



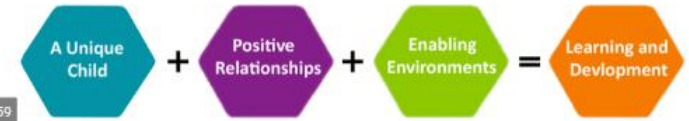
*Parent Booklet*

*Spring 1*

*What is your favourite story?*



**The early years foundation stage**



Week 1 – The  
Gingerbread Man

Week 2 – Goldilocks and the  
Three Bears

Week 3- Three Billy Goats  
Gruff

Week 4 – Jack and the  
Beanstalk

Week 5 - The Enormous  
Turnip

Week 6 – Little Red Riding  
Hood



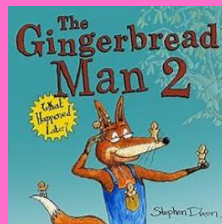
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What is your favourite story?



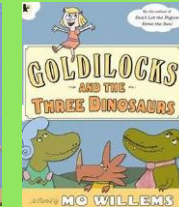
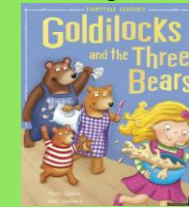
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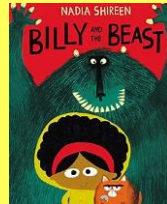
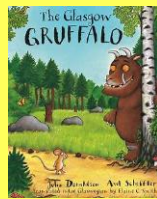
Week 1 –  
Key texts



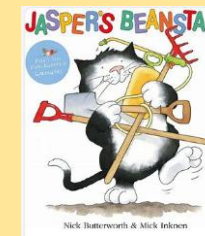
Week 2 –  
Key texts



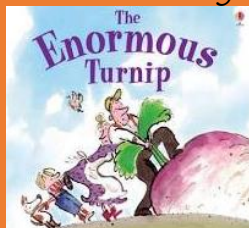
Week 3–  
Key texts



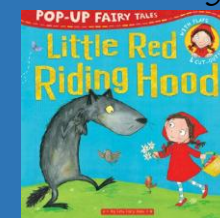
Week 4 –  
Key texts



Week 5  
Key texts



Week 6  
Key texts





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*What is your favourite story?*



**The early years foundation stage**



WEEK 1  
 DATE: 6<sup>th</sup> – 9<sup>th</sup> January 2026  
 Key Focus for the week: The Gingerbread Man

**Key questions to ask at home:**  
 Have you baked before? What can you bake? What characters are in the story? What does chase mean? How do we cook Gingerbread man? Why did the Gingerbread man run? Can you think of sly character in a story? What did the fox say to the Gingerbread man? Can you remember the Gingerbread mans song? Have you visited a bakery?

**Key vocabulary**  
 Run, jog, fast, chase, bake, cow, horse, man, woman, fox, river, house, sly, slow  
 Gingerbread, kitchen, cooking, sneaky,

**Maths focus**

The children will be exploring their number sense of numbers to 10. We will be reinforcing that when a ten frame is full they do not need to recount – but they need to know it is ten when full. We will be encouraging subitising through looking at the dots on dice and dominoes.  
**Subtizing – it is the ability to tell the number of objects in a set, quickly without counting.**

**Literacy Focus**

The children will be learning how to express their thoughts and feelings. This is where we encourage the children to draw and write about their picture that they are imagining in their head whilst reading a piece of text.  
 The children will be starting to use their phonics to write a simple sentence. The children will practice saying their sentence first before finding the sounds in the words.  
**Sentence stem: It is a . . .**

Silver thread: (The silver thread is an independent skill that children need to be able to do in school)  
 I can play with others and take turns.



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What is your favourite story?



