

SHONETTE
BASON-WOOD



Fairy forest fortnight

25/3/14



Wonder

Thinking



Why?

What?

FAIRY FOREST WEEKLY FOCUS PLANNING

Foundation Unit

Fairy Forest fortnight. In the forest today ...

Key Person Focus Activities

Will Wizard's Den activity

MONDAY

Mini Monday in your 'forest area'

Fairy doors and wizard wands appear in the outdoor area. There are glitter trails and where there's glitter, there are fairies! A fairy note book says 'we like it here'.

- Where did they come from?
- Fairy forest adventure books are given. Never leave without leaving a question for fairies to answer tomorrow.



Use the floor book to record the 10 days's activities. Will Wizard has left a fairy garden mud tray out. This is his Magic Mud Kitchen. Add bags of compost, with baking trays, spoons and bowls. Add plastic jars of items for mixing like pebbles, ping pong balls for eyes, or black tissue paper for bats' wings etc.

TUESDAY

Tiny Tuesday

Make fairy wands, using sticks and pipe cleaners. Wind the pipe cleaners around the sticks to make unique fairy wands. Extra craft items could be made available for creative wand making.



- The fairies' wands have been broken! Can we create new ones? How about sticks with pipe cleaners wrapped around?
- Fairy story in the Wizard's Den. Encourage children to sit and listen to a story about the fairies. Fairy note book says, "We love a story in the forest". Use emergency blankets to sit on.

Will Wizard and his wonderful wands and dragon. Have a bucket of wands with a sign on saying "Will Wizard's magic wands". To take one, you need to feel which one sends a magic spark to you! (these could be sticks or broom shanks cut down, or even meter rules wrapped in tin foil!)

WEDNESDAY

Wheel on Wednesday

By the fairies' doors are parked cars (packs of cars are cheap from the £1 shops). "We love to drive our cars, but it's ticky because there are a lot of trees and twigs!", the fairy note says.

- Can we make a fairy forest road map?
 - Do you like to drive? Do you have a car? Can you draw a car? Where would you go in the car?
- You will need large roll paper (brown paper's good, as are fat felts). Put carpet underneath so the paper stays good.

Will Wizard's Den, creating guttering roads, large paper roads for cars etc. Large rolls of paper and pens are great for creating road maps, but if you are outside, a large piece of old carpet rolled out, or lino, makes a great mark making mat.

FAIRY FOREST WEEKLY FOCUS PLANNING

Foundation Unit

**Fairy Forest
fortnight. In the
forest today ...**

**Key Person Focus
Activities**

**Will Wizard's Den
activity**

THURSDAY

Thinking Thursday

Baking case house and fairy book. Fairy choirs. making houses and furniture, junk modelling slides. More fairies want to come. Can you make some houses?

– What's your house like? Look at the forest houses book. Can we create more houses? Design is important – photograph the house building process. The fairy note book says, "Can you make us some more our houses, please?"

Making fairy bread

Bread + margarine + hundreds and thousands.



FRIDAY

Funday Friday

You arrive to discover tea sets, bunting and a disco ball. Have the fairies had a party? There are mini dipper pots for the children

What kind of party do you love?

What would you have at your party? Can you make an invitation?

The fairies' note book says, "We love a tea party".

Will Wizards Den: Mini dippers for a Friday treat.



FAIRY FOREST WEEKLY FOCUS PLANNING

Foundation Unit

Fairy Forest fortnight. In the forest today ...

Key Person Focus Activities

Will Wizard's Den activity

MONDAY

Magical Monday

Plastic cup lanterns, cover the outside with PVA glue, add sequins and glitter – add lights (I used pretend flickering tea lights (packet 4 for £1!!) – could also be hung from trees.

'We are scared of the dark,' the fairy note says.

AM – Fairies leave a note that they are scared of the dark. You need to make mini lanterns to light the night. PM – Are you afraid of the dark? Recording conversations around fear and darkness.

Paper Lanterns

A4 coloured paper cut into the fold, glue edge and then hang with handle or string. Decorate and hang on string.

