



Happily Ever After



Spring B 2018 Year group: EY



Personal, Social and Emotional Development

Relating to the feelings of different fairy tales characters. For example: How does Little Red Riding Hood feel at different parts of the story? What would Jack be feeling when he returned home with the magic beans?
Relating the feelings of the fairy tale characters with children's own and thinking of examples when they shared those feelings.

Communication and Language

Discussing the 'messages' that different fairy/traditional tales offer
Using the language of fairy tales; once upon a time, a long time ago, happily ever after, etc.
Discussing the plots and characters in different fairy tales
Working with a partner to share ideas on favourite parts of a fairy tale and why
Acting out a variety of traditional tales using role play/puppets
Acting out different fairy tales with new endings

Physical Development

Moving and travelling like different fairy tale characters e.g. stomping like a bear, creeping like a wolf, etc.
Models of fairy tale characters using different malleable materials e.g. salt dough, clay.
Cutting skills e.g. making leaves for a beanstalk
Climbing; using the ropes (swinging, etc.)
Canoe lake visit; using adventure play area.

Literacy

Sharing traditional/fairy stories
Role play area - Jack and the Beanstalk (Jack's house-Bees and Giant's Castle-Ladybirds)
Making a story map, or outline of the stories
Ordering and sequencing fairy and traditional tales
Comparing the characters in fairy tales; good vs. bad characters, heroes, etc.
Comparing different versions of the same fairy tales e.g. traditional version of Jack and Beanstalk with 'Jim and the Beanstalk'

Mathematics

Counting e.g. 2s 5s 10s
Introducing addition e.g. counting beans, counting leaves on the beanstalk, etc.
Recognising numbers
Introducing patterns; creating and continuing e.g. using different
Matching number with objects
Sorting by various categories:
Introducing to simple measure e.g. cups, $\frac{1}{2}$ cups for cooking, capacity using sensory bean tray

Understanding of the World

Looking at the animals in fairy tales
Comparing the homes of the fairy tale animals with those that they would really live in e.g. bears in a cottage (fairy tale) vs. bears in a forest/cave, etc.
Mixing materials for cooking e.g. making porridge (comparing how the materials change), making baked oatmeal.
Growing bean plants and observing as they grow; conditions needed to grow.

Expressive Arts and Design

Creating images and representations of different fairy tale characters
Printing with different fruit/vegetables
Music;
Role play; acting out Fairy Tales
Drama; using fairy tales to act out different characters