### The early years foundation stage



WEEK 2  
 DATE: 12<sup>th</sup> – 16<sup>th</sup> January 2026  
 Key Focus for the week: Goldilocks and the Three Bears

**Key questions to ask at home:**  
 How do traditional tales begin? What did the story take place? What characters are in the story? What do the characters do in the story? Can you describe what Goldilocks looks like? Do you think Goldilocks is a good character or a bad character? Can you explain your answer?

**Key vocabulary**  
 Forest, wood, cottage, big, medium, small, tiny, large, soft, cosy, comfortable, Goldilocks, bears, delicious, tasty, hot, cold

#### Maths focus

We will be using the part whole diagram to model putting the two parts together to make a whole number. The children will physical represent this through objects and using their subitising knowledge from the week before to help quickly; identify the whole number when adding two parts together.  
 The children will be taught that the two parts are always smaller than the whole number when adding together.

**Addition to 10: combining two groups to make a whole.**

Silver thread: (The silver thread is an independent skill that children need to be able to do in school)

#### Literacy Focus

The children will be looking at using new words in their speech. We will be using descriptive words to describe the characters and objects in the story.  
 The children will be starting to use their phonics to write a simple sentence. The children will practice saying their sentence first before finding the sounds in the words.

**Sentence stem: It is a...**

*I can use actively engage with stories, rhymes and songs.*



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What is your favourite story?



## The early years foundation stage



### WEEK 3

DATE: 19<sup>th</sup> – 23<sup>rd</sup> January 2026

Key Focus for the week: Three Billy Goats Gruff

#### Key questions to ask at home:

What happened in the middle of the story? Where was it set? Who were the main characters? Do you know any other versions of the story, how are they different? Why is the troll under the bridge? Are there any characters that make foolish choices? Why did the goats need to cross the bridge? What could they have done instead? Have you ever been over a bridge before? What did you see? What is a bridge for? Do you know any famous bridges? How else could you cross a river? What are the number bonds that make 5? What is the whole number? What are the two parts? Where do we use a capital letter?

#### Key vocabulary

Happy, gruff, goat, lazy, big, Billy, Troll, the, green, grass, Capital letter, Place, Country, Important, bridge, cross, Over, under, next to, choices, characters,

#### Maths focus

Number bonds to five – part whole model and recording independently.

They will be challenged through looking at sums and being able to explain why or why not that could be a number bond to 5. EG 10 add 6, it cannot be a number bond because the numbers are greater than 5.

Children will be recapping the number bonds to 5- finding two numbers when added together make 5.

#### Literacy Focus

The children will be looking at the beginning, middle and end of the story, being able to sequence the story and retell it in their own way.

Children will be recapping their knowledge of the tricky word 'is', being able to find it on the CEW board to support their writing.

Sentence stem: It is a . . .

Silver thread: (The silver thread is an independent skill that children need to be able to do in school)

I can make marks and give meaning to them.



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*What is your favourite story?*



**The early years foundation stage**



WEEK 4  
 DATE: 26<sup>th</sup> – 30<sup>th</sup> January 2026  
 Key Focus for the week: Jack and the Beanstalk

**Key questions to ask at home:**

When reading at home ask your child what happened first, next and finally in the story.  
 Who are the characters? Do you know anyone in real life similar to these characters? What do you need to grow a bean stalk?  
 Have you every planted anything before? What happened? What is valuable to you? What would you do if you jumped into the book? Would you climb the beanstalk? How would you feel if you climbed into the story? How did jack feel when he got to the top?  
 What could he see at the top of the beanstalk? How long did it take him to climb to the top? How would you feel if someone came into your house without asking? (Just like jack did to the giant)

**Key vocabulary**

Beanstalk, grow, large, small, huge, giant, Massive, enormous ginormous growth golden special miracle, strange unimaginable climb stretch tall short axe  
 English Man first next after finally sequence story characters magic valuable

**Maths focus**

**Literacy Focus**

Number bonds to 10 – exploring.  
 They will need to explain how they know and show in many different ways how to make 10 with different resources and show this independently within the provision.