TUESDAY

Treasure Tuesday

Mini easels (you could create your own mini art but I bought tiny easels from the works for 99p) - Fingertip paintings with added glitter. Paint/Paper fingerprint art - laminate and leave in the trees – large rolls paper murals to decorate the fairies' area.

'We love to paint,' the fairy note says.

The fairies have left their artwork for you to see. Can we leave them our artwork – what shall we use? What pictures shall we create? Can we use forest things to create exciting patterns? (you will need a large roll of paper and some paint).

Playdough Prints

Make these from forest clay prints/tiles to perhaps add to the forest. You could add florist's wire and feathers to create exciting forest models.

WEDNESDAY

Wash day Wednesday

Foil Pie trays and flannels, Cutting out fairy clothes, telling the elves and shoe maker story.

'We love a bath in rain water,' the fairy note says.

The fairies have been bathing. How often do you bathe? Recording. In the water tray is sparkly bubble water (lavender smell would be nice, such as Johnson's Lavender Bubble Bath). Why is washing important? Can we wash the fairies' towels and hang them out to dry?

Potion Making

Have sparkly water ready in potion pots – add note books or simple A3 concertina books for list writing.

FAIRY FOREST WEEKLY FOCUS PLANNING

Foundation Unit

Fairy Forest fortnight. In the forest today ...

Key Person Focus Activities

Will Wizard's Den activity

THURSDAY

Thread it Thursday

Buttons + beads + thread + pasta + string, as well as threading equipment. I have also done large plastic needle and wool threading through green card leaf templates (large). These look fabulous hanging in the forest.

"We love to sew," the fairies note says.

Buttons and bits can be threaded onto things. Create nature's necklaces. Give each child a piece of string to collect and thread. Add buttons and beads. Wrap a piece of sellotape on each child's wrist and ask them to collect bits that they find for a nature's wrist band.

Will Wizard: writing a goodbye sentence to the fairies and creating things for their travels.



FRIDAY

Fairy fun Friday

Egg hunt, tea party and fairy bread. This is a celebration of our fairy adventures.

"We must go, but we have loved you so," the fairy note says.

Fabulous egg hunt. Eat the eggs and have a tea party with fairy bread and luscious lemonade. Record the children's favourite part of the fairy fortnight and discuss who may come to live in the forest next ...

Will Wizard: Writing a goodbye sentence to the fairies and individual notes from each child telling them their favourite part of this adventure.



FAIRY FOREST FORTNIGHT WEEKLY FOCUS PLANNING

Foundation Unit - Maths in Fairy Forest Fortnight, Week 1

What maths can we incorporate into our fairy wizard world?

Maths Songs

MONDAY

Will Wizard's number challenge is, 'can you find me ..?' This could be 5 stones, rocks, pebbles, wellies (have a list for more able children). A great method for number collections is for Will Wizard to have a number area (just a builder's tray) full of boxes and things to count.

One little fairy jumping on the bed,
she fell off and bumped her head,
queen of fairies called the doctor
and the doctor said 'get another
fairy jumping on the bed' Two little
fairies ...

TUESDAY

Tiny Tuesday

Looking at size, stick ordering. Will's wand bucket would be good here, full of sticks of a variety of sizes. A pot of rules and tape measures could be used for MA to read

1 little 2 little 3 little fairies,
4 little 5 little 6 little fairies,
7 little 8 little 9 little fairies 10 little fairies
that live in our forest.



WEDNESDAY

Wheel on Wednesday

Circles everywhere! Looking at making fun fairy wheels from different 2D shapes! Why won't things move on a square? You could also create triangle bunting with 2D patterns to decorate your area.

10 lovely cars outside the fairies' house,
10 lovely cars outside the fairies' house,
And if 1 fairy car started up and drove
away ... there'd be 9 fairy cars outside
the fairies house (10 green bottle tune)

THURSDAY

Thinking Thursday

As light as a feather? Weight – looking carefully at things in your fairy forest and Will Wizard's Den that are light and heavy. You may even add scales to the den for observation of weight.

One little fairy on a magic feather flew round the forest one day,
She looked left and right but her feather light and slight breeze blew her away... how will she stay?
Final verse: 5 little fairies on a magic feather flew round the forest one day,
They looked left and right and their feather was just right so they flew around all day!

