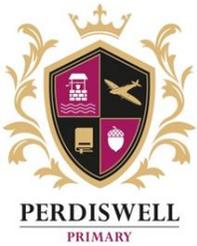


Personal, Social and Emotional Development		Traditional Tales - 2018
Opportunities For Learning	Intended Learning	Activities and Resources
<p>Children need opportunities to:</p> <ol style="list-style-type: none"> 1. Experience play and learning in a range of indoor and outdoor environments which stimulate wonder, imagination, excitement and the disposition to learn 2. Develop self-esteem and self worth 3. Develop confidence and a sense of security 4. Make and express choices, plans and decisions 5. Initiate ideas and test them out, developing their own theories about how things work and solving simple practical problems 6. Persevere in task which at first present some difficulties. 7. Express appropriately needs and preferences 8. Form positive relationships with familiar adults 9. Form positive relationships with other children 10. Create and experience cooperative play 11. Share and take turns 12. Begin to develop independence in caring for themselves and their personal safety 13. Handle and use resources with care and understand the need for safety 14. Develop independence in selecting activities and resources 	<p><u>Making Relationships</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Initiates conversations, attends to and takes account of what others say. 2. Explains own knowledge and understanding, and asks appropriate questions of others. 3. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><u>Self confidence and self awareness</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Confident to speak to others about own needs, wants, interests and opinions. 2. Can describe self in positive terms and talk about abilities 	<p><u>Making relationships</u></p> <p>Continue to develop relationships with peers and early years staff through a wide variety of joint activities.</p> <p>Participate in circle time.</p> <p>Develop skills in working with a talking and learning partner, these will continue to change on a regular basis.</p> <p>Continue to develop and enhance relationship with YR 4 Buddy. Take part in Buddy sessions.</p> <p><u>Self Confidence and Self awareness</u></p> <p>Continue to develop independence in self care, washing hands, selecting snacks and drinking water.</p> <p>Continue to develop skills in making choices in self-selection areas and maintaining focus on chosen activity and topic.</p> <p>Develop confidence in school routines such as whole school assembly and playing a role in these on occasion.</p>



15. Develop an understanding of fairness, justice, right and wrong.
16. Promote an understanding of routines and management systems.
17. Begin to demonstrate some understanding of different values and beliefs
18. Develop the ability to listen to the views and opinions of others.

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

Managing Feelings and Behaviour

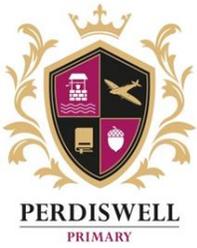
40-60 months

1. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
2. Aware of the boundaries set, and of behavioural expectations in the setting.
3. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

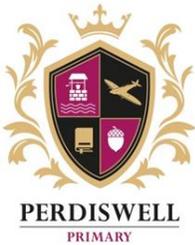
Children establish questions for learning in relation to Topic Traditional Tales. Carry out small tasks independently such as taking the register to the office. Describe events that are special to them and their family. Children will be encouraged to value each others speaking and listening skills.. Celebrate achievement through involvement in Tapestry, review of self chosen targets. Gain confidence through learning in new environments., eg phonic groups in Year One classrooms with working with new staff.

Managing Feelings and Behaviour

Participate in circle time discussing the importance of the golden rules and understand the zone board reward scheme. Additional discussion with small groups and individuals as necessary. Understand appropriate behaviour and routines for whole school assembly, Buddy times and working in new environments. Gain a greater awareness of school values of, Respect, Unity, Empathy etc . Understand how to find help in order to resolve playground issues. Explore ideas about what makes a good friend. Develop and articulate understanding of what good learning behaviour looks like, eg listening,