**Children will be using a range of resources to discover the numbers that go together to make the whole number 10.**

We will look at different variations of the Jack and the Beanstalk story and we will compare to find similarities and differences.

We will be continuing to learn to write a simple sentence using our phonics.  
 Sentence stem: It is a...

Silver thread: (The silver thread is an independent skill that children need to be able to do in school)

**I can remember and use names of the other children in my class.**



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*What is your favourite story?*



**The early years foundation stage**



**WEEK 5**  
**DATE: 2<sup>nd</sup> – 6<sup>th</sup> February 2026**  
**Key Focus for the week: The Enormous Turnip**

<b>Key questions to ask at home:</b>	<b>Key vocabulary</b>
What are root vegetables? Do you work with anyone else to achieve something like in the book? Have you every grown any vegetables? What else might you find on a farm? How do you keep plants alive? What vegetables do / don't you like? What characters are in the story? What is a farmers job? What do turnips taste like? Have you ever eaten a turnip? What does enormous mean? Can you think of any other words to describe the turnip? What happens to the amount when you add things together? What are the two parts? What happens to the whole number? Does your number get greater or smaller? What is an adjective? What adjectives can you think of to describe the characters?	Happy, grumpy, sparkling, brave, Bored, hungry, large, short, old, fast root Vegetables enormous large huge grow Team work turnip greater smaller farmers Characters alive adjectives

<b>Maths focus</b>	<b>Literacy Focus</b>
Number bonds to 10 –recording We will also be introducing number stories where children will need to listen and take note of what is happening within the story e.g. Miss Ellis had 4 cakes and Miss Carter brought in 6 more. How many are there altogether?  The children will be learning to record their knowledge of number bonds to ten through number sentences or marks that they can explain.	The children will be finding words in a book and think of another word that means the same e.g. big – large, enormous. We will talk about the meanings of these words.  We will be continuing to learn to write a simple sentence using our phonics. Sentence stem: It is a...

Silver thread: (The silver thread is an independent skill that children need to be able to do in school)  
 I can verbally retell a story using key vocabulary.



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What is your favourite story?



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WEEK 6

DATE: 9<sup>th</sup> – 13<sup>th</sup> February 2026

Key Focus for the week: Little Red Riding Hood

Key questions to ask at home:	Key vocabulary
How did Goldilocks escape? Who saved her? How did she get to Grandmas house? Can you describe what the wold/Grandma looked like? Why was she visiting Grandma? Why did the wolf need a disguise? What did the wolf use to dress up? Who are the bad characters in the story? Do you know any other bad characters from other stories?	Wolf, grandma, forest, travel, house, Disguise, big, teeth, scary, ears, eyes, wood Cutter, safe, trick, beginning, middle, end

Maths focus

Literacy Focus

Doubling facts

We will be using numicon and unifix cubes to demonstrate our doubling facts. We will also play games with ladybird spots to show the children how to make a double. The children will do some creative maths, where they can use paint to print and fold to create a double.

The children will be learning doubling facts to 10, such as  $2 + 2 = 4$ .

The children will be comparing characters across the range of Traditional Tales we have focused on this half term.

The children will be focusing on using the rhyme for their sounds to make sure they have formed them correctly.

Sentence stem: It is a . . .

Silver thread: (The silver thread is an independent skill that children need to be able to do in school)

I can hold a writing tool confidently to form letters.



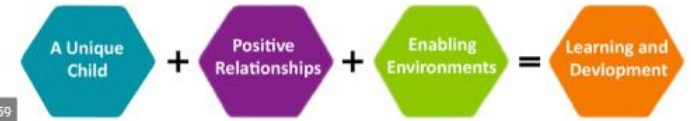
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What is your favourite story?