FRIDAY

Funday Friday

The Fun Day Friday game could be dancing across number stepping stones, large scale twister with coloured plastic spots or laminated ones.

1, 2, 3, 4, 5, once I caught a fairy alive!
6, 7, 8, 9, 10, then I let it go again!
Why did you let it go?
Because it bit my finger so!!!

FAIRY FOREST FORTNIGHT WEEKLY FOCUS PLANNING

Foundation Unit - Maths in Fairy Forest Fortnight, Week 2

What maths can we incorporate into our fairy wizard world?

Maths Songs

MONDAY

Magical Monday
Play the game of the song '10 little fairies'.
Make the number sum from the song on
wipe boards, or with sticks in the mud (or
sticks in a builder's tray of shallow mud).

10 little fairies went out to play into the
forest and far away.
Fairy Queen shouted 'come back come
back, because there's going to be a
dragon attack!!!' (dragon chases fairies)
How many left? 9 little fairies ...

TUESDAY

Treasure Tuesday

All over the area, money has been
left in little pouches. How much is
in each bag? Which bag has the
most/least? Simpler version: just
hide coins and ask them to find
and identify the amount.
Extension: Small world shop with
tiny things to buy and sell – a fairy
market.

No magic potions in the Wizards shop!
No fiery ones with a spider on the top!
Along came a wizard with potion tray, made up a
bottle and put it on display!
1 bottle of potion in the Wizards shop, a fiery one
with a spider on the top!
Along came the wizard with his potion tray, made
another bottle and put it on display!
... 5 bottles of potion in the Wizards shop, fiery
ones with spiders on the top!
Along came the Wizard at the end of the day,
closed up the shop and vanished them away,
POOOOF!

WEDNESDAY

Wash Day Wednesday

Capacity: Creating a potion making area
with lots of colours and different sized
bottles and sieves. Add spaghetti or
pasta for added Urgh! Jugs, funnels and
an adult to talk through the language of
capacity.

5 bottles of potion in the wizards shop,
sparkly ones with lizards tails on the top!
Along comes a boy with a pound one day,
buys a big bottle and blows his house away!
... turns her house to hay
... you can ask the children what they will
do with their potion.



Thread it Thursday

Pattern – as many pattern making things as you have available (egg boxes and lego blocks, blocks, 2d shapes). Threading beads onto string or painted pasta shapes. Paint patterns onto trees, sticks, leaf patterns. Use baking trays to sort coloured cereal hoops. Use the fairies' cars to create a rainbow pattern by running them through paint. Extension; colour mix by paint bombing – let the Wizard leave red, yellow and blue filled balloons! Bomb them onto large paper or, if raining, the yard!

One busy fairy digging a hole,
Two busy fairies putting up a pole,
Three busy fairies piling up bricks,
Four busy fairies clearing mud and sticks,
Five busy fairies building a high wall,
Six busy fairies playing football,
Seven busy fairies shovelling sand,
Eight busy fairies giving them a hand,
Nine busy fairies see its half past three,
Ten busy fairies have a cup of tea!

Fairy Fun Friday

Singing a collection of fairy number songs that the class has been learning over the fortnight.



One little fairy jumped into the pot,
And waited for the water to get hot.
(Tuck thumb into fist)

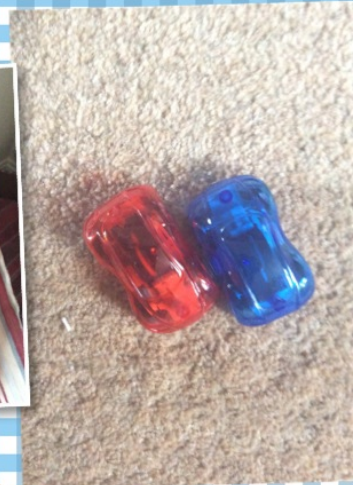
Two little fairies jumped into the pot,
And waited for the water to get hot.
(Tuck pointer finger into fist)

Three little fairies jumped into the pot,
And waited for the water to get hot.
(Tuck middle finger into fist)

Four little fairies jumped into the pot,
And waited for the water to get hot.
(Tuck little finger into fist)
Finally the water got so very hot,
All the little fairies jumped out of the pot!
(Open hand and wiggle all your fingers)



*Resources
for fairy
forest
fortnight*



FAIRY FOREST FORTNIGHT FOCUS PLANNING

Foundation Unit - Shopping List

Week One

Week Two

MONDAY

Mini Monday

Floor book, fairy doors (ebay), pieces of carpet trimmings, wands, glitter, Will Wizard needs a mud kitchen set up.

