



EYFS Spring 1: Fairy tales

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p>We will be learning about manners using the story 'Please Mr Panda'. We will be reading alternate versions of Fairy tales which link to PSED. For example, 'Eat your greens Goldilocks' and 'Who is good and Who I bad'.</p> <p>Making Relationships 16-26 months Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments. 22-36 months Beginning to form a special friendship with another child. 30-50 months To be able to keep play going by responding to what others are saying or doing. 40-60 months To be able to explain own knowledge and understanding and ask appropriate questions of others. To be able to build strong friendship group. To be able to respond well to familiar adults and approach practitioners with ease. To be able to be sensitive to others needs and feelings and be good at sharing equipment. To be able to play</p>	<p>We will be learning how to answer 'how' and 'why' questions about our own experiences. We will be continuing to participate in a variety of circle time activities. We will be learning new vocabulary influence by our experience of books, including retell stories in the correct sequence.</p> <p>Listening & Attention 16-26 months Enjoys rhymes & demonstrates listening by trying to join in with actions or vocalisations. 22-36 months Beginning to show an interest in play with sounds, songs and rhyme. 30-50 months To be able to listen to stories with increasing attention & recall. 40-60 months Two-channelled attention- to be able to listen and do for short span.</p> <p>Working towards ELG To be able to listen to and join in with stories, rhymes and poems and retell a familiar story following the correct sequence of events. To be able to respond to stories and demonstrate they</p>	<p>We will be learning how to use the large apparatus safely. We will be talking about the changes in our bodies during and after exercise. We will be trying new healthy foods and talking about the importance of eating healthy.</p> <p>Moving & Handling 16-26 months Beginning to balance blocks to build a small tower. 22-36 months To be able to run safely on whole foot. Beginning to use three fingers in tripod grip to hold writing tools. To begin to show preference for dominant hand. 30-50 months Beginning to run skilfully, negotiating space automatically, adjusting speed or direction to avoid obstacles. 40-60 months To be able to negotiate space successfully when playing racing and chasing games with</p>	<p>We will be enjoying a range of fairy tale books and talking about the main story characters, events and settings. We will be sequencing fairy tales, including the introduction of how to create a story map. Reception will be learning how to read words and simple sentences.</p> <p>Reading 16-26 months Beginning to show an interest in books & rhymes and may have favourites. 22-36 months To begin fill in the missing word or phrase in a known rhyme, story or game e.g. I'll huff and I'll puff and I'll... 30-50 months Beginning to enjoy rhyming and rhythmic activities. To be able to suggest how a story might end. Beginning to recognise familiar words and signs such as own name and logos. 40-60 months To be able to continue a rhyming string. To be able to hear and says the initial sound in words. To be able to link sounds to letters, naming and sounding the letters of the alphabet. To enjoy an increasing range of books To know that information can be</p>	<p>We will be learning how to sort and match shapes according to the number of straight sides. We will be continuing to practise addition skills using Maths Makes Senses stories. We will be introduced to the concept of doubling.</p> <p>Number 16-26 months Beginning to say some counting words randomly. 22-36 months To be able to select a small number of objects from a group when asked. Beginning to recite some number names in sequence. Begins to make comparisons between quantities. 30-50 months To be able to know that numbers identify how many objects are in a set. Beginning to compare two groups of objects, saying when they have the same number. 40-60 months To use the vocabulary involved in adding and subtracting in practical activities. To record, using marks that</p>	<p>We will be learning how to use everyday technology, such as, cameras and music players. We are going to explore building houses for the Three Little Pigs and discuss what materials work best and why.</p> <p>People & Communities 16-26 months Beginning to enjoy pictures & stories about themselves their families & other people. 22-36 months Beginning to have their own friends. 30-50 months To be able to recognise & describe special times or events for family or friends. Beginning to show interest in different occupations and ways of life. 40-60 months Enjoys joining in with family customs and routines, including Chinese New Year, Australia Day.</p>	<p>We will be learning how to join materials together to create models. We will be following simple recipes. For example, how to make porridge.</p> <p>Exploring & using media & materials 16-26 months Beginning to move to music, listen & enjoy rhymes or songs. 22-36 months To be able to create sounds by banging, shaking, tapping or blowing. To begin to experiment with blocks, colours and marks. 30-50 months Beginning to enjoy joining in with dancing & ring games. To be able to sing a few familiar songs. To be able to initiate movement in response to music. 40-60 months To experiment to create different textures. To be able to select tools and techniques needed to shape, assemble and join</p>



