

EYFS Adult Led and Provision Planning – Summer 2 Fairytales & Fantasy

<u>Literacy</u>		<u>Maths</u>	
Objectives: <u>Comprehension</u> - Can draw pictures of characters/ event / setting in a story - Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. - Make predictions - Beginning to understand that a non-fiction is not a story, it gives information instead. - Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. - Sort books into categories <u>Writing</u> - Writing opportunities and supported writing activities: CCVC/CVCC simple sentence writing using taught 'Harder to Read and Spell Words' - Story planning and writing - Writing sentences using a range of 'Harder to Read and Spell Words' that are spelt correctly. - Using full stops, capital letters and finger spaces. - Innovation of familiar texts using familiar texts as a model for writing own stories. - Character and setting descriptions - Handwriting/letter formation <u>Reading: See Phonics LTP</u>		Objectives: <u>Manipulate, Compose and Decompose</u> - Select shapes for a purpose - Rotate and manipulate shapes - Explain shape arrangements - Compose and decompose shapes - Copy 2D shape pictures - Find 2D shapes within 3D shapes <u>Sharing and Grouping (2 weeks)</u> - Explore sharing and grouping - Even and off sharing - Play with and build doubles <u>Make Connections (1 week)</u> - Deepen understanding - Patterns and relationships <u>Visualise, Build and Map (3 weeks)</u> - Identify units of repeating patterns - Create and explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - describe positions - give instructions to build - explore mapping - represent maps with models - create own maps	
<u>Adult Led</u>	<i>See weekly phonics overview</i> See English Planning - Make labels for mythical characters and storybook characters. - Write a letter to Little Red Riding Hood warning her about the dangers in the forest. - Character description of the wolf, e.g. big ears, sharp teeth, long tail. - Shared writing: create a class story map for a familiar fairytale. - Innovate a familiar story, e.g. The Three Little Pigs becomes The Three Little Dragons. - Write simple CCVC/CVCC sentences linked to fairytale pictures. - Compare a fiction fairytale book with a non-fiction book about castles, wolves, pigs, forests or frogs. - Book detective activity: identify front cover, back cover, spine, title, author, illustrator, blurb and illustrations. - Draw and label a character, setting or key event from a story. - Write a simple setting description, e.g. "The castle is big." "The forest is dark."	<u>Adult Led</u>	See WRM Scheme of Learning - Build castles using 2D and 3D shapes, discussing which shapes are selected and why. - Create repeating patterns using jewels, magic beans, crowns, shields or dragon scales. - Share treasure fairly between knights, dragons or fairytale characters. - Explore odd and even numbers by sharing magic beans between two characters. - Build doubles using golden coins, magic beans or gems. - Copy 2D shape pictures of castles, crowns, shields, dragons or houses. - Find 2D shapes within 3D models, e.g. square faces on cubes, circular faces on cylinders. - Give positional instructions to move a character around a castle or forest map. - Create simple maps of a fairytale setting and describe routes.

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<u>Provision Ideas</u> (tick off/date once completed or note additions)	• Small world mythical kingdom area with props for knights, trolls, dragons, fairies and unicorns for retelling stories and predicting events. • Potion area with recipe cards, labels, ingredient lists and spell writing. • Story dice for creating new fantasy stories. • Traditional tale books available to read independently. • Literacy prompt: what makes a good knight, hero or villain in a story? • Fairytale writing station with scrolls, envelopes, wands, clipboards, postcards and character word mats. • Wanted posters for the Big Bad Wolf, troll, dragon or giant. • Missing posters for the Gingerbread Man, Cinderella’s shoe or the lost crown. • Story baskets for Goldilocks, The Three Little Pigs, Jack and the Beanstalk and Little Red Riding Hood. • Fiction/non-fiction sorting baskets labelled “Story” and “Information”. • Character speech bubbles in role play and small world areas. • Book feature labels for children to match to real books. • Fairy-tale sentence prompts: “The wolf is...” “The dragon can...” “The castle is...” • Story mountain board for children to plan their own stories (beginning, middle and end)..	<u>Provision Ideas</u> (tick off/date once completed or note additions)	• Counting magic beans — can you double them? • Create your own crown — what shapes will you use? Can you describe the position using mathematical language? • Fairytale treasure sharing tray: share jewels, coins or gems between characters. • Castle construction challenge using cubes, cones, cylinders and cuboids. • Shape hunt around the classroom: find shapes in castles, books, shields and props. • Dragon scale pattern-making using loose parts. • Fairy wand repeating patterns using beads or coloured cubes. • Build a bridge for the troll and describe the shapes used. • Positional language small world: put the dragon behind the castle, the knight beside the tower, the troll under the bridge. • Map-making table: create a map from the cottage to Grandma’s house or from Jack’s house to the giant’s castle. • “Can you copy my castle?” construction challenge using a photo or model. • Sorting crowns, jewels or dragons by size, shape, colour or pattern.
<u>Communication and Language</u>	<u>Personal Social and Emotional Development</u>	<u>Physical Development</u>	
<u>Objectives:</u> - Longer and more interactive story times and targeted questioning during literacy activities - Meaningful and extended play interactions with peers and adults in and out of the classroom - Questioning to develop use of topic-based vocabulary - Weekend news and activity recounts, modelling structure and detail needed when retelling events - School trip recounts between peers and more structured presentations	<u>Objectives:</u> <i>PSHCE: Changing Me</i> - Winning and losing – children will learn how to participate in team games in preparation for Sports Day and the importance of good sportsmanship and cheering on their teammates (Sports Day) - Understand that everyone is unique and special - Express how they feel when change happens - Understand and respect the changes that they see in themselves and other people	<u>Objectives:</u> <i>Fine Motor:</i> • Threading, cutting, playdough, focus fine motor activities. • Form letters correctly • Copy 2D shapes • Begin to draw diagonal lines, like in a triangle • Start to colour inside the lines of a picture • Start to draw pictures that are recognisable • Build things with smaller linking blocks, such as Duplo or Lego <i>Gross Motor:</i>	