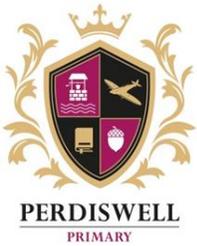


	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>eye contact, appropriate sitting, always willing to have a go and try your best. Take part in discussions surrounding whole school learning behaviour posters.</p> <p>Understand the term, good learning behaviour, discuss this with learning partners and adults.</p> <p>Take part in a variety of team games, understand and adhere to the principles of sharing, turn taking and respect and empathy.</p>
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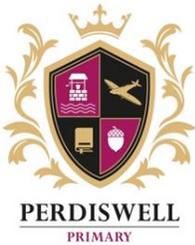
Communication and Language Traditional Tales - 2018

Opportunities For Learning	Intended Learning	Activities and Resources
<p>Children need opportunities to:</p> <ol style="list-style-type: none"> 1. Listen to and use oral language including well known traditional tales with patterned language 2. Explore sound and experiment with it 3. Listen and respond to the sound and rhythm of words in rhymes, poems, stories and songs 4. Listen to a wide variety to a wide variety of text stories poems and. non-fiction. <ol style="list-style-type: none"> 5. Ask and answer questions <ol style="list-style-type: none"> 6. Respond to information and instructions 7. Discuss issues, ideas and negotiate plans. 8. Express themselves through gesture and body language 9. Take part in short and more extended conversations.. 	<p><u>Listening and Attention</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Maintains attention, concentrates and sits quietly during appropriate activity. 2. Two-channelled attention – can listen and do for short span. <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p><u>Understanding</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Responds to instructions involving a two-part sequence. 2. Understands humour, e.g. nonsense rhymes, jokes. 3. Able to follow a story without pictures or props. 4. Listens and responds to ideas expressed by others in conversation or discussion. 	<p><u>Listening and Attention</u></p> <p>Maintain attention during discussion of the visual time table and menu of choice for self-selection activities.</p> <p>Listen to others during news sessions, circle time, and listening to and working carefully with different learning partners which will change on a regular basis.</p> <p>Listen to others whilst engaged in talking partner and group task.</p> <p>Listen to oral retelling of Traditional Tales and respond with appropriate patterned language.</p> <p><u>Understanding</u></p> <p>Respond to whole class, group and individual instructions.</p> <p>Listen to a variety of rhymes, stories and songs</p> <p>Asks questions during topic and circle time discussion.</p> <p>Establish key areas of interest and questions relating to the topic, Traditional Tales</p> <p>Respond to questions around a range of fiction, Traditional Tales stories including:</p> <p>The Three Billy Goats Gruff Little Red Riding Hood The Little Red Hen Cinderella</p>

