

Topic - 6 week theme: Time/Clocks Looking forwards and backwards in time						
Talk for writing Text: The Tiny King						
Talk through Stories: Billy the Dragon - <i>Nadia Shireen</i> , George and the Dragon - <i>Chris Wormell</i> , Zog - <i>Julia Donaldson</i>						
Core Books: Biscuit bear – <i>Mini Grey</i> , Mog the forgetful cat – <i>Judith Kerr</i>						
Nursery rhymes: Grandfather’s clock, The clock , Sing a song of sixpence, The grand old Duke of York, Old King Cole						
Key activities:						
Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and design
Ways the adult can facilitate						
<p><b>Understand how to listen carefully and why listening is important:</b> Use opportunities to model and promote good listening skills e.g. facing a partner, sitting still etc and identifying what good listening looks like in contexts such as listening and attention games, sharing stories, thinking through problems etc Listening to different clocks.....</p> <p><b>Listen to and talk about stories to build familiarity and understanding.</b> <b>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b> <b>Engage in story times.</b> <b>Learn new vocabulary</b> <b>Use new vocabulary in different contexts.</b> Teach through T4W, Talk through stories, Maths Mastery/Maths No</p>	<p><b>Express their feelings and consider the feelings of others.</b> <b>Identify and moderate their own feelings socially and emotionally.</b></p> <p>Refer to the Zones of Regulation throughout.</p> <p>TFW- Teacher to talk about the feelings of the Tiny King throughout the story and relate it to a time when they have felt like that. Children then think about a time that they have experienced feeling that way. Focus on building vocabulary and modelling strategies to use when you are feeling sad,downcast, lonely etc</p> <p>During story times throughout the day focus on the feeling of the story characters and make links between characters from other stories, adults in the setting and the children.</p>	<p><b>Revise and refine the fundamental movement skills they have already acquired:</b> <b>rolling</b> <b>crawling</b> <b>walking</b> <b>jumping</b> <b>running</b> <b>hopping</b> <b>skipping</b> <b>climbing</b></p> <p>Set up a course which enables children to practise jumping off of the equipment and landing appropriately</p> <p>Tie a long skipping rope to the fence and teach the children how to skip, singing rhymes and counting. Provide children with smaller ropes to practise the skills they have learnt.</p> <p><b>Provide a choice of open-ended materials to play that allow for extended, repeated and regular</b></p>	<p><b>Blend sounds into words, so that they can read short words made up of known letter/ sound correspondences.</b></p> <p>Taught during daily RWI and literacy lessons</p> <p>All adults use Fred Talk throughout the day.</p> <p>Play Fred talk games ie Simon says/give children real objects. Can you give me the c a t. Children have to give you the object you have asked for from the real objects you have given them.</p> <p>Tell Fred Talk stories</p> <p>Model reading from left to right by blending the sounds together.</p> <p><b>Read some letter groups that each represent one sound and say sounds for them.</b></p>	<p><b>Numbers within 10 say which number is one more or one less than a given number estimate a number of objects and check by counting</b> count reliably with numbers from 1 to 10 develop an understanding of zero create representations for numbers 0-10 place numbers 0-10 in order recognise the numerals 0-10 use ordinal numbers: 1st, 2nd...last understand the conservation of numbers</p> <p>Ensure C-P-A threads throughout experiences and that children engage in deep understanding by modelling using concrete, pictorial &amp; abstract representations of number.</p>	<p><b>Talk about members of their immediate family and community.</b> Context: The Tiny King &amp; his family/different families</p> <p><b>Name and describe people who are familiar to them.</b> Context: In The Tiny King fell in love. He loves the Big Princess because....Link to Valentine’s day and making a card for someone they love. Children describe why they love that person.</p> <p><b>Comment on images of familiar situations in the past.</b> Comment on images of familiar situations in the past: transport past and present (linked to horse and carriage in story) -castles vs houses -clothes in the past -feast and foods</p>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b> <b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b> <b>Create collaboratively, sharing ideas, resources and skills.</b></p> <p>Contexts: Pattern making and cutting re: wedding outfits, palace wallpaper, wrapping paper for gifts. Draw children’s attention to features in the natural world and how they change over time – seasons, colours, light, dark etc. Notice how the light shining through a prism structure outside changes – colour/position</p> <p>Design a crest or shield. Castle block printing (Paul Klee and Mondrian)</p>