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Common exception words to continue to revise...

the	to	no
a	I	go
do	you	is
he	she	we
be	me	of
said	has	his



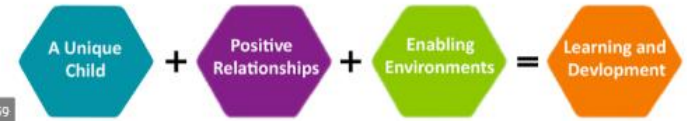
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What is your favourite story?



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Phonic Green Word Cards – practice sounding out and blending the cards. Towards the end of this half term children will start to learn their special friend sounds.

g <u>a</u> p	p <u>a</u> n	t <u>o</u> p
g <u>o</u> t	d <u>o</u> g	p <u>i</u> n
t <u>i</u> p	p <u>i</u> g	d <u>i</u> g
s <u>i</u> t	i <u>t</u>	i <u>n</u>
o <u>n</u>	a <u>n</u> d	a <u>n</u>

j <u>e</u> t	w <u>e</u> t	v <u>e</u> t
y <u>e</u> s	w <u>i</u> sh	w <u>e</u> b
y <u>e</u> t	j <u>a</u> m	y <u>a</u> p
j <u>o</u> g	w <u>i</u> n	y <u>u</u> m
r <u>a</u> t	r <u>e</u> d	r <u>u</u> n

u <u>p</u>	c <u>u</u> p	m <u>u</u> d
k <u>i</u> t	b <u>e</u> d	g <u>e</u> t
m <u>e</u> t	b <u>i</u> n	b <u>a</u> d
c <u>a</u> t	c <u>a</u> n	c <u>o</u> t

w <u>i</u> ng	ch <u>i</u> n	th <u>i</u> ck
ch <u>o</u> p	ch <u>a</u> t	qu <u>i</u> t
qu <u>i</u> z	s <u>i</u> ng	th <u>i</u> ng
b <u>a</u> ng	th <u>i</u> s	th <u>i</u> n
f <u>i</u> x	s <u>i</u> x	z <u>a</u> g
z <u>i</u> p	f <u>o</u> x	b <u>o</u> x



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What is your favourite story?