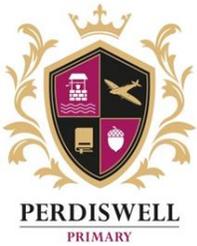


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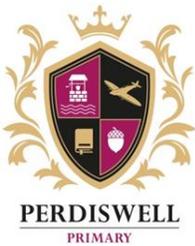
<p>10. Express needs, thoughts and feelings with increasing confidence in talk and non-verbal language</p> <p>Share ideas and information</p> <p>11. Talk with others about personally meaningful experiences</p> <p>12. Associate sounds with patterns in rhymes and words.</p> <p>13. Play games which highlights sounds within words</p>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none">1. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.2. Uses language to imagine and recreate roles and experiences in play situations.3. Links statements and sticks to a main theme or intention.4. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.5. Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>The Princess and the Pea Ask questions about the topic, establishing key areas of interest.</p> <p><u>Speaking</u> Use specific vocabulary relating to books and authors and a range of Traditional Tales. Begin to understand the Key features of narrative, and use phrases such as Once upon a time, and Happily ever after. Express opinions about books, stories and pictures and be able to talk about likes, and dislikes. Begin to use and understand the terms, characters and setting in relation to fiction. Use language to imagine roles in the, book shop and castle role play. Retell news to talk/learning partner or the class Discuss favourite books and authors. Use talk to create stories in the small world area. Develop vocabulary and pattern language relating to various traditional tales . Take part in verbal story retell to learning partners and staff, using the appropriate language , be able to discuss own story maps. Describe your character in an interview session on Once Upon a Time Day.</p>
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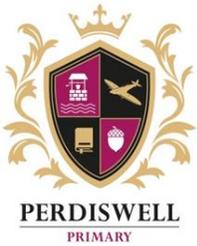
Literacy Traditional Tales - 2018		
Opportunities For Learning	Intended Learning	Activities and Resources
<p>Children need opportunities to:</p> <ol style="list-style-type: none"> 1 Listen to and use oral language including well-told stories 2 Explore sound and experiment with it 3 Listen and respond to the sound and rhythm of words in rhymes, poems, stories and songs 4 Create their own, and retell familiar rhymes, stories etc. and share them with others. 5 Take part in short and more extended conversations 6 Associate sounds with patterns in rhymes and words. 7 Play games which highlights sounds within words. 8 Begin to associate sounds with letters of the alphabet. 9 Choose a book 10 Share fiction and non-fiction texts with adults and other children 11 Respond to shared texts and express opinions 12 Use books to find interesting information. 	<p>Reading</p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Continues a rhyming string. 2. Hears and says the initial sound in words. 3. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. 4. Links sounds to letters, naming and sounding the letters of the alphabet. 5. Begins to read words and simple sentences. 6. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 7. Enjoys an increasing range of books. 8. Knows that information can be retrieved from books and computers <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p>	<p>Work in Read Write Inc groups on relevant phonic activities</p> <p>To join in with rhyming stories and activities such as silly soup odd one out etc</p> <p>To join in with alliteration.</p> <p>To orally blend and segment cvcc words.</p> <p>Read high frequency Irregular red words.</p> <p>Share a wide variety of books both fiction and non fiction.</p> <p>Hear and use patterned story language when retelling Traditional Tales.</p> <p>Order stories through creating story maps.</p> <p>Talk about our Favourite books and authors</p> <p>To participate in ORT shared reading individual reading.</p> <p>Learn the alphabet song.</p>
<ol style="list-style-type: none"> 13 Make marks with a range of tools 		



<p>14 Use mark making to communicate meaning, and expect a response</p> <p>15 Represent their own name</p> <p>16 Develop their own drawing and writing in play situations</p> <p>17 Attempt writing for different purposes</p>	<p><u>Writing</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none">1. Gives meaning to marks they make as they draw, write and paint.2. Begins to break the flow of speech into words.3. Continues a rhyming string.4. Hears and says the initial sound in words.5. Can segment the sounds in simple words and blend them together.6. Links sounds to letters, naming and sounding the letters of the alphabet.7. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.8. Writes own name and other things such as labels, captions.9. Attempts to write short sentences in meaningful contexts. <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Learn correct letter formation</p> <p>Participate in Funky Fingers sessions</p> <p>Write recount of news</p> <p>Write mini books</p> <p>Write book reviews</p> <p>Create a story map for Cinderella, Billy Goats Gruff, The Little Red Hen and Little Red Riding Hood.</p> <p>Write a description for the Big Bad Wolf wanted poster.</p> <p>Write retell of Cinderella and Billy Goats Gruff.</p> <p>Opportunities to write cards invitations and mini books.</p> <p>Write character descriptions and label castle plans.</p>
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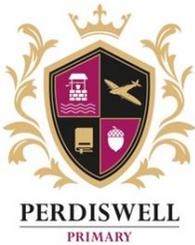
Mathematics		Traditional Tales - 2018
Opportunities For Learning	Intended Learning	Activities and Resources
<p>Children need opportunities to:</p> <ol style="list-style-type: none"> 1. Listen to, and recall number rhymes 2. Respond to rhymes and stories which use number 3. Hear and use number names; recite numbers 4. Count a wide variety of things in a range of real and play situations. 5. See and make use of written numerals 6. Recognise the numerals 0-20. 7. Sort objects making choices and justifying 8. Describe solutions to practical problems) 9. Count loud in one's and two's. 10 Use addition and subtraction in practical situations. 11 Solve problems which involve sharing and halving. 	<p><u>Number</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Recognise some numerals of personal significance. 2. Recognises numerals 1 to 5. 3. Counts up to three or four objects by saying one number name for each item. 4. Counts actions or objects which cannot be moved. 5. Counts objects to 10, and beginning to count beyond 10. 6. Counts out up to six objects from a larger group. 7. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. 8. Counts an irregular arrangement of up to ten objects. 9. Estimates how many objects they can see and checks by counting them. 10. Uses the language of 'more' and 'fewer' to compare two sets of objects. 11. Finds the total number of items in two groups by counting all of them. 12. Says the number that is one more than a given number. 13. Finds one more or one less from a group of up to five objects, then ten objects. 	<p>Say number rhymes and play finger games which involve counting</p> <p>Count ever day items, fruit, children present etc.</p> <p>Practice counting forwards and backwards to 20.</p> <p>Count small numbers of items accurately decorations for biscuits etc.</p> <p>Numeral recognition and ordering to 20.</p> <p>Number jigsaws and puzzles.</p> <p>Use a numbers in a variety of situations, key boards, phones, games and calculators to programme bee bot.</p> <p>Hopscotch</p> <p>Target games</p> <p>Practise numeral formation</p> <p>Activities to work on individual numeral recognition, continue to enhance recognition skills to 20.</p> <p>Estimate the number of objects and check by careful counting.</p> <p>Develop confidence when using the language of addition, add and equals, use the language of subtraction take away and equals, take part in practical games exploring addition and subtraction using concrete apparatus.</p> <p>Begin to explore the principles of CPA in preparation for Year 1 work with the Maths No Problem Scheme.</p> <p>Continue to uses Numicon to develop an understanding of number,</p>



14. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
15. Records, using marks that they can interpret and explain.
16. Begins to identify own mathematical problems based on own interests and fascinations

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

Make sets with 1 more 1 less
Find the number which is 1 more 1 less on a number line
State the number which is 1 ore 1 less than a given number.
Solve practical problems which involve sharing and halving.
Use the language "share, fair and half".



10. Use language such as greater, smaller, heavier and lighter to compare quantities.
11. Use familiar objects and shapes to create patterns.
12. Use language of comparison.
13. Use everyday language related to time, sequence familiar events, (before, now, after)
14. Use language such as greater, smaller, heavier and lighter to compare quantities.
15. Make predictions and check by measuring using non-standard units
16. Use familiar objects and shapes to create patterns.
- 17 Build models with a variety of shapes

Shape Space and Measure

40-60 months

1. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
2. Selects a particular named shape.
3. Can describe their relative position such as 'behind' or 'next to'.
4. Orders two or three items by length or height.
5. Orders two items by weight or capacity.
6. Uses familiar objects and common shapes to create and recreate patterns and build models.
7. Uses everyday language related to time.
8. Beginning to use everyday language related to money.
9. Orders and sequences familiar events.
10. Measures short periods of time in simple ways.

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

Use and understand positional language during cooking activities and treasure hunt.

Use beebot to explore direction.

Copy and continue patterns and devise and describe own patterns,

Understand and use the terms, repeated pattern and Symmetrical pattern.

Listen to and say days of the week in order carry out activities to sequence days of the week.

Take part in:

Simple shopping activities involving coin recognition and shopping role play in the, book shop and other shopping activities.

Order objects by size, weight and capacity using appropriate language.

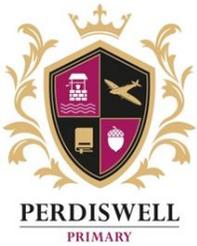
Use appropriate language to describe position using the story of the 3 Billy Goats Gruff.

Order events of Cinderella in relation to time using appropriate language.

Name and describe shapes needed to make a model Windmill and Castle.