Plastic cup lanterns, plastic cups (clear), PVA glue, glitter, sequins, pretend flickering tea lights, A4 paper (coloured) and scissors.

TUESDAY

Tiny Tuesday

Fairy wand creation sets (sticks and pipe cleaners, plus optional decorating materials), bucket full of sticks, a sign reading, "Will's Wands".

Mini easels - Fingertip paintings.
Paint/Paper - Fingerprint art.
Playdough, clay, prints/ tiles.



WEDNESDAY

Wheel on Wednesday

Cars for each fairy (£1 shop).
Large paper, pens.
Car mat, tubes, guttering.

Foil pie trays and flannels.

I used sets of baby flannels from the £1 shop (5 for £1), but you could use cut up cloths or material. You could even cut up small pieces of soap! Lavender bubble bath.

THURSDAY

Thinking Thursday

Baking cases and cylinders (or make cylinders from card), scissors, pens, crayons. For the fairy bread, you will need bread, margarine and hundreds and thousands.

Will Wizard: writing a goodbye sentence to the fairies and creating things for their travels.

FRIDAY

Funday Friday

Tea sets, bunting and disco ball (miniature).
Mini dipper pots for the children (£1 shop - 6 for £1).

Party time, I always have cake and lemonade but this bit is up to you!!



Look!



Teach



Stimulating writing and so much more!



Create

Exciting writing



Think and write



FAIRY FOREST FORTNIGHT PROMOTES UNDERSTANDING OF THE WORLD

Foundation Stage 1 and 2

Inexperienced Learner: 2-3	Semi-Experienced Learner: 3-4	Experienced Learner: 4-5 plus	Early Learning Goals
<p>Emergent Learner</p> <p>1. I am beginning to play in a small world.</p> <p>2. I will play with mechanical toys.</p> <p>Expected Learner</p> <p>1. I am beginning to know who is related to me.</p> <p>2. I will imitate my home in role play.</p> <p>3. I am beginning to know people are different.</p> <p>4. I play in the small world.</p> <p>5. I am beginning to explore the computer equipment.</p> <p>6. I can play a simple computer program with support.</p> <p>Exceeding Learner</p> <p>1. I know how to turn on a mechanical toy and operate it.</p>	<p>Emergent Learner</p> <p>1. I can ask, 'What's that?'</p> <p>2. I can turn on a CD player.</p> <p>Expected Learner</p> <p>1. I can talk about my own experiences.</p> <p>2. I can talk about a special event.</p> <p>3. I am interested in different ways of life.</p> <p>4. I am interested in different occupations.</p> <p>5. I can operate the camera.</p> <p>Exceeding Learner</p> <p>1. I understand that things can change.</p> <p>2. I know I can use the computer to 'Google'.</p>	<p>Emergent Learner</p> <p>1. I care for living things.</p> <p>2. I can talk about how things work.</p> <p>3. I know what season it is.</p> <p>Expected Learner</p> <p>1. I like to learn about different things.</p> <p>2. I know about my world.</p> <p>Exceeding Learner</p> <p>1. I know what's similar and different in people, culture and places.</p> <p>2. I use ICT programs to develop my skills.</p>	<p>13 Understanding of World People & Culture</p> <p>1a Children talk about past and present events in their own lives.</p> <p>1b Children talk about past and present events in their own lives and in the lives of family members.</p> <p>2 They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>3a They know about similarities and differences between themselves.</p> <p>3b They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG 14 Understanding of the World</p> <p>4 Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>5a They talk about the features of their own immediate environment.</p> <p>5b They talk about how environments might vary from one to another.</p> <p>6a They make observations of animals and plants.</p> <p>7 They explain why some things occur, and talk about changes.</p> <p>ELG 15 Understanding of the World - Technology</p> <p>8. Children recognise that a range of technology is used in places such as homes and schools.</p> <p>9. They select and use technology for particular purposes.</p>



