

F1 MTP SPR 2: Fabulous Fairy Tales

Week	Week 1	Week 2	Week 3	Week 4	Week 5
DM statements	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. 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. Respond to what they have heard, expressing their thoughts and feelings. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. Describe a familiar route. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. 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.				
Key Questions	Who were the characters in the story? Where did the billy goats want to go? What do you think the troll looked like? What would you do if you met the troll? What might happen next after the story ends? If you baked a gingerbread man, would you want him to run away? How do you think the old woman felt when he ran off? Have you ever made or eaten a gingerbread man? If you were in the story, would you try to catch him? Where do you think the gingerbread man would run if he got away?				
Vocabulary	Goat, gingerbread man, old woman, cow, horse, pig, fox, story, traditional tale, character, setting, grass, field, river, bridge, oven, bake, house, kitchen, first, next, then, after that, finally, once upon a time, the end, order, story				
Resources	Traditional tale books (3x copies), puppets/masks for story telling each tale, small world characters, role play bakers shop (play food, till, mixing bowl, rolling pins, baking trays, play oven, aprons, Shopping baskets, brown paper bags, take-out boxes, and napkins, weighing scales, play money, order forms, menus, ingredient labels, and price lists)				
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..'				

	<i>*Leave week blank*</i> -Building L&A skills, C&L PSED, love of reading, book talk. -Settling back in and re-establishing routines Child led focus. Where will the chdn's interests take us this week, what do they enjoy doing? Adults to extend play with questioning/challenge	3 Billy Goats Gruf Getting to know the story, encouraging chdn to join in with repeated refrains, choral retelling as a group Lots of retelling opportunities supported/independent using masks/puppets	3 Billy Goats Gruff Recap character names, house types, feelings of characters -sequencing story pictures. What happened first, next, after that using pie corbett actions -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/part from the story	Ginger Bread Man Getting to know the story, encouraging chdn to join in with repeated refrains, choral retelling as a group Lots of retelling opportunities supported/independent using masks/puppets	Ginger Bread Man Recap character names, house types, feelings of characters -sequencing story pictures. What happened first, next, after that using pie corbett actions -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/part from the story
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