Understanding the World		Traditional Tales - 2018
Opportunities For Learning	Intended Learning	Activities and Resources
<p>Children need opportunities to:</p> <ol style="list-style-type: none"> 1. Use all of their senses to investigate the natural and made environment 2. Care for living things such as plants and minibeasts 3. Make and use collections of things which interest them 4. Look closely at similarities, differences, patterns and change in the natural and made worlds 5. Have time and opportunity to wonder 6. Report and represent their observations using drawings, recordings or other means 7. Look at the effects of personal growth and change. 8. Experience everyday uses of technology to develop their awareness of the world 9. Use information technology to develop their awareness of the world 10. Recall and reflect on past experiences in their personal lives and in the setting 11. Find out about their own cultures, religions and family structures and those of other people 12. Find out about where they live and their environment, including the Early Years setting 	<p>People and Communities</p> <p>40-60 months</p> <p>1. Enjoys joining in with family customs and routines</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Share information about holidays and special family events.</p> <p>Celebrate personal achievements and experiences on Tapestry, talk and share these with wider class group.</p> <p>Compare and contrast everyday object within own homes compared to the homes of the past.</p> <p>Enjoy taking part in the castle constructors with a family member and celebrate family teamwork.</p>



13. Experience and respond to seasonal change.

14. Be aware of Cultural events and beliefs such as 100year anniversary of WW1

The World

40-60 months

1. Looks closely at similarities, differences, patterns and change

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

40-60 months

1. Completes a simple program on a computer.
2. Uses ICT hardware to interact with age-appropriate computer software.

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Observe and discuss seasonal change.

Take part in Outdoor Afternoons, continue to notice patterns and change in the school grounds and environment.

Take part in Science afternoons, using Ogden trust, science.

Discuss patterns and change, make bread, talk about method, discuss the term ingredients and write a recipe. Bake bread and discuss how materials and textures change.

Taste and explore a variety of breads.

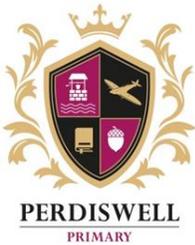
Build bridges and test their strength.

Use programmable toys (bee bot) till in the book shop

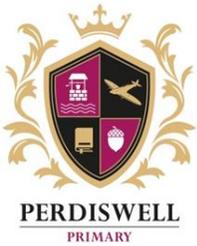
Use a variety of programs independently both in the whiteboard and using the ipads in small groups.

Use camera to record learning.

Record and share personal achievements on Tapestry on line learning journey.



Physical Development		Traditional Tales - 2018
Opportunities For Learning	Intended Learning	Activities and Resources
<p>Children need opportunities to:</p> <ol style="list-style-type: none"> 1. Be active and move in different ways 2. Move in response to sound, music and feelings both real and imaginary 3. Explore different ways in which they can use their bodies in physical activity 4. Cooperate with others in physical play and games 5. Pursue a healthy way of life within the setting 6. Use a variety of small and large equipment 7. Move in a range of different spaces at different levels, in natural and made environments indoors and outside 8. Understand the need for safety and care of themselves, others and living things 9. Move in safety, showing an awareness of space. 	<p><u>Moving and Handling.</u> 40-60 months</p> <ol style="list-style-type: none"> 1. Experiments with different ways of moving. 2. Jumps off an object and lands appropriately. 3. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 4. Travels with confidence and skill around, under, over and through balancing and climbing equipment. 5. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 6. Uses simple tools to effect changes to materials. 7. Handles tools, objects, construction and malleable materials safely and with increasing control. 8. Shows a preference for a dominant hand. 9. Begins to use anticlockwise movement and retrace vertical lines. 10. Begins to form recognisable letters. 11. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely</p>	<p>Learn to respond to a signal in order to stop safely</p> <p>Learn to change direction when travelling</p> <p>Learn to vary speed and method of travel</p> <p>Learn to move staying in space</p> <p>Learn to bounce and jump safely</p> <p>Use a variety of small and large apparatus safely in the hall and in the outdoor area.</p> <p>Participate in Funky Fingers sessions</p> <p>Understand safety routines for outdoor P.E. sessions.</p> <p>Develop games skills, using a variety of small equipment, beanbags, quoits, skipping ropes, small balls, footballs etc.</p> <p>Take part in team games, using small equipment, understanding and adhering to the rules of turn taking, sharing.</p>



negotiating space. They handle equipment and tools effectively, including pencils for writing.