EYFS Adult Led and Provision Planning – Summer 2 Fairytales & Fantasy

- End of year performances of rhymes, poems, songs		- Know who to ask for help if they are worried about change - Looking forward to change		Working with Others (EYFS) Tennis (KS1): • Changing for PE • Sports Day • Working with others: • Can play in a group • Keeps play going by responding to what others are saying or doing • Begins to accept the needs of others and can take turns and share, sometimes with the support of others • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles	
<u>Adult Led</u>	• Longer and more interactive story times with targeted questioning. • Use repeated story language such as “Once upon a time,” “Suddenly,” “Next,” and “Finally.” • Talking in partners: children to discuss and predict what they think will happen next in a story. • Weekend news and activity recounts with adult modelling of sequence and detail. • Children retell familiar fairytales using props, puppets or story spoons. • Hot-seat characters such as the wolf, Goldilocks, Jack, the giant or Little Red Riding Hood. • Ask children to explain their story maps or drawings to an adult. • Introduce and model topic vocabulary: castle, moat, drawbridge, forest, cottage, giant, dragon, troll, fairy, knight, spell, potion, quest. • End-of-year performances of rhymes, poems and songs.	<u>Adult Led</u>	<i>Alongside PSHE sessions</i> • Discuss how characters feel at different points in stories, e.g. scared, excited, worried, brave, angry, lonely. • Talk about change through stories, e.g. Cinderella’s life changing, the Ugly Duckling changing, Jack making choices. • Explore winning and losing through team games in preparation for Sports Day. • Discuss good sportsmanship: cheering others on, taking turns, coping with not winning. • Circle time: “What makes someone a good friend?” linked to heroes and helpers in stories. • Talk about who characters ask for help and who children can ask for help if worried. • Discuss uniqueness through fantasy characters: everyone has different strengths. • Role-play resolving problems fairly, e.g. sharing treasure, taking turns with the crown, helping a lost character.	<u>Adult Led</u>	<i>Alongside writing and PE sessions</i> • Alongside writing and PE sessions. • Fine motor threading using beads to make crowns, wands or dragon tails. • Cutting skills to create shields, crowns, masks and story characters. • Playdough dragons, castles, magic beans and fairy gardens. • Focused handwriting and letter formation linked to phonics. • Copy 2D shapes when designing castles, shields and crowns. • Practise drawing diagonal lines through triangles, flags, roofs and crowns. • Colouring inside lines using character pictures and story scenes. • PE: working with others, team games and Sports Day practice. • Outdoor play: move like giants, dragons, fairies, wolves and knights. • Obstacle courses linked to travelling through the forest or over the troll bridge.

