

EYFS Areas of Learning: Traditional Tales and Fairy Tales

(Planning shows intended activities but is flexible to adapt to the needs and interests of the children as the term progresses)

Mrs Grayson/Mrs Butler
Spring Term 2019

Personal, Social & Emotional

- Discuss positive rules together & expectations of behaviour
 - Listening carefully to each other during circle/carpet time.
 - Share achievements using stickers and reward certificates
 - Sustain attentive listening & concentration for longer periods of time
- Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. Form good relationships with adults and peers. Have a positive self-image, and show that they are comfortable with themselves.
- Respond to significant experiences, showing a range of feelings when appropriate. Consider the consequences of their words and actions for themselves and others.
- Ways of helping a friend like the three little pigs.
 - Talking about how building requires teamwork.
 - Identifying favourite foods – linked to "The Gingerbread Man".
 - Discussing times that the children have felt scared.
 - Thinking about the actions of characters from the stories – do the children think they made the right choices?
 - Opportunities to use digital cameras independently.
 - Working with friends in the building site role play area – display photos of good team work.
 - Involve the children in planning enhancements for each area of the classroom, based on which parts of the story they have enjoyed.



Maths Numbers and Shape, Space and Measures

- Use ordinal numbers in different contexts.
Sort familiar objects.
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
Use everyday words to describe position.
Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
Order two items by weight.
Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
- Possible Learning Experiences:
- Ordinal number – linked to "The Gingerbread Man" characters, races in outside area, lining up etc.
 - Sorting gingerbread men with different attributes.
 - Adding two sets of objects
 - Positional language – obstacle course for the goats to reach the other side, position of materials in the construction role play area.
 - Comparing weight of building materials. Add scales to outdoor maths area.
 - Identifying and describing 3D shapes – link to building houses.
 - Provide objects to order by size – link to "The Three Billy Goats Gruff".
 - Gingerbread men cutters for dough table with number cards to count corresponding number of buttons.
 - Money – buying materials in the construction role play area.
 - The Three Little Pigs– Building houses using 3D Shape



Physical Development

Developing Fine Motor Skills

- Regular daily activities to promote skills to get children ready for writing e.g. Hammering, cutting, threading, gluing, tying, manipulating, pulling, pushing, balance, strength, eye-hand co-ordination, Jigsaw puzzles, playdough, clay.
- Using chunky chalks, paintbrushes, paints, water, marker pens on a larger scale to develop mark making and writing skills
- Using scissors safely, using other tools such as rolling pins and cutters, fine and thick paintbrushes
- Regular **Dough Gym** sessions for 10 mins during the day to strengthen muscles in hands and fingers
- Gross Motor Skills Development:** PE sessions in the hall X2 weekly
- Dance sessions to start in February with specialist teacher X1 session per week
- Using bikes and scooters outside, using other small apparatus such as bat and ball skills to develop throwing and catching skills, thicknesses, building on a large/small scale.
- Daily laps around the school field/playground.
- Activate x2 each day.
- Building the 3 houses of the 3 little pigs outside on a large scale, building dens and other homes for fairy tale characters
- Use ribbon sticks daily to perform vertical/horizontal /clockwise and anti-clockwise movements outdoors.
- Draw large lines and circles with chalks on playground/outdoor blackboard
- Cook and taste a range of healthy foods and discuss the need for a variety in food
- To move and store equipment safely following outdoor PE sessions using small apparatus

Understanding the World

- Baking gingerbread men.
 - Taking digital photographs.
 - Planting Spring bulbs – observe over time.
 - Investigating materials – finding a waterproof cover.
 - Building a house – comparing different materials.
 - Looking closely at environmental patterns e.g. brickwork, paving, fencing.
 - TECHNOLOGY**
- Using Digital cameras - how they can use the cameras to record scenes from their role play when retelling stories
- Print off pictures from cameras
- Use Beebots – program them to follow instructions around a simple story map
- Use a variety of games on computer and laptop**
- Colour Magic, Phonics Play, Sounds_and_letters.com, CBeebies, BBC Bitesite, Espresso,
- Key skills: Using the mouse, typing own name, learning how to print and save.



Exploring & Using Media & Materials (EUM) Being imaginative

- Singing a few familiar songs.
- To explore and learn how sounds can be changed and link these to retelling the traditional stories. Sounds in the local environment: Woodland Animals.
- Tap out rhythms and build up a collection of songs and dances where the children can move in response to music (Peter and the Wolf).
- Make their own props to support role play.
- Use colours and textures independently in the craft area, colour mixing
- Construct and stack large rubber blocks outdoors to create enclosures to retell stories.
- Build and balance materials used for building.
- Select the appropriate tools needed to make their models independently.
- Role Play**
- To use imagination in role play.
- To help create the role-play area – to take ownership of it and decide what goes into it.
- Making story props.
 - Adding sound effects to one of the stories.
 - Creating a collage of a favourite scene.
 - Making masks for one of the

Communication and Language

Stories: A wide selection of well-known fairy tales

- The Three Little Pigs, Little Red Riding Hood, Hansel & Gretel, Jack & The Beanstalk, Goldilocks and the three bears, Rapunzel, Rumpelstiltskin, The Gingerbread Man, The Elves and the Shoemaker.
- Retell texts with story props/small world toys/puppets
- Use language to imagine and create roles and experiences in role play using dressing up clothes & props:
- Listen carefully and join in with stories, rhymes and songs linked to the topic
- Respond to and ask questions about their experiences
- Explore the meaning of new words through the topic
- Speaking and Listening Questions**
- Red Riding Hood: Wolves – Where do they live? What are they like? What do we know? What do we want to know? Identify animals and habitats.
- Three Little Pigs: How can we keep our houses dry? Which house is the strongest?
- Hansel & Gretel: How to get out of the forest?