LEARNING TO PROMOTE EYFS 2012

Foundation Stage 1 and 2

Inexperienced Learner: 2-3	Semi-Experienced Learner: 3-4	Experienced Learner: 4-5 plus	Early Learning Goals
Emergent Learner 1. I can bring you a book I like. 2. I can ask to sing my favourite rhyme.	Emergent Learner 1. I am beginning to suggest the end of a story. 2. I know when something rhymes.	Emergent Learner 1. I can continue a rhyming string. 2. I am beginning write my name.	ELG 09 Reading 1. The child knows words in everyday books. 2. Children read a simple sentence. 3. the child can read a range of simple sentences (4). 4. Children read and understand simple sentences. 5. They use phonic knowledge to decode regular words. 6. They use phonic knowledge to decode regular words and read them aloud accurately. 7. They also read some common irregular words. 8. They demonstrate understanding when talking with others about what they have read. 9. They know when a book is fiction or nonfiction.
Expected Learner 1. I have a favourite rhyme. 2. I can join in with my favourite rhyme. 3. I can repeat simple phrases 'run, run'.	Expected Learner 1. I can make my squiggle wiggle. 2. I love pictures in books. 3. I can talk about the pictures. 4. I can orally tell you a story. 5. I can point to the words.	Expected Learner 1. I am attempting to write letter strings. 2. I can write my name. 3. I can write a letter string with initial sounds. 4. I beginning to write words.	
Exceeding Learner 1. I can fill in a missing familiar phrase. 2. I can take my crayons side to side.	Exceeding Learner 1. I attempt to read a book. 2. I know the direction in which to read words.	Exceeding Learner 1. I can link sounds to letters. 2. I enjoy a wide range of books.	ELG 10 Writing 1. Children know 26 letter sounds. 2. Children use their phonic knowledge to write words in ways which match their spoken sounds. 3. They also write some irregular common words. 4. They write sentences which can be read by themselves. 5. They write sentences which can be read by themselves and others. 6. They can write simple texts eg lists, simple stories, messages, captions. 7. Some words are phonetically plausible. 8. Some words are spelt correctly and others are phonetically plausible. 9. They always use a full stop.



FAIRY FOREST FORTNIGHT PROMOTES PSED

Foundation Stage 1 and 2

Early Learning Goals

ELG 06PSED Self confidence and self awareness

1. Children are confident to try new activities.
2. Children are confident to say why they like some activities more than others.
3. They are confident to speak in a familiar group.
4. Children are confident to talk in a familiar group about their ideas.
5. Children are confident to choose the resources they need for their chosen activities.
6. They say when they do or don't need help.

ELG 07PSED managing feelings and behaviour

1. Children talk about how they and others show feelings.
2. Children talk about their own and others' behaviour, and its consequences.
3. Children know that some behaviour is unacceptable.
4. They work as part of a group or class, and understand and follow rules.
5. They adjust their behaviour to different situations.
6. They take changes of routine in their stride.

ELG 08PSED Making relationships

1. Children play cooperatively.
2. Children take turns with others.
3. They take account of one another's needs and feelings.
4. They form positive relationships with adults.
5. They form positive relationships with other children.
6. The child will interact positively with others in a variety of different situations.

Inexperienced Learner: 2-3

Emergent Learner

1. I am beginning to join in with others.
2. I know who's special to me.

Expected Learner

1. I am interested in others.
2. I have a friend.
3. I respond to others wishes.
4. I will comfort my friend.

Exceeding Learner

1. I am aware what will hurt others.
2. I know the 'right' choice.

Semi-Experienced Learner: 3-4

Emergent Learner

1. I am beginning to play in a group.
2. I respond to praise.

Expected Learner

1. I can exhibit friendly behaviour.
2. I can take turns.
3. I can share resources.
4. I know the right choices in my behaviour.