<p>Problem and through theme: Now, before, after, ago, today, tomorrow, yesterday, morning, playtime, lunchtime, afternoon, home time, days of the week, in a while, straightaway...</p> <p><b>Use new vocabulary throughout the day.</b> All staff to identify key vocab to be used repeatedly in a range of contexts, display keywords – review regularly</p> <p><b>Ask questions to find out more and to check they understand what has been said to them.</b> Ask lots of 'I wonder .....?' questions and questions seeking clarification.</p> <p>Ensure children can answer who, where &amp; when questions before 'why?' &amp; 'how do you know...?'</p> <p><i>use the colourful semantic signs for 'why' and 'how' questions about their experiences/ stories</i></p> <p><b>Articulate their ideas and thoughts in well-formed sentences.</b> Adults to model accurate grammar &amp; speaking in full sentences – where there are inaccuracies e.g. in tense &amp;</p>	<p><b>Build constructive and respectful relationships</b></p> <p>Adults explicitly model being courteous and notice when children are.</p> <p>Ensure children's play regularly involves sharing and cooperating with friends and other peers. Team building games and opportunities eg, A Shrinking Vessel (See critical thinking activities below).</p> <p>Provide opportunities for the children to listen to each other eg. show and tell, talking about special times, explaining the methods or processes they have been through when making something, performing a poem, circle time and P4C</p> <p><b>Show resilience and perseverance in the face of challenge.</b></p> <p>Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty by thinking aloud. Show that mistakes are an important part of learning and going back is trial and error not failure. Children undertake weekly challenges in the provision like choosing</p>	<p><b>practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.</b></p> <p>Construct castles for the Tiny King using large wooden blocks, crates, planks of wood etc</p> <p>Construct a carriage for the Tiny King and the Big Princess, wooden blocks, crates, tyres etc</p> <p>Construct a big , big bed or 10 beds for the Tiny King's children.</p> <p><b>Progress towards a more fluent style of moving, with developing control and grace.</b></p> <p><b>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance.</b></p> <p>Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.</p> <p>Travel around an obstacle course, made of tyres, planks, crates, tunnels etc. Add different</p>	<p>Taught during daily RWI and literacy lessons</p> <p>Focus on consolidating special friends and Set two sounds</p> <p>Pinny time</p> <p><b>Read a few common exception words matched to the school's phonic programme.</b></p> <p>Taught during daily RWI and literacy lessons</p> <p>Focus during basic skills twice a week.</p> <p><b>Read simple phrases and sentences made up of words with known letter/sound correspondences and, where necessary, a few exception words.</b></p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p> <p><b>Form lower-case and capital letters correctly.</b></p> <p>Handwriting taught twice a week during basic skills and during Literacy.</p> <p>Handwriting opportunities in the provision ie, in glitter, in the wet sand, using finger paints on</p>	<p>Find opportunities throughout the day to practice counting – using counting songs, number rhymes &amp; stories involving number, register, counting out snacks etc through games which involve counting (include 'What's the time Mr Wolf/Tiny King?')</p> <p>Play card/dice games &amp; games which involve recognising numbers/pictorial representations of number</p> <p><b>Addition and subtraction within 10 estimate a number of objects and check by counting up to 10 add and subtract two single-digit numbers and count on or back to find the answer</b> use quantities and objects to add and subtract two single-digit numbers</p> <p>Provide regular opportunities for children to subitise &amp; encourage the use of five &amp; tens frames re: organising counting of objects.</p> <p>Have a sustained focus upon each number to 10. Create visual and practical displays (which children can refer to/scaffolding) and activities which relate to them showing different</p>	<p>Sort &amp; order images chronologically, giving reasons for choices.</p> <p><b>Compare and contrast characters from stories, including figures from the past.</b> Draw out themes from the Tiny King story and relate to children's experiences of the world. Compare and contrast the Tiny King with Kings/Queens in other stories. Link common themes in stories ie. bravery, kindness, Link themes to the experiences of the children.</p> <p><b>Draw information from a simple map.</b> Draw simple maps showing the layout of the Tiny King's Palace. Relate to the school/local area using simple maps/aerial images</p> <p>Mapping – creating a variety of images/maps (oblique, birds eye etc) which depict the positional relationship between different areas ICT games – buried treasure. How to operate the laptops appropriately. To turn on and off correctly. Beebots – direction, giving instructions. Draw a map for the Beebots to follow.