EYFS Spring 1: Fairy tales

<p>appropriately and patiently wait their turn.</p> <p>Self Confidence & Self Awareness 16-26 months Beginning to demonstrate sense of self as an individual</p> <p>22-36 months To be able to separate from main carer with support and encouragement.</p> <p>30-50 months Beginning to welcome and value praise for what they have done.</p> <p>Beginning to enjoy responsibility of carrying out small tasks.</p> <p>Working towards ELG To say when they do or don't need help and offer opinions and talk about ideas. To be able to choose resources they need for an activity they have planned to do. Children are confident to try new activities and say why they like some activities more than others.</p> <p>Managing Feeling & behaviour 16-26 months Beginning to be aware that some things are theirs, shared and belong to other people.</p> <p>22-36 months To be able to seek comfort from a familiar adult.</p> <p>Beginning to be aware that some actions can hurt or</p>	<p>have listened carefully. To be able to indicate through their body language, that they anticipate an exciting part in the story. To listen with enjoyment, and respond to stories, rhymes, and poems and make up own stories, songs, rhymes and poems.</p> <p>Understanding 16-26 months Beginning to understand simple sentences.</p> <p>22-36 months To begin to use a variety of questions – what, where and who.</p> <p>To be able to use gestures, sometimes with limited talk.</p> <p>30-50 months Beginning to show an understanding of prepositions such as under, on top, behind, by carrying out an action/selecting a picture.</p> <p>40-60 months To be able to listen and respond to ideas expressed by others in conversation or discussion.</p> <p>Working towards ELG To answer 'how' and 'why' questions about experiences and in response to stories or events</p> <p>Speaking 16-26 months Beginning to ask simple questions.</p>	<p>other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Working towards ELG To move confidently in a range of ways, safely negotiating spa, handling equipment and tools effectively, including pencils for writing</p> <p>Health & Self Care 16-26 months Beginning to show a desire to help with dressing/undressing & hygiene routines.</p> <p>22-36 months Beginning to be independent in self-care but still often needs adult support.</p> <p>30-50 months Understands that equipment and tools have to be used safely.</p> <p>40-60 months To show understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> <p>Working towards ELG To be able to manage their own basic hygiene and personal needs successfully, including dressing and going to</p>	<p>retrieved from books and computers.</p> <p>To be able to segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Working towards ELG To be able to begin to read words and simple sentences.</p> <p>To use vocabulary and forms of speech influenced by experiences of books.</p> <p>To be able to read simple sentences in story and information book and read known words from sight. To be able to distinguish between fiction and non-fiction books.</p> <p>Writing 16-26months Beginning mark make to show symbols can communicate meaning.</p> <p>22-36 months To be able to distinguish between the different marks they make.</p> <p>30-50 months Beginning to sometimes give meanings to marks as they draw and paint.</p> <p>To be able to ascribe meanings to marks that they see in different places.</p> <p>40-60 months To be able to write own name and other things such as labels, captions.</p> <p>To be able to segment the sounds in simple words and blend them together.</p>	<p>they can interpret and explain. To be able to write numbers.</p> <p>To be able to begin to identify own mathematical problems based on own interests and fascinations.</p> <p>Working towards ELG To play games involving doubling, e.g. rolling a dice, doubling the number and moving to the correct number on the board. To be able to add 2 numbers together accurately up to 20 to solve a problem. To count on from a given number accurately up to 20. To be able to count back from a given number of up to 20 and explain what happens when adding or taking one from a given number up to 20. Can compare two numbers between zero and 20 saying which is the larger and smaller. To be able to say the number that comes after a given number within the number sequence 1-20 and order numbers 0-20. Can count or take away up to 20 objects from a larger set and use number names to 20 in order in familiar contexts.</p> <p>Shape Space & Measure 16-26 months Beginning to understand</p>	<p>Working towards ELG To know that other children don't always enjoy the same things and are sensitive to this.</p> <p>The World 16-26 months To be able to remember where objects belong.</p> <p>22-36 months Beginning to notice detailed features of objects in their environment.</p> <p>30-50 months To be able to talk about why things happen and how things work.</p> <p>40-60 months Looks closely at similarities, differences and change.</p> <p>Technology 16-26 months Beginning to show an interest in toys with buttons, flaps & simple mechanisms & beginning to learn how to operate them.</p> <p>22-36 months To be able to operate mechanical toys.</p> <p>30-50 months Beginning to show skill in making toys</p>	<p>materials they are using.</p> <p>Working towards ELG They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative 16-26 months Beginning to pretend that one object represents another.</p> <p>22-36 months Beginning to make believe by pretending.</p> <p>30-50 months To be able to engage in imaginative role play based on own first-hand experience.</p> <p>To be able to use available resources to create props to support role play.</p> <p>To be able to sing a few familiar songs.</p> <p>Beginning to use movement to express feelings.</p> <p>40-60 months To be able to initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Introduce a storyline or</p>
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EYFS Spring 1: Fairy tales

