



Traditional Tales

Personal, Social and Emotional Development

Basic Knowledge:

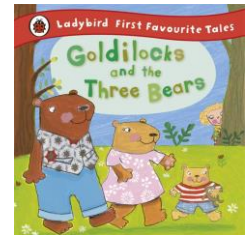
I will begin to play with one or more children, extending and elaborating play ideas.
I will begin to suggest new games to play i.e. "Let's play Goldilocks; I will be the Daddy Bear and you can be the baby bear. Shall we make some porridge?" With support from the adults, I will begin to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Goldilocks in the game and beginning to think about other ideas.

How to help:

Encourage your child to role-play and pretend to be different characters i.e. a doctor, mum or dad. Allow them to find resources at home to extend their play. Let them build dens with their friends using big cardboard boxes and pieces of material. Join in with their play and take on different roles. Help them verbalize their feelings and praise them when they resolve conflicts on their own.

Key Vocabulary:

- Join in
- friend
- What shall we play?



Physical Development

Basic Knowledge:

I will have regular opportunities to use one-handed tools, such as scissors and hammers.
I will use child scissors confidently to make snips on paper.
I will begin to use a comfortable grip with good control when holding pens and pencils.
I will have a go at tracing and will show a little control with my writing tool.

How to help:

Stress scissor safety with your child. Talk about how they are only used for cutting paper, nothing else! Discuss how we never move around with scissors. If using at home, ensure that you invest in child's scissors with a blunt point. Give your child lots of opportunities to mark make. Use chunky decorator's brushes with water or chalk on the flagging outdoors.

Key Vocabulary:

- snip
- careful
- slowly
- cut
- forward
- safely



Communication and Language Development

Basic Knowledge:

I will learn new songs and rhymes linked to the theme.
I will begin to listen to and offer comments about stories linked to the theme.
I will begin to understand why questions like: Why did Goldilocks go walking in the forest without an adult? Why does baby bear cry?
I will learn a wide range of vocabulary linked to the theme and use it to talk about what I have learnt.
I will be given daily opportunities to speak in sentences of four to six words.

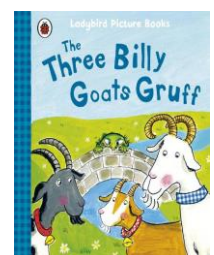
How to help:

Set aside time each day to talk to your child about what they are feeling and thinking. Share books regularly and talk about the pictures and storyline. Regularly sing songs and rhymes with your child.

Suggested Texts - Goldilocks and The Three Bears, The Three Billy Goats Gruff, The Three Little Pigs, The Gingerbread Man, Jack and the Bean Stalk.

Key Vocabulary:

- What
- When
- How
- Later
- Tomorrow



Literacy

Basic Knowledge:

I will begin to appreciate the parts of a book. I will explore the front cover, the author and the page number. I will recognise my name and be supported to scribe letter like shapes to represent it.

I will develop an awareness of sounds and rhythms.

I will explore body percussion and will experiment counting or clapping syllables in words.

I will enjoy phonics sessions (Active Learn -Bug Club)

How to help:

Go on a nature walk and listen for sounds in nature. Talk about the quiet and loud sounds. Play I-spy focusing on initial sounds of words. Look for shapes in nature too. Collect natural items that you can talk about. Sing lots of songs with your child and encourage him/her to join in with actions such as clapping hands, clicking fingers, patting/slapping knees and stamping feet.

Key Vocabulary:



- Front cover
- Page number
- Author
- Illustrator
- Clapping
- Tapping
- Stamping
- Sounds
- Initial sound

Mathematics

Basic Knowledge:

I will begin to say one number name for each item counted to number three. I will solve real mathematical problems with numbers up to five, for example during snack times, *'There are four children and we only have three crackers left, how many do we need?'* I will begin to make comparisons to objects related to weight. I will describe a familiar route and use spatial words in my play (in, on, under, up, down, besides, between). I will begin to describe a sequence of events, real or fictional, using words such as....'first, then, after, before,.....Everyday we.....Every evening we.....'

How to help:

Find interesting and exciting objects to compare and count at home, shells, beads, stones etc. Make counting a fun part of your day. Count socks as you sort them; count the juice boxes in your refrigerator; count the cars and buses going by. The more experience children have with counting, the more they will learn the meaning of numbers. Use spatial language to talk about their day.....
'First we went to the shops, then we went to see Grandma and after that we had our tea.'

Key Vocabulary:

- In
- on
- under
- up
- down
- besides
- between
- first
- then
- after
- before
- Every day we..
- Every evening we...

Understanding of the World

Basic Knowledge:

I will explore the properties of different materials used to create 'The Three Little Pigs' houses. I will use construction materials to create imaginary worlds. I will explore different forces I can feel i.e. using straws to blow down the little pigs' house of straw.

How to help:

Talk about and explore different textures of objects and materials around the house and outdoors. Build the Three Little Pigs houses using different materials and act out the story.

Key Vocabulary:

- Straw
- Sticks
- Bricks
- texture
- push/pull/blow



Expressive Arts and Design

Basic Knowledge:

I will explore materials freely and will learn where to find them and put them away when I have finished. I will enjoy art activities and will begin to explore line, form, shape, colour and texture in my work. I will use drawing to represent ideas like movement or loud noises. I will enjoy singing and

How to help: Talk to your child about the marks they have created. Draw with them. Give them a running commentary of what you have noted..... *"Oh that looks interesting... I see you have created a big square. Is that the Bears house?"*

Key Vocabulary:

- Melody
- Up and down
- Loud/quite
- Fast/slow