Exceeding Learner

1. I can initiate my own play.
2. I can wait for something.

Experienced Learner: 4-5 plus

Emergent Learner

1. I will initiate a conversation.
2. I am beginning to be in control of my own actions.

Expected Learner

1. I can talk and include others.
2. I can take steps to resolve conflict.
3. I understand what the 'right' choice is.
4. I can work as part of a group or class.

Exceeding Learner

1. I am sensitive to the needs of others.
2. I am a confident learner.



FAIRY FOREST FORTNIGHT PROMOTES PHYSICAL

Foundation Stage 1 and 2

Inexperienced Learner: 2-3	Semi-Experienced Learner: 3-4	Experienced Learner: 4-5 plus	Early Learning Goals
Emergent Learner 1. I can tell you when I need the toilet. 2. I can try to put on my coat.	Emergent Learner 1. I can walk upstairs independently. 2. I can throw a ball.	Emergent Learner 1. I can dress myself. 2. I can move in different ways.	ELG 04 Physical Moving and Handling Exceeding 1. Children show good control and co-ordination in large movements. 2. Children show good control and co-ordination in small movements. 3. They move confidently in a range of ways. 4. They safely negotiate space. 5. They handle equipment and tools effectively. 6. They handle pencils for writing effectively.
Expected Learner 1. I can squat down. 2. I can rise up from squat without my hands. 3. I can walk downstairs holding onto the rail. 4. I can jump on two feet.	Expected Learner 1. I can climb using alternative feet. 2. I can wash and dry my hands independently. 3. I can run and jump. 4. I can get my clothes on and off.	Expected Learner 1. I can travel on and off apparatus. 2. I can play racing and chase games. 3. I understand why we must keep on moving. 4. I understand the need for hygiene.	ELG 05 Physical Health and Self Care Exceeding 7. Children know the importance for good health, the importance of physical exercise, and a healthy diet. 8. Children know the importance and talk about ways to keep healthy and safe. 9. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Exceeding Learner 1. I can kick a ball. 2. I can take off my outdoor clothes. (Additional statements I can clean myself & wash my hands, I can hold a pencil)	Exceeding Learner 1. I know that being active is good for me. 2. I am confident in my physical movement.	Exceeding Learner 1. I have control over my body. 2. I can move safely.	



FAIRY FOREST FORTNIGHT PROMOTES COMMUNICATION AND LANGUAGE

Foundation Stage 1 and 2

Inexperienced Learner: 2-3	Semi-Experienced Learner: 3-4	Experienced Learner: 4-5 plus
Emergent Learner 1. I can respond to a familiar sound. 2. I can share feelings through talk.	Emergent Learner 1. I can listen to others in small groups. 2. I am beginning to understand what we use objects for.	Emergent Learner 1. I can maintain attention. 2. I can use talk to sequence events & ideas.
Expected Learner 1. I can repeat sounds from a story. 2. I can tell you 'who'. 3. I can tell you 'where'. 4. I can share my thoughts through talk.	Expected Learner 1. I can listen to a full story. 2. I can think 'how and why?'. 3. I am using exciting theme words. 4. I can talk showing I am pretending.	Expected Learner 1. I can sit quietly and listen. 2. I am able to follow a verbal story. 3. I can talk with a maintained theme. 4. I can talk clearly linking my thoughts & ideas.
Exceeding Learner 1. I am understanding basic concepts. 2. I am using word endings.	Exceeding Learner 1. I can answer 'how & why' questions. 2. I can anticipate what happens next.	Exceeding Learner 1. I can listen in a range of situations. 2. I listen & respond to story.

Early Learning Goals

1. Children listen attentively in a range of situations.
2. They listen to stories, accurately anticipating key events.
3. They respond to what they hear with relevant comments, They respond to what they hear with relevant questions. They respond to what they hear with relevant comments actions.
4. They give their attention to what others say.
5. They respond appropriately to an adult. They respond appropriately to another child's questions.
6. They respond appropriately, while engaged in another activity.

ELG02 Understanding

7. Children follow instructions involving several ideas.
8. Children follow instructions involving actions.
9. They answer 'how' and 'why' questions about their experiences or stories or events.