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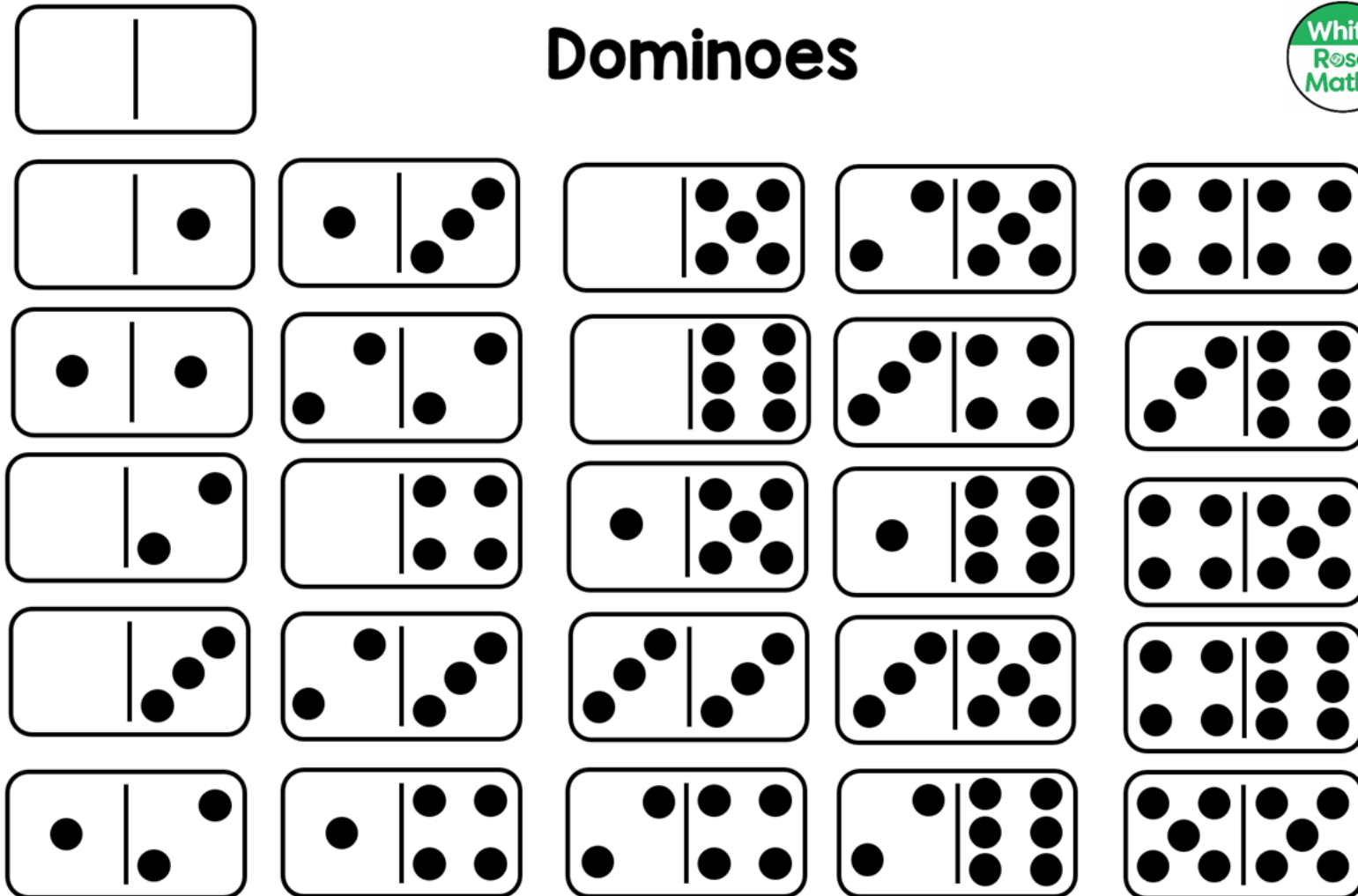
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Resources for maths:

# Dominoes





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What is your favourite story?



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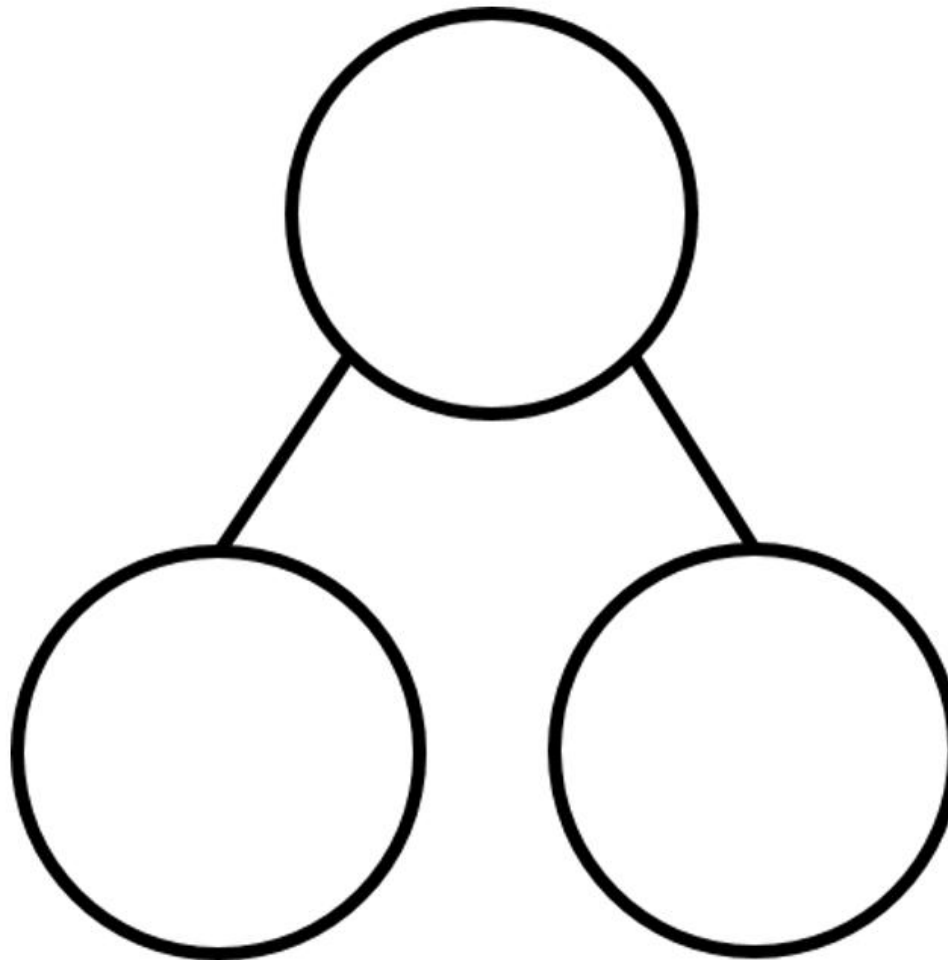


