

# Once Upon a Time!



During this topic the children will develop their love of stories by exploring some of their favourite stories in great detail. They will find out about the key features of books and will explore stories that they enjoy in detail through a range of areas of provision and resources.

## Intended learning:

- I can talk about some of the stories I have shared
- I am beginning to understand some typical story language
- I understand the sequence of some stories
- I can talk about familiar characters
- I can retell familiar stories in my play
- I can explore different story settings
- I can talk about stories that I like and say why I like these stories

## Key learning:

- Understand key features of a book – author, illustrator, title,
- Become confident with stories they enjoy and can talk about the characters, sequence of events and can talk about why they like the story.
- Use of pictures or props to support retelling.
- Become familiar with stories by Julia Donaldson

## Key Vocabulary:

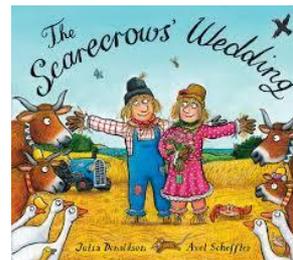
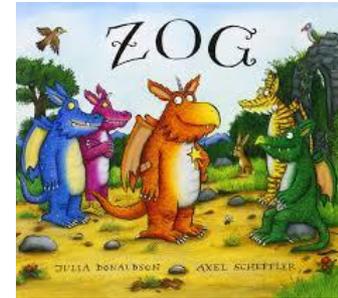
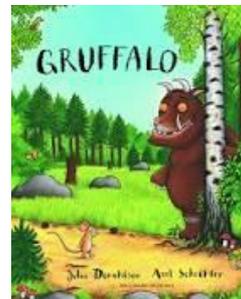
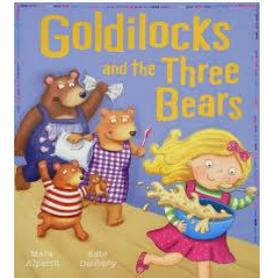
character  
book  
story  
beginning  
middle  
end  
Next  
author  
illustrator

## Focus author or this term:

Julia Donaldson

## Key skills:

Imagine  
Recreate  
Recall  
Retell  
Cooperate



The children will also explore a range of non-fiction books, traditional tales, songs and rhymes linked to this topic.

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## Communication and Language:

Listens to stories with increasing attention and recall.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Is able to follow directions and responds to simple instructions.

Beginning to understand 'why' and 'how' questions when exploring a range of stories.

Listens to a variety of traditional tales and fiction books.

Begins to talk about their favourite story and can talk about why it is their favourite.

Begins to talk about familiar characters.

Begins to understand some story language.

Builds up vocabulary that reflects the breath of their experiences.

## Literacy:

Repeats words or phrases from familiar stories.

Fills in the missing word or phrase in a known rhyme or story.

Beginning to show an awareness of rhyme and alliteration.

Listens to and joins in with stories 1:1/group.

Describes main story settings, events and principal characters.

Beginning to be aware of how stories can be structured.

Beginning to suggest how the story might end.

Show an interest in illustrations and print in books.

Gives meaning to marks as they draw and paint.

## PSED:

Can play in a group, extending and elaborating play ideas e.g. builds up a role play activity with another child based on a story they have heard.

Selects and uses resources with some help.

Confident to talk to other children when playing.

Shows confidence in asking adults for help.

Becomes increasingly aware of their likes and dislikes relating to stories. Can begin to talk about their favourite story and say why it is their favourite.

Begins to respond to events in stories they have heard e.g. can talk about how a character might have been feeling.

## Understanding of the World:

Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family e.g. their favourite story and how it is different to someone else's. Can talk about some of the things they have observed e.g. animals in books, events in stories.

Knows how to operate simple equipment- turns on CD player to listen to audio stories.

**Mathematical Development: see separate maths plans.**

## Physical Development:

Uses movement when retelling and acting out familiar stories through role play and in dance.

Moves freely and with pleasure and confidence in a range of ways.

Holds a pencil between thumb and two fingers, no longer using whole hand grasp when drawing pictures of favourite character or making their own story books.

Can begin to copy some letters e.g. letters of their name.

Dresses with help when putting on role play costumes and when using materials and props in their role play.

## Exploring Media and Materials:

Begins to make believe by pretending.

Engages in imaginative role play based on own first hand experiences.

Build stories around toys e.g. uses puppets to retell familiar stories or small world animals to act out "A Squash and A Squeeze".

Uses available resources to create props to support role play.

Captures experiences and responses with a range of media such as music, dance and paint.

Beginning to introduce a storyline/narrative into their play.

Beginning to play alongside other children who are engaged in the same theme.