ELG 03 Speaking exceeding

1. Children express themselves effectively.
2. They show through talk an awareness of listeners' needs.
3. They use past forms accurately when talking about events that have happened.
4. They use present forms accurately when talking about events that have just happened.
5. They use future forms accurately when talking about events.
6. They develop their own narratives by connecting ideas or events.
7. They develop their own explanations by connecting ideas or events.
8. They are confident to talk in any situation.
9. They will speak in front of a group.

FAIRY FOREST FORTNIGHT PROMOTES MATHS

Foundation Stage 1 and 2

Inexperienced Learner: 2-3	Semi-Experienced Learner: 3-4	Experienced Learner: 4-5 plus
Emergent Learner 1. I can give you 3 objects. 2. I can say 1, 2, 3.	Emergent Learner 1. I know if I get one more object I have more. 2. I can count to 6.	Emergent Learner 1. I can count out 7 independently. 2. I am beginning to know the days of the week.
Expected Learner 1. I can count 1, 2, 3, 4, 5. 2. I can count out 4 objects. 3. I can tell you about size. 4. I can complete a jigsaw.	Expected Learner 1. I can recognise 1, 2, 3. 2. I can count out 6 objects. 3. I am beginning to solve number challenges. 4. I can create & describe pattern. 5. I can recognise numbers around me.	Expected Learner 1. I can count out 10. 2. I know one more to 5. 3. I can sequence my day.
Exceeding Learner 1. I can count out 5 objects. 2. I know when it's home time.	Exceeding Learner 1. I can count above 10. 2. I can compare groups of objects that are the same number.	Exceeding Learner 1. I am beginning to know one less. 2. I know the answer to 'what is it?' 3. I can order numbers 1 to 20. 4. I know which number is more than/less than. 5. I can add 2 single digit numbers. 6. I can solve a number challenge.

Early Learning Goals

ELG11 Numbers

- Children count reliably with numbers from 1 to 20.
- Place numbers 1-20 in order.
- Say which number is one more than a given number.
- Say which number is one less than a given number.
- Using quantities and objects, they add two single digit numbers.
- Using quantities and objects, they subtract two single-digit numbers.
- Using quantities and objects, to calculate addition sums they count on or back to find the answer.
- Using quantities and objects, to calculate subtraction sums they count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

ELG12 Shape, space and measures

- Children use everyday language to talk about size.
- Children use everyday language to talk about weight.
- Children use everyday language to talk about capacity.
- Children use everyday language to talk about position.
- Children use everyday language to talk about distance.
- Children use everyday language to talk about time and money.
- To compare quantities and objects and to solve problems using size, weight, capacity, position, distance, time and money.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