<p>harm others. To be able to grow inability to distract self when upset, e.g. by engaging in a new play activity. 30-50 months Beginning to be aware of own feelings and knows that some actions and words can hurt others' feelings. 40-60 months To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. To be able to accept changes to their routine with no fuss and be aware that any selfish or unkind action is likely to cause someone else hurt.</p>	<p>Beginning to talk about people and things that are not present. 22-36 months To be able to use gestures, sometimes with limited talk. 30-50 months To be able to retell a simple past event in correct order To be able to use talk in pretending that objects stand for something else in play. 40-60 months To use language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative in their play.</p>	<p>the toilet independently. To be willing to try unfamiliar foods as part of a healthy diet and know why it is important to eat fruit and not sweets. To be able to name foods that's good to eat and recognise changes to the body during and after exercise.</p>	<p>To attempt to write short sentences in meaningful contexts. Working towards ELG To be able to correctly spell most CVC words, e.g. cat, dog, run. To begin to write words such as 'he', 'she', 'we', 'me', 'be', 'was', 'my', 'you', 'her', 'they', 'all', 'are'. To be able to write their name unaided and begin to write some other words like 'mum' and 'dad' without help. To be able to spell their name correctly and know where the capital letter should be. Children write letters that are recognisable and of a reasonable size and use writing to make lists and cards and to give instructions.</p>	<p>that things might happen now. 22-36 months Beginning to use the language of size. To be able to anticipate specific time-based events such as meal or home time. 30-50 months Begins to show awareness of similarities of shape in the environment. To be able to use positional language. 40-60 months Beginning to use everyday language related to money. Recognise and name 2D shapes make and continue a pattern.</p>	<p>work by pressing parts & lifting flaps to achieve effects. 40-60 months To be able to understand how technology is used in everyday life. To know that bar code records the price of an item in a shop, to role-play a telephone conversation and use simple everyday technology with confidence, e.g. a music player, camera to evidence opportunities of people helping</p>	<p>narrative into their play. To be able to play cooperatively as part of a group to develop and act out a narrative. To engage in imaginative and role-play based on firsthand experiences. Introduce a storyline or narrative into play and act out imaginary roles using voice to imitate imaginary characters.</p>
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