</p>	<p>Create a mobile to help the Tiny King's children to sleep (Miro)</p> <p>Contrast &amp; compare wedding attire from different eras/periods. <b>Listen attentively, move to and talk about music, expressing their feelings and responses.</b> <b>Watch and talk about dance and performance art, expressing their feelings and responses.</b> Context: listen and move to wedding marches/wedding music from around the world. Select music for the Tiny Kings wedding ceremony, devise a playlist for the wedding party, dress up for the wedding, make up music/dance for the wedding.</p> <p>Compare &amp; contrast music from different places/eras</p> <p><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b> Learn a song to sing for the Tiny King's wedding ceremony Learn a song/lullaby to sing the Tiny King's children to sleep.</p> <p><b>Develop storylines in their pretend play.</b> Have a wedding themed dressing up box/rail</p>
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<p>plurals/pronouns etc model language back rephrasing</p> <p><b>Connect one idea or action to another using a range of connectives.</b> Relate past events to making decisions or actions in the present e.g. Do you remember last time it rained/it was sunny we put on our raincoats, what shall we wear today....</p> <p>Exemplify use of time connectives, last time, before, next we will, after that,</p> <p><b>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</b> Talk through events/problems recalling sequences of actions, and considering future actions to address problems.. 'I might', 'If we....then....', so that, it could be that...., I think that maybe we could...</p> <p><b>Develop social phrases.</b> Embed social talk</p> <p><b>Listen carefully to rhymes and songs, paying attention to how they sound.</b></p> <p><b>Learn rhymes, poems and songs.</b></p>	<p>materials to construct a throne for The Tiny King.</p> <p>Adults model thinking aloud to solve a problem whilst teaching eg. spelling a word that they can not spell by singing a rhyme, recalling a story or breaking it into smaller parts.</p> <p>Can they express what they like to do verbally? Are they able to say what their needs, wants or interests are? Are they able to work as part of a group?</p> <p>Discussion about how their learning has grown and developed since starting school. What they like and dislike about school and how that can be improved.</p> <p>What's in the bag activities this links to C &amp; L, giving your 'blindfolded' friend careful instructions and looking after them <i>Mother's Day, Easter, World Book Day</i></p> <p>Jigsaw: <b>Goals and dreams</b> (see jigsaw plan)</p>	<p>elements ie do it blindfolded with a friend guiding you, do it with a bean bag balanced on your head</p> <p>Tug of War</p> <p>Archery</p> <p>Medieval dance and music</p> <p>Dance with scarves.</p> <p>Create a wedding dance for the wedding</p> <p>Create a march in role as the Tiny King's army.</p> <p>Create a Chinese New Year dance</p> <p><b>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</b></p> <p>Introduce tennis balls, ping pong balls, beach balls and balloons.</p> <p>Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.</p> <p>Introduce children to ball games with teams, rules and targets when they have consolidated their ball skills.</p>	<p>lining paper, with water on chalkboards</p> <p><b>Spell words by identifying the sounds and then writing the sound with letter/s.</b></p> <p>Fred Fingers modelled and children to use them when spelling</p> <p>Teacher to help children identify the tricky sounds in exception words and then help children to remember how to spell them ie. through song, and by telling stories about them</p> <p><b>Write short sentences with words known with sound-letter correspondences using a capital letter and a full stop.</b></p> <p>Support children to orally rehearse before writing.</p> <p><b>Re-read what they have written to check that it makes sense.</b></p> <p>Model this at every opportunity and encourage children to do this every time they write.</p>	<p>ways of making numbers to 10.</p> <p><b>Numbers within 15 say which number is one more or one less than a given number estimate a number of objects and check by counting</b> count reliably with numbers from 0 to 15 Create representations for numbers 0-15 place numbers from 0-15 in order considering equal and unequal groups</p> <p><b>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</b> Contexts: Pattern blocks, tangrams, building the Tiny King's Castle with different shapes</p> <p><b>Continue, copy and create repeating patterns.</b> Create 'sound' patterns using combinations of different rhythms. Children echo and extend the pattern e.g.Tea-Tea-Tea-rest 'We are the Champions' – Coffee Coffee Tea Tea. Design wallpaper for the palace,</p>	<p><b>Recognise that people have different beliefs and celebrate special times in different ways.</b> Context: photographs of weddings around the world/different ceremonies – What's the same/different? Plan out a wedding ceremony for the Tiny King.</p> <p><b>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</b> Provide children with frequent opportunities for outdoor play – castle/palace role play area. Plant a garden fit for a king.</p> <p>Share non fiction texts. Children learn about, name and describe,write about, sketch, paint, collage plants and animals, birds, squirrels etc that they might see in the outdoor area.</p> <p><b>Understand the effect of changing seasons on the natural world around them.</b> Observe the weather and its impact upon the environment. Check on growing bulbs and notice plants beginning to emerge from the ground in early spring</p>	<p><b>Explore and engage in music making and dance, performing solo or in groups.</b> As above: compare/contrast wedding themed music, create a playlist for the wedding ball.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Medieval dance and music</p> <p>Valentine Cards, Exploring songs: the big ship sails..., the wheels on the bus... Making up treasure maps.</p>
