

Prime Area: Personal, Social and Emotional Development (PSED)

- We will be talking about different feelings and about their fears in a non-threatening way. The children will be exploring what they could do if they were ever scared and discuss ways to keep monsters out.
- They will be encouraged to think of monsters that they like e.g.: Monsters Ink, The Gruffalo etc.
- The children will be learning about empathy – How do you think the monster feels when he finds out that people thought he would eat them? What is the monster really like?

Religion-Revelation

- Driving Big Question: How can we be like Jesus and be a shepherd to others?
- To read and understand that Jesus teaches us through stories called parables: The Lost sheep.
- To know that Jesus is The Good Shepherd and looks after us. He knows us all by name.
- To know that Jesus has many shepherds on earth who lead us in our prayer life.

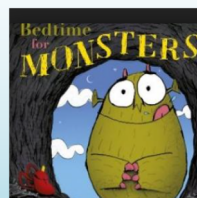
Specific Area: Expressive Arts and Design (EAD)

- They will be encouraged to design their own monster trap.
- In the modelling area they will be set the challenge of making their own bottle of monster spray.
- The children will be using art and craft materials to create their own 'monster food' which they will sell in our 'Monster Café' role-play area.
- They will create their own friendly monster and use their imagination to think about what it looks like, where it lives and what it likes to eat.
- They will have the opportunity to create their own monster den and cave as well as create monster masks.

Prime Area: Communication and Language (CL)

- The children will be encouraged to use their imaginations to work out who the footprints in the classroom belong to and verbalising their sentence to their partner. 'I think it is a ...'
- We will use talk to act out 'Bedtime for Monsters', re-telling it in our own words and using props in our outdoor area to bring the story to life.
- The children will talk about what they like/do not like about the story. What will they tell their friends about this book?
- We will combine all the children's monsters that they have created to produce a book that they can verbally narrate, re-telling their own monster story.

St Peter's Reception Year Spring term 1: Marvellous Monsters! 3 weeks



Specific Area: Understanding the World (UW)

- We will investigate more maps, tube, bus, local area. Look at signs and symbols that give instructions or directions for a journey.
- The children will make their own signs and draw maps on a small and large scale.
- We will be using roamers and bee-bots (remote controlled toys) to follow routes and map journeys.

Prime Area: Physical Development (PD)

- The children will be using large and small equipment to explore journeys and travelling.
- We will be looking at prepositions like 'over, under, across, above, below, around' and work out ways of travelling on equipment or around a space.
- The children will be using the bikes in our outdoor area to go on a journey, like the monster, describing where they have been and what they saw.

Specific Area: Literacy

- They will write down who they think the footprints belong to. e.g.: I think it is a snow monster.
- We will be creating and labelling a map of the monster's journey as they will re-call the main settings that he has passed through.
- We will look at descriptive words to make our writing sound more exciting.
- The children will be encouraged to find similarities with other familiar stories e.g.: We're Going on a Bear Hunt and 'The Gruffalo'.
- We will continue to use descriptive words to label what our monster looks like and write a class poem about our monster.
- The children will write what food they would like to see in the 'Monster Café', using their imaginations e.g.: eye- ball juice and Toasted Tongue Sandwiches!

Specific Area: Mathematics (M)

- We will be exploring shapes and their properties, making friendly monsters out of 2D and 3D shapes and using the correct vocabulary to describe shape properties.
- They will be re-introduced to money and the value of each coin, as well as using combined 1p and 2p coins to pay for their food order.
- We will be counting in 2s using a pair of monster footprints as our starting point.
- We will be exploring subtraction in a fun and practical way – singing monster songs and finding ways to record our answers (pictorially and beginning to look at the abstract form e.g.: number sentences)