

Year group: EYFS

Term: Spring 1

Topic: Fairy Tales

Kernow Cluster Topic Overview Sheet

# Objectives

**CL -Listening and Attention:**

**ELG** Children listen attentively in a range of situations.

**ELG** They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**CL -Understanding:**

**30-50** Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

**40-60+** Able to follow a story without pictures or props.

**40-60+** Listens and responds to ideas expressed by others in conversation or discussion.

**CL - Speaking:**

**30-50** Uses a range of tenses (e.g. 'play', 'playing', 'will play', 'played').

**30-50** Uses intonation, rhythm and phrasing to make the meaning clear to others.

**40-60+** Links statements and sticks to a main theme or intention.

**40-60+** Introduces a storyline or narrative into their play

**PD – Moving and Handling:**

**40-60+** Jumps off an object and lands appropriately.

**40-60+** Travels with confidence and skill around, under, over and through balancing and climbing equipment.

**PD – Health and Self-Care:**

**40-60+** Eats a healthy range of foodstuffs and understands need for variety in food.

**40-60+** Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

**40-60+** Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

**ELG** They manage their own basic hygiene and

**Personal Reading** successfully, including dressing and **30-50** Beginning to be aware of the way stories are structured.

**30-50** Listens to stories with increasing attention and recall.

**40-60+** Enjoys an increasing range of books.

**40-60+** Beginning to segment the sounds in simple words and blend them together and knows which

**PSED – Self Confidence and Self Awareness:**

**40-60+** Confident to speak to others about own needs, wants, interests and opinions.

**40-60+** Can describe self in positive terms and talk about abilities.

**PSED – Managing Feelings and Behaviour:**

**40-60+** Beginning to be able to negotiate and solve problems without aggression

**ELG** They adjust their behaviour to different situations, and take changes of routine in their stride

**PSED – Making Relationships:**

**40-60+** Explains own knowledge and understanding, and asks appropriate questions of others.

**40-60+** Takes steps to resolve conflicts with other children (e.g. finding a compromise).

**Personal Reading** successfully, including dressing and **30-50** Beginning to be aware of the way stories are structured.

**L - Writing:**

**40-60+** Writes own name and other things such as labels, captions.

**40-60+** Gives meaning to marks they make as they draw, write and paint.

**40-60+** Links sounds to letters, naming and sounding the letters of the alphabet.

**M - Number:**

**40-60+** Recognises numerals 1-10

**40-60+** Selects the correct numeral to represent 1 to 10,

**40-60+** Counts objects to 10, and beginning to count beyond 10.

**40-60+** Counts out up to six objects from a larger group – then up to 10

**40-60+** Counts actions or objects which cannot be moved

**40-60+** Counts an irregular arrangement of up to ten objects

**M – Space, Shape and Measures:**

**40-60+** Orders two or three items by length or height.

**40-60+** Orders two items by weight or capacity.

**UW – People and Communities:**

**30-50** Shows interest in different ways of life.

**ELG** Children talk about past and present events in their own lives and in the lives of family members.

**UW – The World:**

**30-50** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

**UW - Technology:**

**30-50** Knows that information can be retrieved from computers.

**EAD – Exploring & using Media & Materials:**

**30-50** Taps out simple repeated rhythms.

**30-50** Explores and learns how sounds can be changed.

**30-50** Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

**30-50** Joins construction pieces together to build and balance.

**40-60+** Explores the different sounds of

**EAD – Being Imaginative:**

**30-50** Developing preferences for forms of expression.

**30-50** Sings to self and makes up simple songs.

**40-60+** Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

**Key vocabulary/questions:**

Who are the characters? What happens in the story? Where does it take place? When does the story happen? Why do you think this happens? Character, plot, story, setting. How do we stay healthy? Why should we eat fruits and vegetables? Is there a safe way to approach tasks? Is there a safe way to travel across apparatus/travel? Safe, challenge, movement.

What sounds can you make? Can you change them? What happens if ...? Loud, quiet, fast, slow, bang, crash, tinkle, swish, tune, melody, song.

**Class stories:**

Little Red Riding Hood  
Goldilocks and the Three Bears  
Three Billy Goats Gruff  
Hansel and Gretel

**Potential Trips/visits:**

Woods to act out different fairy tales e.g. red riding hood, goldilocks  
Library to find fairy tales/traditional tales to explore and share  
Shops to buy fruit for kebabs



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# Skills



### CL -Listening and Attention skills:

To be able to actively listen in a variety of situations and respond appropriately to the content e.g. following an instruction, join in with an activity, share an idea. Situations may include group activities, assembly, playtime, church.

Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Make suggestions for story adaptation e.g. Goldilocks eats three bowls of cereal, little red riding hood meets a bear in the woods.

### PD – Health and Self-Care skills:

Able to make a healthy snack choice and talk about the reasons why we can't live on crisps and chocolate alone. Can explain the benefits of fruits and vegetables and the effects on our bodies. Explore different fruits through making smoothies and fruit kebabs.

Shows awareness of the need for safety when tackling challenges and can explain different ways to stay safe using equipment.

