

Hook and extensions:

- Gingerbread baking
- Magic kingdom creation
- Creating our own lift/open the flap books.
- The Rainbow Factory visit
- Story writing and scribing
- Fairytale characters
- Mask making



Weekly art skill:

- Collage

Teaching appropriate joining and cutting skills.

- Map making

Fine motor development

- Salt Dough keys

Weighing, mixing, observing changes to materials.

Baking:

Gingerbread making – Weighing, sharing, counting, experimenting with taste and texture

Provision:

Role play- children to make their own role play reflecting Fairytale settings or magical kingdoms

Magic door enhancements

Reading area: Story telling props including puppets

Art / malleable: Landscapes with loose parts, playdough, salt dough keys, paint, chalk etc.

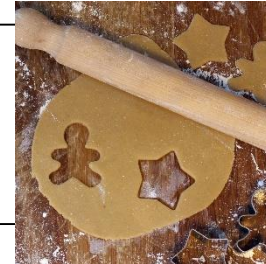
RE area:

Water area – retelling classic tales: billy goats gruff, the little mermaid, the princess and the frog.

Construction – castle building, fairytale houses, bridge construction challenge



What's behind the door?
Enquiry Based Learning



- I wonder statements
- 'I wonder...
- I wonder what...
- I wonder if...
- I wonder how...
- I wonder when...

EYFS Objectives: What we are looking for.

Personal, social and emotional development	Communication and language	Physical development
<p>Making relationships</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<p>Listening and attention</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short spans. <p>Understanding</p> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <p>Speaking</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. 	<p>Moving and handling</p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Starts to form recognisable letters. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Health and self-care</p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

RE: Understanding Christianity: Key Question:

Why do Christians put a cross in an Easter garden?

Maths Mastery:

Numbers 6-8

Maths table.

Daily mastery session.

See maths planning.

Stem sentences: I know this because, I think this because etc.