

Class: Ladybirds

Topic title: Terrific Tales

Big question: What do all fairytales have in common?

**Annotate for ongoing AfL*

Subject	Educational program links/ subject program coverage	Key vocabulary/ Oracy opportunities	Key Texts	Child led activity opportunities and adult led opportunities	Children 'on track'	Children 'not on track'
Communication and Language (ELG: Listening, attention and understanding, Speaking)	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	<i>Setting, characters, problem, solution, beginning, middle, end, rhyme, would you rather</i>	<i>The gingerbread man</i> <i>Goldilocks and the three bears</i> <i>Jack and the beanstalk</i> <i>Little Red Riding Hood</i> <i>The three little pigs</i>	<ul style="list-style-type: none"> Retell a story with story language Describe events in detail Develop and use new vocabulary Oracy games – would you rather Sustained focus when listening to a story – introduce stories with less pictures/longer stories to be read over a number of days 		
Personal, Social and Emotional Development (ELG: Self Regulation, Managing self, Building relationships)	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other	<i>Family, jobs, activities, friends, lonely, feelings, kind, funny, smiley, safe, happy, strong, peaceful, proudm relax,gentle, angry, calm, deep breaths, friendship,</i>	<i>Sharing a shell</i> <i>Superworm</i> <i>Lost and found</i>	<ul style="list-style-type: none"> PSHE – Relationships What makes a good friend? Looking after others – preschool welly walks/transition visits Understand why we take turns, wait politely, tidy up etc 		

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	children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Physical Development (ELG: Gross motor, Fine motor)	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence	<i>Capital letters, lowercase letters, letter formation, throwing, catching, balance, agility coordination, jumping, running, team games, tactics, attacking, defending, perform,</i>		<ul style="list-style-type: none"> • Develop pencil grip and correct letter formation • Funky fingers • Cut along lines with scissors • Team games • Bikes and scooters • Obstacle activities 		
Literacy (ELG: Comprehension, Word reading, Writing)	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)	<i>Setting, characters, problem, solution, beginning, middle, end, rhyme</i>	<i>The gingerbread man</i> <i>Goldilocks and the three bears</i> <i>Jack and the beanstalk</i> <i>Little Red Riding Hood</i> <i>The three little pigs</i>	<ul style="list-style-type: none"> • Phase 4 phonics • Retell a story with actions and/or picture prompts as part of a group • Use story language when acting out a narrative • Rhyming words • Draw pictures about characters/settings /events 		

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				<ul style="list-style-type: none"> • <i>Include labels/sentences /captions when drawing pictures</i> 		
Mathematics (ELG: Number, Number pattern)	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	<i>Subitising, counting, composition, sorting, matching, comparing ordering, counting patterns, adding, addition, altogether, plus, equals, taking away, minus, less, more</i>	<i>One to 10 and back again</i> <i>20 big trucks in the middle of the street</i> <i>Numberblocks</i> <i>Which one doesn't belong</i>	<ul style="list-style-type: none"> • <i>Building numbers beyond 10</i> • <i>Counting patterns beyond 10</i> • <i>Spatial reasoning – Match, rotate, manipulate</i> • <i>Adding more</i> • <i>Taking Away</i> • <i>Spatial reasoning - Compose and decompose</i> 		
Understanding the World (ELG: Past and present, People culture and Communities, The Natural world)	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	<i>Castle, turret, ramparts, drawbridge, portcullis tower, flags, window moat, shield, dungeon, palace, princess, prince, queen, king, knight, armour, coach, banquet, goblets, tiara, crown, fairy, wand, witch, throne, well, jubilee, Queen Elizabeth II, Her majesty,</i>	<i>The queen's knickers</i>	<ul style="list-style-type: none"> • <i>Show different cultures versions of famous fairy tales</i> • <i>Share stories and fairytales from different cultures</i> • <i>Weekly welly walks with Pre-school around local area</i> • <i>Differentiate fictional characters from people in their lives</i> • <i>The Queen's Jubilee</i> 		

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Expressive Art and Design (ELG: Creating with materials, Being Imaginative and expressive)	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	<i>Cut, glue, junk, paint, stick, string, tape, join, press</i>		<ul style="list-style-type: none"> • Use story maps, props, puppets and story bags to encourage children to retell, invent and adapt stories • Retelling familiar stories • Castle models • Use different textures and materials to make house for the three little pigs • Provide children with a range of materials for children to construct with 		
PSHE	I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use calm me time to manage my feelings I know how to be a good friend	<i>Family, jobs, activities, friends, lonely, feelings, kind, funny, smiley, safe, happy, strong, peaceful, proud, relax, gentle, angry, calm, deep breaths, friendship</i>		<ul style="list-style-type: none"> • My Family and Me • Make friends, make friends, never ever break friends Part 1 • Make friends, make friends, never ever break friends Part 2 • Falling out and Bullying Part 1 • Falling out and Bullying Part 2 • Being the best friends we can be 		

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RE	<p>Children will talk about some religious stories</p> <p>Children will recognise some religious words, e.g. about God</p> <p>Children will identify some of their own feelings in the stories they hear</p> <p>Children can identify a sacred text e.g. Bible, Torah</p> <p>Children will talk about some of the things these stories teach believers</p>	<p><i>Qur'an, messenger, Muhammed, Angel, Bible, Torah</i></p>	<p><i>Qur'an</i></p> <p><i>Torah</i></p> <p><i>Bible</i></p>	<ul style="list-style-type: none"> • <i>What is your favourite story? What do you like about it and why?</i> • <i>What stories are special to Muslims?</i> • <i>Who are the stories about? What happens in the story? What might the story tell Muslims about God.</i> • <i>What is the holy book for Muslims?</i> • <i>What are the similarities and differences between different people's special stories?</i> 		