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## Part-whole Model





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What is your favourite story?



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## Digit Cards



0	1	2	3	4	5
6	7	8	9	10	
0	1	2	3	4	5
6	7	8	9	10	



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What is your favourite story?



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# Ten Frames - Compare









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What is your favourite story?



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Synonyms to use to describe characters or objects / events:

### Happy

captivated	gleeful	pretty
cheerful	jolly	stunning
content	lively	superb
eager	lovely	terrific
ecstatic	overjoyed	thrilled
enjoyable	pleasant	tremendous
fantastic	pleased	

twinkl.com

### Sad

alone	distressed	horrible
angry	dreadful	hurting
awful	empty	ignored
bewildered	gloomy	sorrowful
bitter	glum	terrible
bored	grumpy	
cheerless	heartbroken	

twinkl.com

### Big/Small

colossal	minute	little
enormous	tall	measly
gigantic	towering	mini
great	vast	miniature
huge	weighty	narrow
immense	compact	short
mammoth	dinky	teeny
massive	limited	tiny

twinkl.com

### Hot/Cold

baking	warm	icy
boiling	biting	snowy
fiery	bitter	wintry
scalding	chilly	
scorching	crisp	
sizzling	freezing	
sweltering	frosty	

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 What is your favourite story?



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## My Number Mat



0 	1 	2 	3 	4 	5 	6 
7 	8 	9 	10 	11 	12 	13 
14 	15 	16 	17 	18 	19 	20 



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### Spring 1

*What is your favourite story?*



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- m** Maisie, mountain, mountain
- a** round the apple, down the leaf
- s** slither down the snake
- d** round the dinosaur's bottom, up its tall neck and down to the feet
- t** down the tower, across the tower
- i** down the body, dot for the head
- n** down Nobby, over his net
- p** down the plait and over the pirate's face
- g** round her face, down her hair and give her a curl
- o** all around the orange
- c** curl around the caterpillar
- k** down the kangaroo's body, tail and leg
- u** down and under, up to the top and draw the puddle

- b** down the laces to the heel, round the toe
- f** down the stem and draw the leaves
- e** lift off the top and scoop out the egg
- l** down the long leg
- h** down the head to the hooves and over its back
- r** down its back and then curl over its arm
- j** down its body, curl and dot
- v** down a wing, up a wing
- y** down a horn, up a horn and under its head
- w** down, up, down, up
- z** zig-zag-zig
- q** round her head, up past her earrings and down her hair
- x** down the arm and leg and repeat the other side



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*What is your favourite story?*



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My Mini Movie

