- Fee, Fi, Fo, Fum!	<b>The Three Billy Goats Gruff</b> Song- WATCH OUT FOR THE TROLL
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## Welcome back Kindergarten Classes!

Our Learning Journey topic for this term is 'Traditional Tales) Spinning a Yarn'  
In order for you to support your child's learning, here are some of the areas we will be covering during this term:

### EYFS Learning Areas:

#### EYFS: Personal, Social and Emotional Development

- Well-being and Cultural Diversity.
- Look at Cinderella-discuss families/being rich poor/kind or cruel.
- Talk about how we should behave towards family/friends.
- Discuss strangers in fairy tales-should we trust them?
- Circle time games- encourages children to think about the things they are good at and explore their own special talents.
- Encourage children to tell the group their favourite part of the story.
- Work together as teams to create a role play and small world in the classroom.
- Share their learning with the rest of the class.
- Practice playing in our role-plays with other children, understanding that we play in ways which respect each other, and listen to each other's ideas.

#### EYFS: Communication and Language/Listening/ Speaking

- Reading and retelling a large range of traditional tales. (Guided Talk)
- Answer how and why questions about their experiences and in response to stories and events.
- Retelling stories in own words using props.
- Create re-enactments of stories in forms of plays or interviewing characters (hot seating) asking the reasons and explanations for their actions (Talk for writing).
- Discuss the good/bad characters and describing them using descriptive language.
- Look at repetitive phrasing in stories.
- Learning new songs and singing their favourite songs and rhymes
- Talking about themselves and their interests in front of a small group during show and tell.

#### EYFS: Physical Development

- Blocks, piping, roles typeset to make buildings –dens/castles/palaces.
- Using smaller construction equipment to make castles/bridges chairs /houses (smaller scale.)
- PE in hall –travelling in different ways –animals/ royal people/Billy goats and show good control and co-ordination in large and small movements etc.
- Discuss fast / slow movements.
- What's the time Mr. Wolf?
- Team games.
- Re- enact the story and experiment with different ways moving, e.g. jumping and skipping like goats, stomping like a giant etc.
- Finger gym activities to develop fine motor skills.
- Developing their ability to handle and use tools appropriately and safely.

### EYFS: Literacy/ Reading/Writing

- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Read and understand simple sentences.
- Creating story maps and story mountains.
- Writing labels, captions and simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
- Discuss the good/bad characters and write about them.
- Describing the characters using descriptive language and use the descriptive words in their writing.
- Look at repetitive phrasing in stories.
- Look at the beginning middle and ends of fairy stories. Is it always a happy ending and creating new endings for stories? Rewrite the endings of stories e.g. the gingerbread man gets away
- Write their own stories based on the traditional tales but changing the characters.

### EYFS: Mathematics- Numbers/ Shape, Space and measures

- Count reliably with numbers from 1 to 30 and place them in order saying which number is one more or less than a given number.
- Using quantities and objects add and subtract two single digit numbers and count on or back to find the answer.
- Solve problems. including doubling, halving and sharing
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.
- Look at the sizes in traditional tales, The Three bears, The Billy goats gruff etc. discuss language big, medium sized little etc.
- Create bridges /houses /chairs according to sizes of characters.
- Giant measuring. Look at giant's footsteps what could we measure with them? Measure the children in the class and sort according to height. Draw around each child and display in right order.
- Measuring ingredients-making porridge, baking gingerbread men, making fairy cakes.
- Use language related to time- What's the time Mr Wolf?
- Beginning to use everyday language related to money.
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### EYFS: Understanding the World- People & community/The world/Technology

- Changes in materials through cooking activities- Gingerbread men, fairy cakes, making porridge.
- Dough activities, exploring textures and discussing using fairy tale dough mats.
- Testing strength of materials through Goldilocks story and The Three Billy Goats Bridge.
- Look at the clothes which fairy characters' wear, how are they different from clothes we wear every day. Think about modern outfits they would wear e.g. Red Riding Hood might wear a red hoodie top!
- Growing our own beanstalks and observing the changes in the roots shoots etc.
- Create maps/follow routes to/from various starting points- through the woods/ from the palace /over the bridge etc.
- Select and use technology for a particular purpose.
- Talk about similarities and differences in relation to places, objects, materials and living things.
- Know about similarities and differences between others, families, communities and traditions.

### EYFS: Expressive Arts and Design (Music, Art & Design & DT)

- Sing songs, make music and dance, and experiment with ways of changing them.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Junk modelling- making houses and bridge for 3 billy goats/ bears a tower for Rapunzel, design a new chair for baby bear. Collage pictures from a variety of stories a wall freeze displaying all characters we have learnt about. Making puppets- sewing their own hand puppets /making lollypop stick puppets to react stories with.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Making match stich house for the Bears.
- Troll collage pictures.
- Design a ball gown for Cinderella/ A suit for a prince.
- Design a new crown for a prince / Princess.
- Listen to regal music/ Compose music for end of the year celebration/ performance/ Graduation.

Thank you for your help and continued support.

Warmest Regards,  
The KG2 Team

**Mrs Khan** (Head of KG2 and KG2D class teacher)

**Ms Owen** (KG2A class teacher)

**Miss Brickley** (KG2B class teacher)

**Mrs White** (KG2C class teacher)

**Miss McCleery** (KG2E class teacher)

**Miss Imee, Miss Huda, Miss Nawal, Miss Ameera and Miss Amal** (Teaching Assistants)