Can manage basic hygiene and personal needs

Successfully dressing and going to the toilet. Beginning to be aware of the way stories are structured. Uses their knowledge of different stories to recall and create similar story structures. Using 4 part story board to write a story based on a traditional tale using recall and innovation.

Enjoys an increasing range of books and is exposed to a variety of picture less stories.

Segments the sounds in simple words and blend them together and knows which letters represent some of them.

### UW – People and Communities skills:

Shows interest in different ways of life.

Children talk about past and present events in their own lives and in the lives of family members including birthdays, holidays, special moments, day to day life.

Shows an interest in the way in which friends lives their lives and the special things their families do to.

Can say what they do that is the same and what they

### EAD – Being Imaginative skills:

Developing preferences for forms of expression choosing which materials to use to tell part of a story – paint, chalk, puppets, storytelling, drawing.

Sings to self and makes up simple songs. Experience different styles and types of music/song and experiment with musical instruments.

### CL -Understanding skills:

Able to show understanding of prepositions by carrying out an action or selecting correct picture. Able to give instructions using prepositions to help a friend find an object.

Further develop listening and understanding skills through exposure to short stories without pictures or props. Answer questions and give relevant responses to text.

Listens and responds to ideas expressed by others in conversation or discussion. Can work with others to adapt

### PSED – Self Confidence and Self Awareness skills:

Shows confidence when speaking to others about own needs, wants, interests and opinions. Can do so in a variety of situations including in the playground, role playing, building in the construction area etc or when working as part of a team in a shared project – making a trap for the wolf.

Can describe self in positive terms and talk about abilities. Be happy to share a skill or something they are proud of to a small group of peers or whole class e.g. modelling how

to jump from a piece of apparatus, talk about a model they have made. Beginning some of the skills they have used to draw meanings to marks as they draw write and paint – including beginning to use initial sounds

Begins to link letters to their names and the sounds they make – recording sounds and words in phonics sessions. Attempts to use in play when writing lists/labels/cards?

Able to write own name – write name independently or uses name card for support.

Attempts to write lists, labels and captions for pictures.

### UW – The World skills:

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Offers comments about the changes they can see in the seasons, story settings, places they have been, school and home.

### RE

- \* Christmas
- \* Judaism
- \* Revelation

### CL – Speaking skills:

Uses the correct tense when talking about past, present and future event e.g. sharing Christmas/holiday/weekend news, anticipating birthday events. Retells traditional tales in correct tense.

Makes their meaning clear to others by using different tones of voice for example can show when they are excited, cross or happy.

Links statements and sticks to a main theme or intention when working collaboratively with others or sharing ideas on the carpet.

Introduces a storyline or narrative into their play when

### PSED – Managing Feelings and Behaviour skills:

Beginning to be able to negotiate and solve problems without aggression e.g. when making traps for the wolf, role playing traditional tales, sharing resources. Can we find a way to work together? Can we use bits of each other's ideas?

They adjust their behaviour to different situations, and take changes of routine in their stride.

### M – Number skills:

Recognises numerals and select the correct numeral to represent 1 to 5 then 1-10 e.g. can you help Grandma put the right number on her jars of knitting needles?

Can count objects to 10, and begins to count beyond 10 e.g. how many cakes does LRRH have in her basket? Can you find the gingerbread house with 10 sweets on?

Counts out up to six objects from a larger group – then up to 10 e.g. we have 10 wooden spoons here, could you pass 3 to baby bear?

### UW – Technology skills:

Knows that information can be retrieved from computers and how they can be used as a source for information/way to find things out. Explores different programmes to find out what happens. Can they explain their findings to a peer?

### Links to year 1:

Autumn term 2 - Knowledge of familiar fairy and traditional tales, awareness of story structure

Spring term 1 & 2 – weights and measures

Summer term 1 – Castles (fairy tale)

Working towards story writing.

### PD – Moving and Handling skills:

Shows care and thought in movements including jumping off an object and landing appropriately. They can explain a way that is safe to jump off an object and why and model safe practice to peers.

Able to travel with confidence and skill around, under, over and through balancing and climbing equipment. Uses knowledge of ways to stay safe on equipment and models this to peers.

### PSED – Making Relationships skills:

Can talk about things they have seen, share knowledge and experiences with others. Explains own understanding e.g. why they think Goldilocks went into the cottage why the bears were upset, how the wolf tried to trick little red riding hood. They are able to ask questions of others.

When working with others shows the ability to resolve problems or disagreements with others using a

### M – Space, Shape and Measures skills:

Orders two or three items by length or height – building on last terms ordering by size – introducing the use of measuring irregular arrangements of objects to find the largest/smallest.

Orders two items by weight or capacity – explores the weight and capacity of everyday objects through playful investigation.

### EAD – Exploring & using Media & Materials skills:

Explores and learns how the different sounds of instruments sounds can be changed and uses this knowledge to tap out/create simple rhythms. Sings a wide variety of songs and makes music to accompany and change them.

Uses blocks and construction materials to make/build (and balance) representations of objects and things such as the three bears beds, a bridge for

### Opportunities for parents

- \* Teddy bears picnic
- \* Library trip
- \* Open morning for books
- \* Fruit kebab making