

# **What children will learn / revise / revisit / rehearse during Terrific tales**

## **Personal, Social and Emotional Development**

**Continue to build constructive and respectful relationships with peers and adults**

**Think about the right and wrong behaviours in fairy tales – is it fair or unfair? How do we treat others? Show resilience and perseverance in the face of a challenge**

**Manage their own personal hygiene**

## **Communication and Language**

**Learn and use new vocabulary linked to the theme in their play – small world / role play / construction areas**

**Articulate their ideas and thoughts in well formed sentences**

**Engage in story times  
Retell stories once developed a deep familiarity with a text  
Use new vocabulary in different contexts**

**Describe events in some detail**

## **Physical development**

**Continue to develop and strengthen fine motor skills for example effectively holding a pencil for drawing / writing and using scissors to cut**

**Through dance progress towards a more fluent style of moving with developing style and grace.**

**Combine movements with ease and fluency**

**Show an awareness of others**

## **Literacy**

**Begin to introduce RWI set two and revise set one – letter sounds / blending / segmenting**

**Write some familiar words including red words / begin to write simple labels / captions / sentences in independent writing**

**Form letters correctly using RWI rhymes**

### **Maths**

**Introduce number 10 and continue to develop a strong number sense using the 6 key areas of early mathematics- counting / cardinality, comparison, composition, pattern, shape and space and measures.**

### **Understanding the world**

**Compare and contrast characters from stories including figures from the past.**

**Learn facts and information about castles and kings and queen's past and present**

**Continue to look at the weather and changes in seasons**

### **Expressive Arts and Design**

**Sing in a group with confidence and use instruments to accompany the song -keep the beat**

**Work collaboratively in the role play areas using their imaginative play**

**Develop a storyline in their pretend play – recreate familiar roles**

**Continue to Explore and develop their confidence and imagination using the open ended small world and construction.**

**Construct with a purpose – use of colours, resources, tools and techniques – discuss what they are making and how it could be made better.**

# Exposure to new vocabulary

## Key Vocabulary

Once upon a time, traditional tale, fiction, battlement, moat, drawbridge, portcullis, Medieval, royalty. King, queen, characters, setting, storyline

At the end of this theme children should be able to answer the following questions:

***ALONGSIDE ENHANCEMENTS FOR THIS THEME THERE WILL STILL BE OPEN ENDED PROVISION AND CHILDREN WILL STILL LEARN THROUGH PLAY AND THEIR OTHER INTERESTS. THERE WILL BE OPPORTUNITIES TO DEVELOP AND PROGRESS ALL AREAS OF LEARNING BOTH IN THE CLASSROOM AND OUTDOORS. THROUGH KNOWING EACH UNIQUE CHILD AND THROUGH THE HIGH-QUALITY INTERACTIONS OF THE ADULTS / ADAPTIVE TEACHING AND QUESTIONNING ALL CHILDREN WILL MAKE PROGRESS AND LEARN AT THEIR APPORPRIATE RATE.***

Was Jack fair to the Giant? Did he do the right thing?

How did the gingerbread man feel when he was being chased?

How can Goldilocks fix her mistake?

Who is our King?