FAIRY FOREST FORTNIGHT PROMOTES EXPRESSIVE ARTS AND DESIGN

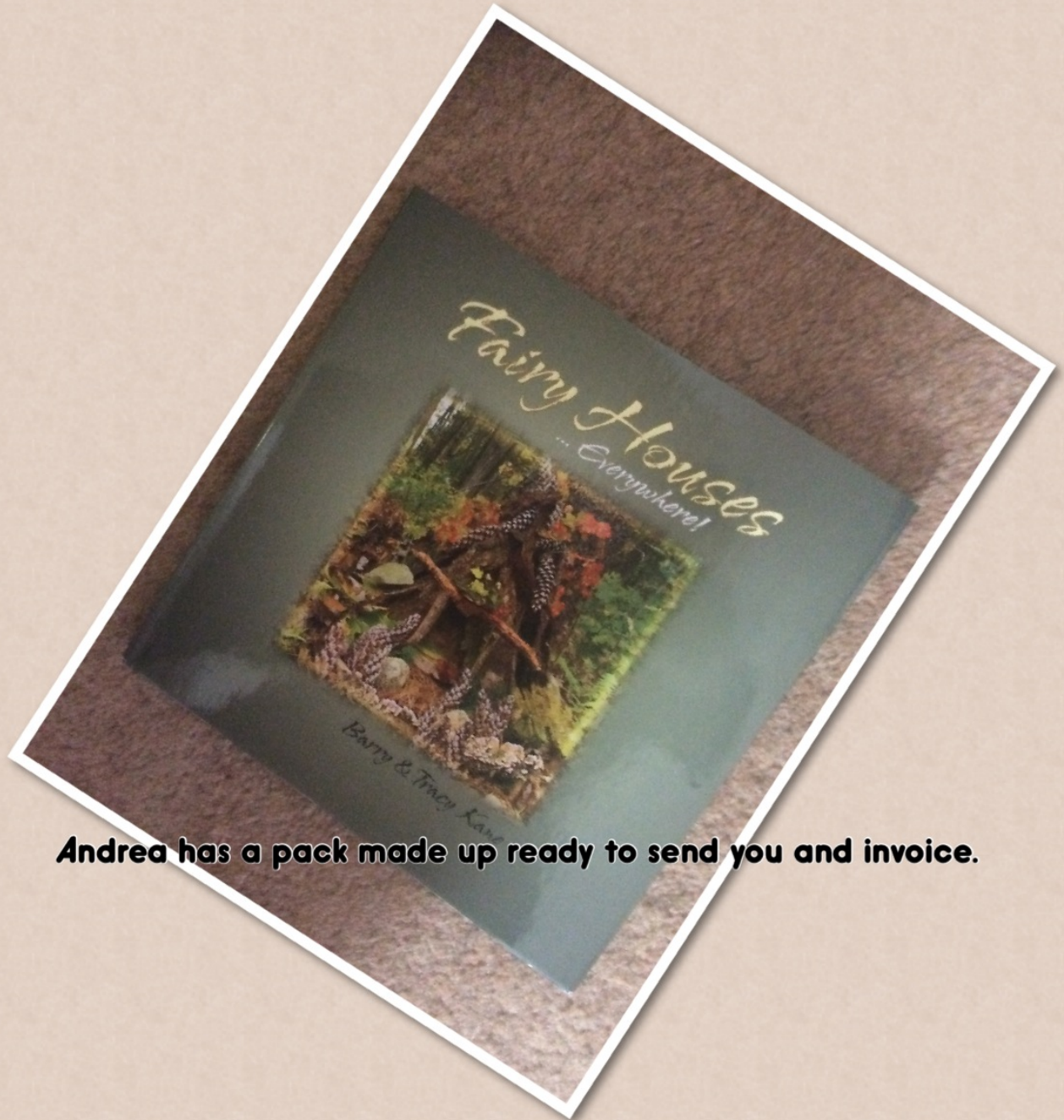
Foundation Stage 1 and 2

Inexperienced Learner: 2-3	Semi-Experienced Learner: 3-4	Experienced Learner: 4-5 plus	Early Learning Goals
Emergent Learner 1. I am exploring sound making objects. 2. I know 1 colour.	Emergent Learner 1. I can join in a ring game. 2. I can use small world toys.	Emergent Learner 1. I can build a den. 2. I can use play dough to create.	16 Expressive Art & Design 1. Children sing songs. 2. Children make music and dance. 3. Children experiment with ways of changing songs, music and dance. 4. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Expected Learner 1. I am beginning to create sounds. 2. I can draw a person. 3. I am beginning to paint things. 4. I am beginning to role play.	Expected Learner 1. I am exploring colour mixing. 2. I can join construction pieces together. 3. I can role play. 4. I can build a story around toys.	Expected Learner 1. I can create different textures. 2. I can use colour for a purpose. 3. I can construct from an idea. 4. I can use story to enhance my role play.	ELG 17 Expressive Art & Design 5. Children use what they have learned about media and materials in original ways, thinking about users and purposes. 6. They represent their own ideas, thoughts and feelings through design and technology.
Exceeding Learner 1. I know how to create a sound. 2. I can paint a simple picture.	Exceeding Learner 1. I can change colours. 2. I can construct with various types of materials.	Exceeding Learner 1. I have ideas about what I want to build. 2. I know how to create my ideas.	7. They represent their own ideas, thoughts and feelings through art. 8. They represent their own ideas, thoughts and feelings through music and dance. 9. They represent their own ideas, thoughts and feelings through role play and stories.



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stories to go with this theme.
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