Literacy Reading:

- Reading stories and poems related to the topic, learning new rhymes and songs:
- Reading big books during shared reading sessions



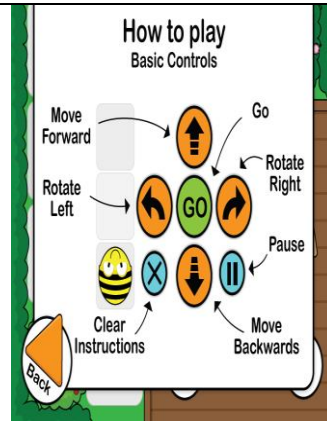
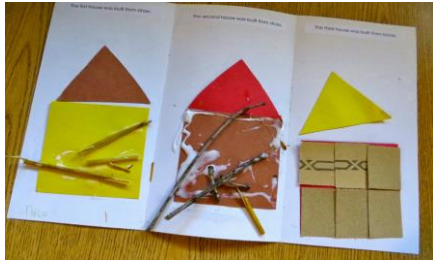
Writing:

- Sharing news: Record news with a picture and sentence(s)
- Drawing favourite characters – adding labels and captions/ speech bubbles.
- Letters & Sounds activities to develop phonic skills of segmenting/blending for reading and word recognition.** Children will access a daily phonics session where they will be taught to decode text using sounding out, blending and re-blending. Children will also practise whole word recognition of tricky words. They will learn to form letters correctly and begin writing using shared writing and guided writing sessions.

Nursery children to continue Phase 1 and include some of Phase 2

Use phonicsplay.co.uk and LCF phonics to play letters and sounds games

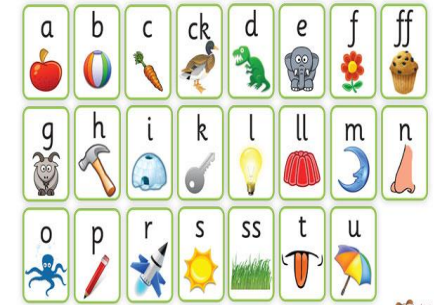




- characters.
- Building site role play area.
- Learning related songs e.g. "Who's Afraid of the Big Bad Wolf?"
- Creating a puppet for one of the characters.
- Small world animals and characters to retell stories with.



My phase 2 sound mat



copyright www.getit.co.uk

Communication

Traditional Stories – Drama

Acting out in small groups. To think carefully about what their character says and does. Can they speak loud enough for their friends to hear them? Challenge more able children to take on the role of a director. Take digital photos of the children to use in a later session. Do the children use language from the story? Do they respond to others in the group? How confident are they when speaking?

Provide character cards from the three stories. Encourage the children to think about which character they liked the best and give reasons for their answer. Ask the children to record a description of their favourite character, asking them questions such as "What do they look like?" and "What do they like?" More able children could question their friends. Play the recordings to the class – can they guess which character is being described?

Perform short traditional story plays to Class 2

Buddy reading with an older child

Using the mobile phone to ring a character from their favourite story

Write a letter to a story character

In the news

On-going following Espresso news reports each week (World-wide and local), looking at the local newspapers such as 'The News and Star' and 'Cumberland News'

We will follow stories which appeal to the children and look at sporting events using some of the results for our maths problem solving.

Class news reports will be done on a weekly basis through 'Show and Tell' where we will discuss events which could be a news report.

Interviews with Class 4 about our current topic and activities we have enjoyed

The Arts

Explore what happens when we mix colours.

Understand that different media can be combined to create new effects.

Character Masks

Give the children a paper plate to use a basis for their mask – encourage children to use collage materials and their own ideas

Music

Add percussion instruments to create sounds when retelling fairy tales e.g. a bang for a door slamming shut
Explore sound using musical instruments.
Developing rhythm - Clapping patterns, percussion instruments. Pitch – discriminating between high/low sounds.
Sing songs from memory using some material from Music Express.
Singing with Ben Draper and the whole school

Paperless Maths

The Gingerbread Man – Ordinal Number

Look at an enlarged picture of the characters in "The Gingerbread Man" running in a line. Model using the terms first, second, third etc to describe the order of the characters.

The Gingerbread Man – Sorting

Use selection of gingerbread men with buttons of different shapes, sizes and colours. Explain to the children that you are going to sort them into groups based on different criteria.

Model sorting them by **colour**, encouraging the children to suggest where each one should go. Ask the children to decide on a way of sorting the gingerbread men and make their own sets. Which sort did they have the most of? Challenge more able children to think about what they could do with gingerbread men that could fit into more than one set.

The Three Billy Goats Gruff – Positional Language

The Three Little Pigs –measure and weight

Red Riding Hood– Weight

The Elves and the shoemaker

Jack and the Beanstalk- measuring