EYFS Adult Led and Provision Planning – Summer 2 Fairytales & Fantasy

<u>Provision Ideas</u> (tick off/date once completed or note additions)	• Puppet theatre for retelling and inventing fairytales. • Storytelling chair where children can tell their own fantasy stories. • Character masks to support speaking in different 'roles. • "What happens next?" cards in the reading area. • recording buttons for children to record story ideas. • Role-play prompts: "Who are you?" "Where are you going?" "What is your problem?" • Fairytale telephone/message centre for characters to leave messages. • Small world scenes for collaborative storytelling. • Picture sequencing cards for children to explain the order of events. • Vocabulary display with images and key words. • Partner talk prompts: "I think..." "I predict..." "My favourite part was..." "I wonder..." •	<u>Provision Ideas</u> (tick off/date once completed or note additions)	• Feelings cards linked to fairytale characters. • "How does the character feel?" display with pictures from familiar stories. • Friendship crown: children write or draw kind actions. • Turn-taking board games and treasure hunts. • Calm area for children to regulate emotions. • Problem-solving cards: "The dragon is lonely," "The wolf has no friends," "The princess is worried." • Team building in the construction area: build a castle together. • Role-play scenarios encouraging sharing and cooperation. • Mirrors: "What makes me special?" linked to PSHE Changing Me. • Worry box for children to post concerns. • Celebration display: "We are all unique and special."	<u>Provision Ideas</u> (tick off/date once completed or note additions)	• Fine motor potion station with tweezers, spoons, pipettes and small containers. • Thread jewels onto pipe cleaners to make crowns or necklaces. • Cut and stick character masks. • Playdough fairytale mats: make a dragon, castle, beanstalk, crown or wolf. • Peg dragon scales onto dragon outlines. • Build castles with Lego, Duplo or small blocks. • Trace and form letters in glitter, sand or "magic dust" trays. • Finger gym: rescue gems from the dragon's cave using tweezers. • Outdoor giant footprints for jumping, stepping and balancing. • Dragon egg hunt - running, bending and searching. • Chalk large letters, castles and maps outside. • Ribbon wands for gross motor movements and letter shapes. • Troll bridge balancing challenge. • Beanbag "magic bean" throwing into numbered hoops or baskets.
<u>Understanding the World</u> <u>Objectives:</u> - School trip – exploring the world around us, senses, new places, travel, new destinations - Minibeast hunt - woodland - Fiction and non-fiction texts that offer an insight into contrasting environments/animal habitats - Children create basic maps of the local area - Fruit tasting – DT Link - Health and Hygiene – DT link - Changes over time – exploring Heptonstall				<u>Expressive Arts and Design</u> <u>Objectives:</u> - School play – children take part in the school summer production - Fantasy characters/Gruffalo inspired role-play and small world - Fruit/veg tasting, chopping, preparing and tasting (DT link) - Children explore the outside and inside of different fruit and make drawings of these using pastels and crayons - Art Exhibition – children display and share their artwork to the whole school/parents	

EYFS Adult Led and Provision Planning – Summer 2 Fairytales & Fantasy

<u>Adult Led</u>	• School trip to MAGNA: explore the world around us, using senses, discussing new places, travel and new destinations. • Minibeast hunt. • Use fiction and non-fiction texts to explore contrasting environments and animal habitats. • Create basic maps of the local area. • Fruit tasting linked to DT. • Health and hygiene linked to DT. • Explore changes over time in Heptonstall. • Compare real castles with fantasy castles. • Look at non-fiction texts about wolves, pigs, frogs, forests, castles and minibeasts. • Discuss which parts of fairytales are real and which are imaginary. • Explore materials by testing which would make the strongest house for the Three Little Pigs. • Plant magic beans and observe how they grow over time. • Talk about different homes and habitats, e.g. cottage, castle, cave, forest, pond.	<u>Adult Led</u>	• School play: children take part in the school summer production. • Fantasy character inspired role play and small world. • Fruit/veg tasting, chopping, preparing and tasting linked to DT. • Children explore the outside and inside of different fruit and make drawings using pastels and crayons. • Art exhibition: children display and share their artwork with the whole school and parents. • Create and construct your own mythical creature using box-modelling materials. • Design your own shield to be used for storytelling and role play. • Make your own fairy garden. • Make giant's footprints using paint, collage or large paper. • Create puppets for retelling fairytales. • Make crowns, wands, masks, dragon wings and character costumes. • Use music and movement to represent characters, e.g. giant footsteps, fairy dancing, dragon flying. • Create story settings using collage, paint, junk modelling and natural materials.
<u>Provision Ideas</u> (tick off/date once completed or note additions)	• Building houses from straw, sticks and bricks and testing their strength. • Castle investigation table with photographs of real castles. • Map-making station: maps of the classroom, outdoor area, forest, castle or local area. • Minibeast observation tray with magnifying glasses and clipboards. • Woodland small world with real natural materials. • Sorting real/not real: wolf, pig, dragon, castle, unicorn, forest, frog. • Explore animal habitats: where would a wolf, frog, pig or bear live? • Fruit and vegetable tasting linked to healthy eating. • Handwashing station with hygiene posters. • Heptonstall then-and-now photo comparison.	<u>Provision Ideas</u> (tick off/date once completed or note additions)	• Box-modelling area for castles, dragons, towers, cottages and bridges. • Collage materials for designing mythical creatures. • Crown, wand and shield-making station. • Puppet-making area using lolly sticks, card, fabric and googly eyes. • Fairy garden creation using natural materials, loose parts and small figures. • Dragon cave art area using dark paper, foil, tissue and shiny materials. • Giant footprint painting and measuring. • Castle printing using blocks, sponges and 2D shapes. • Story scene painting: forest, castle, cottage, beanstalk, cave or bridge. • Role-play costume-making with fabric, ribbons and recycled materials. • Music basket: bells, drums, shakers and scarves for fairytale sound effects. • Stage area for children to perform stories, songs and rhymes. • Make a class fairytale book using children's artwork and dictated/written sentences.

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	• Sensory exploration table: bark, leaves, stones, feathers, herbs and flowers. • Planting flowers in outdoor area		
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