

## F1 MTP SPR 1: Fabulous Fairy Tales

| Week          | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Week 2                                                                                                                          | Week 3                                                                                                                                                                                                   | Week 4                                                                                                                                            | Week 5                                                                                                                                                                                                   | Week 6                                                                                                                                                                                                                                              |
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| DM statements | <p>Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions. Be able to talk about familiar books and be able to tell a long story. Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use a wider range of vocabulary. Sing a large repertoire of songs. Use talk to organise themselves and their play. Develop their communication and pronunciation skills (with some irregular tense/speech sounds).. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Develop their phonological awareness</p> <p>Write some of their name. Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> |                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                                                                   |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                     |
| Key Q         | Who lives in these houses? Which house would you like to live in? How may the pigs/wolf be feeling? How would the bears feel if someone used their things? What would you do if you were Goldilocks?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                                                                   |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                     |
| Vocabulary    | House, home, sticks, straw, bricks, pig, wolf, story, traditional tale, family, mum, dad, sister, brother, Goldilocks, bears, cottage, woods, bed, chair, bowl, spoon, first, next, then, after that, finally, once upon a time, the end, order, story                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                                                                   |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                     |
| Resources     | Traditional tale books (3x copies for group time), art straws, animal straw, puppets/masks for story telling each tale, small world characters, role play tool shop/builders yard (tool boxes, construction blocks, hammers, screws, spanners, wheels, cogs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                                                                   |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                     |
| Content       | Traditional tales with focus on story structure and retelling of stories. Enabling children to play 'retelling stories'. Stories with repeated refrains to support recall and building memory of story language and story vocabulary. Pie Corbett 'Talk for Writing'. Building on and developing story language vocabulary e.g. 'Once Upon a time..'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                                                                   |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                     |
|               | <p><b>*Leave week blank*</b></p> <p>-Building L&amp;A skills, C&amp;L<br/>PSED, love of reading, book talk.<br/>-Settling in new children and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b><u>3 Little Pigs</u></b></p> <p>Getting to know the story, encouraging chdn to join in with repeated refrains, choral</p> | <p><b><u>3 Little Pigs</u></b></p> <p>-Recap character names, house types, feelings of pigs.wolf (PSED)<br/><br/>-sequencing story pictures What happened first, next, after that using pie corbett.</p> | <p><b><u>Goldilocks</u></b></p> <p>Getting to know the story, encouraging chdn to join in with repeated refrains, choral retelling as a group</p> | <p><b><u>Goldilocks</u></b></p> <p>-Recap character names, setting, feelings of Goldilocks/Bears (PSED)<br/><br/>-sequencing story pictures What happened first, next, after that using pie corbett.</p> | <p><b>*Leave week blank*</b></p> <p>-What have the children learnt throughout the term?<br/>-Recap anything missed<br/>-Child led focus. Where will the chdns interest take us now/next?What did they enjoy, have they ideas on what they would</p> |

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|  | <p>re-establishing routines for older chdn</p> <p>-Child led focus. Where will the chdns interests take us this week, what do they enjoy doing? Adults to extend play with questioning/challenge</p> | <p>retelling as a group</p> <p>Lots of retelling opportunities supported/independent using masks/puppets</p> | <p>-build a house for the pigs out of art straws, hay, tissue paper bricks. Create display.</p> <p>-What was your favourite part of the story? Use big roll of paper on the floor to draw pictures of the key parts of the story (model the use of circles/lines to make shapes) Extend to draw your favourite character/house from the story</p> | <p>Lots of retelling opportunities supported/independent using masks/puppets</p> | <p>-making bears/goldilocks from mixed media. Create display.</p> <p>-What was your favourite part of the story? Use big roll of paper on the floor to draw pictures of the key parts of the story (model the use of circles/lines to make shapes) Extend to draw your favourite character from the story.</p> | <p>like to learn about?</p> <p>-share other traditional tales from LTP.</p> |
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