

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

In this theme, we will explore the children's feelings about monsters. The purpose of the topic is to dispel any fears and understand that Monsters are from our imaginations only and not real. The children will:

- Talk about their fears in a non-threatening way
- Explore what they can do if they are ever scared and discuss ways to keep monsters out
- Think of 'story' monsters that they like (Sulley from Monsters Inc., The Gruffalo) and recognise that they have been created by people for fun
- Learn about empathy – How do you think the story monster feels when he finds out that people thought he would eat them? What is the monster really like?

Specific Area: Mathematics (M)

In our maths learning during this theme, we will cover the following unit from our White Rose Maths scheme: **Growing 6, 7, 8**. The children will learn all about:

- The numbers 6, 7, and 8
- Making pairs
- Different ways to make 6, 7, and 8
- Combining two groups to find how many altogether
- Length, height and time.

Linked to our topic and beginning mathematical routines, the children will:

- Explore shapes and their properties, making friendly monsters out of 2D and 3D shapes and using the correct vocabulary to describe shape properties
- Revisit money and the value of each coin, as well as using combined 1p and 2p coins to pay for their food order in the Monster Cafe
- Count in 2s using a pair of monster footprints as the starting point
- Explore 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).

Prime Area: Communication and Language (CL)

The children will arrive at school one day to find that some mysterious footprints that have appeared. We will encourage them to use their imaginations to suggest who the footprints in the classroom belong to, verbalising their sentence to a partner, e.g. 'I think it is a ...' In this theme, the children will:

- Use talk to act out 'Bedtime for Monsters,' re-telling it in their own words and using props in our outdoor area to bring the story to life
- Talk about what they like/do not like about the story
- Create their own monsters and combine their ideas to produce a book that they can verbally narrate, re-telling their own monster story.

Marvellous Monsters



Specific Area: Understanding the World (UW)

The children will:

- Investigate maps, looking at signs and symbols that give instructions or directions for a journey
- Make their own signs and draw maps on a small and large scale
- Use roamers and bee-bots to follow routes and map journeys
- Consider traditional tales that have been passed down through history that have a 'bad' character in, such as 'The Three Little pigs' and 'Little Red Riding Hood,' and compare these to modern day, monster stories.
- Look at the different landscapes in the book (swamp/ forest/ mountains) and discuss where these might be seen. Can you see them in England? Why/why not? Think where in our local environment might look like this (e.g. Hengistbury Head).

Religious Education (RE)

The 'Big Question' driving our learning in our Christmas unit is, 'How can we be like Jesus and be a shepherd to others?' The children will read and understand that Jesus teaches us through stories called parables. They will look at 'The Parable of the Lost Sheep' in detail. The children will learn that Jesus is 'The Good Shepherd' – that he looks after us all and knows us all by name.

Prime Area: Physical Development (PD)

The children will use large and small equipment to explore journeys and travelling, mirroring the monster's journey in Ed Vere's 'Bedtime for Monsters.' The children will look at prepositions (such as over, under, across, above, below, around) and work out ways of travelling on equipment or around a space. The children will use 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 (L)

This topic allows lots of exploration of repeated story patterns and recreating and adapting well known stories. The children will:

- Write down who they think the mysterious footprints that have appeared in their classroom belong to, e.g. *I think it is a snow monster/tiger*
- Create and label a map of the monster's journey, recalling the main settings that he has passed through
- Look at descriptive words to make their writing sound more exciting
- Find similarities with other familiar stories (e.g. 'We're Going on a Bear Hunt' and 'The Gruffalo')
- Continue to use descriptive words to label what our monster looks like, eats and where it lives
- Create and write down foods to sell in the 'Monster Café', using their imagination (e.g. eye-ball juice and toasted tongue sandwiches)!
- **In phonics we will learn the phonemes:** air/ er
- **We will look at words with double letters:** dd/mm/tt/ bb/ rr/ gg/ pp
- **Our tricky words this topic are:** are, sure, pure

Specific Area: Expressive Arts and Design (EAD)

The children will:

- Be encouraged to design their own monster trap
- Be challenged to make their own bottle of monster repellent
- Use art and craft materials to create their own 'monster food,' which they will sell in our 'Monster Café' role-play
- 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
- Create their own monster den and cave as well as monster masks.