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<p>Play with 'Old King Cole' &amp; make rhyming substitutions e.g. Old King Nat, had a big, fat.... Etc</p> <p>Pause before rhyming words &amp; encourage children's substitutions</p> <p>March &amp; clap rhythms e.g. to The Grand old duke of York</p> <p>Share simple poems and identify some to learn by heart – develop recitations &amp; performances. Play around with nonsense poems e.g. On the Ning Nang Nong (Spike Milligan/Michael Rosen)</p> <p><b>Engage in non-fiction books.</b>  <b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b>  Create a book display focussed upon time, the seasons etc and share books</p>		<p>Bowling Football Croquet</p> <p><b>Know and talk about the different factors that support their overall health and wellbeing:</b>  Regular physical activity  The Tiny King wants the children to be fit and healthy. I wonder what he could do? Children try different types of exercise. Talk about the effect each different type of exercise has on their body.  Healthy eating- create a healthy royal meal for the Tiny King to feed the children. Children bake a healthy meal.  Toothbrushing- Discuss the importance of oral hygiene. All children to practise brushing their teeth. Each child could be given a toothbrush to take home.  Sensible amounts of 'screen time'  Having a good sleep routine  Link to the wellbeing of the Tiny King and the Big Princess and the ten children- What do you do to help you sleep? What advice can you give them? Why is sleep so important?  To be able to dress and undress independently.  Provide opportunities for</p>		<p>wrapping paper for the wedding presents, designs for the King's outfit/the queen's dress</p> <p><b>Compare length, weight and capacity.</b>  Contexts: measuring up for the King's outfit/the queen's dress, measuring out the wrapping paper for different gifts, Sorting and ordering packages (gifts), Finding the heaviest/lightest parcels/gifts/ordering by weight. Weighing out the ingredients for the wedding feast/cake</p> <p><b>Calendar and time use everyday language to talk about time,</b> days of the week and months of the year  measures short periods of time in simple ways  orders and sequences familiar events  use ordinal numbers: 1st, 2nd...last</p> <p>Identifying the time/date on the Tiny King's wedding invitations</p>	<p>Guide pupils' attention to the weather. Provide opportunities for them to note and record the weather.</p> <p>Share texts about the changing seasons.</p> <p>Investigate and encourage children to observe how animals behave at this time of year.</p>	
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		<p>children to dress up as Kings, queens, knights etc.          Being a safe pedestrian          Discuss the importance of road safety.-Take on a trip, practise crossing the road at a Pelican Crossing.</p> <p><b>Develop their small motor skills so that they can use a range of tools competently, confidently and safely.</b></p> <p>Castle silhouettes</p> <p>Sculpt a wedding gift from clay</p> <p>Create a junk model of the big, big castle, big, big throne, big, big bed</p> <p>Wrapping wedding gifts</p> <p>Threading jewellery to wear for the Royal Wedding</p> <p>Sew patterns/puppets of characters from the story</p> <p>Making bird feeders</p> <p>Provide opportunities for children to use spray bottles ie. to water the seeds, bulbs and plants they have planted in the Tiny King's garden, to spray paint a picture of their favourite part of the story</p> <p>Provide dolls to represent the Tiny King's children</p>				
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		<p>for the children to dress/undress.</p> <p><b>Woodwork area - build a car for the Tiny King (hammer)</b></p> <p><b>Water Investigation</b> Create a water park for the Tiny king's children</p> <p>Create a wedding drink</p> <p>Make bottles of baby milk (focus on measuring, pouring and filling)</p> <p><b>Writing Opportunities</b> Marriage proposals Feast shopping list, wedding gift and things a baby needs lists Wedding invitations Wedding, thank you and congratulations on the birth of your new babies and Valentines cards, Story maps small and large scale Maps of the Tiny King's Castle Design and plan models castle, carriages, cars, water parks, thrones etc before they are made bird fact sheets</p>				
What the provision can offer						
Festivals/focus days:						
Place of Worship week: visit to St John's church, Stratford Take children on a journey – Buckingham Palace / Tower of London						
Calendar events:						
<ul style="list-style-type: none"> <li>• Big Schools bird watch (first half of spring term)</li> </ul>						

