

## Characteristics of Effective Learning:

Playing and Exploring - Engagement  
Active Learning - Motivation  
Creating and thinking critically - Thinking

## Early Years Foundation Stage – Development Matters/Early Years Outcomes

Core stories:

The Elves and the Shoemaker, Rumpelstiltskin, Henny Penny, Trip Trap Trapped, Goldilocks and Just the One Bear, The Wolf's Story, The True Story of the Three Little Pigs.

### Prime areas

### Communication & Language

30-50 Beginning to use more complex sentences to link thoughts (e.g. using and, because). Uses intonation, rhythm and phrasing to make the meaning clear to others.

40-60 Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Uses language to imagine and recreate roles and experiences in play situations. Shows awareness of past and future. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Eye on the goal – They develop their own narratives and explanations by connecting ideas or events.

#### SMSCD/IIP

#### Moral, Social and Cultural (SMSCD)

Stories will be used to initiate learning of new concepts/learning activities will be directly related to the core stories. Children will be encouraged to develop a good level of articulation which should

### Physical Development

30-50 Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.

40-60 Usually dry and clean during the day. Usually dresses and undresses independently.

Eye on the goal - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

#### British Values:

**Individual Liberty-** children discussing and making the correct choices of the foods they eat at snack time. Why are these foods good for us? Which foods do we try and avoid? Able to express themselves about things they could do to keep themselves healthy and safe.

### Personal, Social and Emotional Development

30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise. Eye on the goal - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### SEAL – Relationships SMSC

I understand my feelings and the feelings of others.

I can manage my feelings.

I can talk about people that are special to me.

I understand how my actions affect other people.

#### British Values

**Democracy** – Children to be given opportunities to make choices about the things they believe are important. Children to choose where they would like to work.

#### SMSC/IIP/BRITISH VALUES:

Children supported in developing physically through daily outdoor activity and emotionally throughout the delivery of the nationwide SEAL program, encouraging development of social skills.

Children are made aware of the risks and hazards within the environment and are encouraged to be proactive and independent in addressing these, with adult supervision.

Achievement emphasised through promotion of ideas of setting realistic goals.

Role play environments are adapted on a regular basis to promote children's awareness of a variety of different occupations and to encourage the children to imagine themselves in those roles. Activities and equipment provided to ensure that children learn and develop to their potential.

### Understanding the world

30-50 Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment.

40-60 Use all their senses to investigate materials and living things appropriately. Identify features of materials and living things, e.g. animals with legs or those with wings.

Eye on the goal - Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

#### SMSCD/ I.I.P

#### Social (SMSCD)

#### SMSC/IIP/BRITISH VALUES:

E-Safety posters displayed in the classroom and adults to encourage good practice (i.e. not sitting too close to the board). Children's natural interest in ICT will be reflected through provision. Children's familiarity and confidence with ICT, through nursery provision and opportunities provided through the curriculum to ensure all children access ICT.

Throughout cooking and enhanced snack children will be given the opportunity to taste a range of food to develop their preferences and to introduce them to a range of available food. Risk assessments will be completed to assess risks associated with cooking and adults leading the focused activities will remind children of how to minimise any potential dangers and also of good practises in relation to food and hygiene. Knowledge of children's interests, likes and dislikes will be taken into account with recipes selected and activities planned throughout the topic.

## Was it Once Upon a Mixed Up Tale?



### Mathematics

**Counting** Recite numbers to 100. Count in 1s and 10s to 100. Estimate from a given choice or range, e.g. 10, 20 or 100

**Addition** Add 1, 2 or 3 to any number to 20 by counting on.

**2D Shape** Sort irregular shapes according to number of corners/sides.

**Data handling** Sort objects using criteria such as colour, curved, number of corners, etc. Sort objects using their own criteria.

**Addition and subtraction** Pairs with a total of 6 or 7 – addition and subtraction. Doubles to double 5

**Pattern** Create and complete repeating patterns with two or three colours/shapes/objects/ actions. Count in 2s.

#### **Addition and subtraction**

Find 1 more/ 1 less. Subtract 2 by counting back.

#### SMSCD/ IIP:

#### Social (SMSCD)

Mathematical games and number rhymes used to teach & reinforce concepts.

Children will get the opportunity to apply mathematical skills through practical activities making the maths relevant and enabling them to see the need for Maths in real life e.g. through cooking, calculating number of children absent etc

### Literacy

30-50 Segment words orally, and use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Begins to see sounds from their own name in other words. Recognise own name in print.

40-60 Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels, captions.

Eye on the goal - Children use their phonic knowledge to write words in ways which match their spoken sounds. They write some irregular common words.

#### SMSC/IIP/BRITISH VALUES:

Stories will be used to initiate learning of new concepts and learning activities will be directly related to the core stories.

Children will be encouraged to develop a good level of articulation which should stand them in good stead.

### Expressive Arts and Design

30-50 Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs, including rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences and builds stories around toys, e.g. farm animals needing rescue.

40-60 Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative.

Eye on the goal - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes

#### SMSC/IIP/BRITISH VALUES:

Any work produced will be used to decorate the environment. Children will be developing motor skills in addition to exp diff. vocations through the medium of role play.