



Fairy tales (Reception)

Hook for Learning:

Cinderella Book/DVD
Children to plan/attend the 'ball'
Prince/princess costumes
Chinese Dragon
Role Play –Castle

Non-negotiables

Maths – Order numbers 1-20/Count reliably to 20
Reading - Demonstrate understanding when talking with others about what they have read.
Writing - Write simple sentences which can be read by themselves & others.

- LC1 Can you get Cinderella to the ball?
LC2 Can you build a castle for Prince Charming?
LC3 Can you describe Shrek?
LC4 Can you create a representation of Shrek?
LC5 Which beanstalk should you climb?
LC6 **Reflection:** Prince and Princess themed day - Children to come dressed up
LC7 How do people celebrate Chinese New Year?

Prime Areas

Physical Development

30-50 months

- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.

40-60 months

- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Uses simple tools to effect changes to materials.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
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Eye on the goal - They handle equipment and tools effectively, including pencils for writing.

Communication and Language

30-50 months

- Listens to others one-to-one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.

40-60 months

- Maintains attention, concentrates and sits quietly when required to do so.
- Answers questions based on a story.
- Two-channelled attention – can listen and do for short span. Understands humour, e.g. nonsense rhymes, jokes.

Eye on the goal –

- They give their attention to what others say and respond appropriately, while engaged in another activity.
- Children follow instructions involving several ideas or actions.

Personal Social and Emotional Development

30-50 months

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

40-60 months

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Begins to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Eye on the goal - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.

Specific Areas

Literacy

30-50 months

- Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

40-60 months

- Continues a rhyming string. Hears and says the initial sound in words.
- Links sounds to letters, naming and sounding the letters of the alphabet.
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Eye on the goal - They use phonic knowledge to decode regular words and read them aloud accurately.

Expressive Arts and Design

30-50 months

- Imitates movement in response to music. Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.

40-60 months

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.

Eye on the goal

- Children sing songs, make music and dance, and experiment with ways of changing them.

Understanding the World

30-50 months

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

40-60 months

- Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.

Eye on the goal

- They select and use technology for particular purposes.

Mathematics

30-50 months

- Shows curiosity about numbers by offering comments or asking questions.
- Shows an interest in number problems.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.

40-60 months

- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Can share between 2 using numbers up to 6 and begins to use 'halving'.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Beginning to use 'doubling'.

Eye on the goal

Learning Challenge –Weekly Focused Activities

Week 1 - Can you get Cinderella to the ball? Technology 40-60 months - Completes a simple program on a computer. Interacts with age-appropriate computer software. **Shape, Space & Measure - ELG** - They recognise, create and describe patterns. **40 - 60 months** - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.

Week 2 - Can you build a castle for Prince Charming? Being imaginative - ELG - They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. **40 - 60 months** - Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. **Exploring and using media and materials - ELG** - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Speaking - ELG** - Children express themselves effectively, showing awareness of listeners' needs.

Week 3 - Can you write a sentence to describe Shrek? Writing - ELG - They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Week 4 - Can you make a representation of Shrek? Exploring and using media and materials - 40 - 60 months - Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. **ELG** - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Week 5 - Which beanstalk should you climb? Shape, space and measure - 40 - 60 months - Orders two or three items by length or height. **ELG** - Children use everyday language to talk about size. **Technology - 40 - 60 months** - Interacts with age-appropriate computer software. **ELG** - Children recognise that a range of technology is used in places such as homes and schools.

Week 6 - Reflection: Prince and Princess themed day - Being imaginative - 40 - 60 months - Plays cooperatively as part of a group to develop and act out a narrative.

Chinese New Year - As part of their RE learning, children will learn about and engage in a wide range of activities to gain an understanding of Chinese New Year.