- 27<sup>th</sup> January Holocaust Memorial Day
- Chinese New Year (The first day of Chinese New Year begins on the new moon that appears between 21 January and 20 February)
- National Story Telling week (30<sup>th</sup> Jan – 6<sup>th</sup> Feb 2021)
- February LGBT+ History Month
- Safer Internet Day (9<sup>th</sup> February 2021)
- St Valentine’s Day 14<sup>th</sup> February
- National nestbox week 14<sup>th</sup> – 21<sup>st</sup> February

**Critical Thinking/Creativity activities:**

**The Tiny King - suggested Critical Thinking Activities:**

What materials would make the best ear plugs/protectors? Can you design and make a crown to fit your head? How can you make sure that it’s the right size? Can you make a pillow for the tiny king? How could you make it soft and comfortable? Can you make a boat for the tiny king so that he stays safe in the bath tub (it must float)?

**Story Stones:** <https://family.co/blog/inspiration/10-simple-communication-and-language-activities/>

*The activity – [Homemade Story Stones by Happy Hooligans](#)*

**Communication and language area(s) of development:** *Expressive language, vocabulary, turn-taking, attention and listening*

**In a nutshell –** *Story stones are essentially very simple prompts for narrative play. All you need to do is get some flat and smooth stones from a craft shop or a beach and decorate them with pictures of objects or animals. Choose one of the stones and start a tale based on the picture on it, then encourage your children to draw more stones and continue the story.*

**What you need –**

- Small Stones
- Stickers or [Mod Podge](#) and Magazine Pictures Cut-Outs

**A shrinking vessel:** <https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/>

*This game requires a good deal of strategy in addition to team work. Its rules are deceptively simple: The entire group must find a way to occupy a space that shrinks over time, until they are packed creatively like sardines. You can form the boundary with a rope, a tarp or blanket being folded over or small traffic cones. (Skills: Problem-solving; teamwork)*

This activity could be extended in a ‘Cross the alligator swamp’ scenario with increasingly small mats provided as ‘stepping stones’ as well as an increasingly small number of ‘stepping stones’.