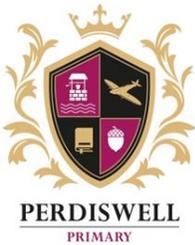
Health and Self Care

40-60 months

1. Eats a healthy range of foodstuffs and understands need for variety in food.
2. Usually dry and clean during the day.
3. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
4. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
5. Shows understanding of how to transport and store equipment safely.
6. Practices some appropriate safety measures without direct supervision.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

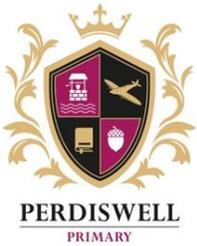
Discuss how our bodies feel during and after exercise
Reinforce good routines for hygiene
Discuss importance of hand washing and design germs
Reinforce healthy choices for snacks and drinks throughout the day.
Understand the importance of drinking water in order to remain hydrated.
Continue to reinforce good practice when using tools and apparatus.
Select items for Granny's basket to help keep her healthy.



Expressive Arts and Design

Traditional Tales - 2018

Opportunities For Learning	Intended Learning	Activities and Resources
<p>Children need opportunities to:</p> <ol style="list-style-type: none"> 1. Explore the colour, texture and form of natural and made things 2. Develop close observation skills and at times draw from observation 3. Listen and respond to sound, rhymes, songs and a variety of music 4. Make sounds and music using voice, body sounds and instruments 5. Move rhythmically and expressively to music 6. Participate in simple dances and singing games 7. Respond in a wide variety of ways to what they perceive through their senses 8. Use their imagination in role play, storying, and expressive arts 9. Perform to audiences of their choice 10. Use role play to recreate and invent situations 11. Communicate ideas through a variety of media 12. Explore their feelings and those of others and communicate them through drama, movement and painting 13. Manipulate a wide range of media and tools 	<p><u>Exploring and using media and materials</u></p> <p><u>40-60 months</u></p> <ol style="list-style-type: none"> 1. Begins to build a repertoire of songs and dances. 2. Explores the different sounds of instruments. 3. Explores what happens when they mix colours. 4. Experiments to create different textures. 5. Understands that different media can be combined to create new effects. 6. Manipulates materials to achieve a planned effect. 7. Constructs with a purpose in mind, using a variety of resources. 8. Uses simple tools and techniques competently and appropriately. 9. Selects appropriate resources and adapts work where necessary. 10. Selects tools and techniques needed to shape, assemble and join materials they are using. 	<p>Learn a variety of new songs Goldilocks Rap and little red hen Rap.</p> <p>Discuss patterns and change in relation to different materials.</p> <p>Explore different textures and media to make goat masks, paint and collage trolls, paint wolfs. Select colours and materials to make wolf masks, shoes wands and crowns.</p> <p>Select materials and join them together to make model castles.</p> <p>Design a quilt for the princess.</p>



- 14. Develop techniques such as printing, moulding and building**
 - 15. Build and construct with a wide range of materials**
 - 16. Select tools and resources to cut join stick etc.**
 - 17. Experiment with and make sculptures using different materials and media such as boxes, clay, dough, wood and commercial construction kits**
- Observe and appreciate their own work and show respect for the work of others.**

Being Imaginative

40-60 months

1. Create simple representations of events, people and objects.
2. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
3. Chooses particular colours to use for a purpose.
4. Introduces a storyline or narrative into their play.
5. Plays alongside other children who are engaged in the same theme.
6. Plays cooperatively as part of a group to develop and act out a narrative

Create paired dance sequence for the wolf and Little Red Riding Hood
Opportunities to participate in role the book shop and story castle.
Use puppets and instruments to tell stories.
self selection opportunities in the creative area.