

Topic Intent
In this topic, pupils explore traditional fairy tales as shared cultural stories. Pupils will engage with familiar narratives, characters and settings, developing understanding of story structure, good vs evil, repeated patterns, and imaginary worlds. Learning is grounded in rich, practical and sensory experiences so that all pupils can access the same curriculum content at an appropriate stage.

Key Vocabulary	
Social/Language Partners	Conversational Partners
Verbs: hide, run, chase, climb, chop, dance, sweep etc. Simple feelings (happy, sad, angry, scared, sick) Simple directions and prepositions (up, down, over, under, on, in) Tree, twig, leaf, river, log, hill, cave Bean, soil, sun, water	Advanced emotions (frustrated, excited, anxious, calm, devious) Good deed, not good deed Personalities: good and evil Map, grid reference, key, symbols Compass, north, south, east, west Clockwise, anticlockwise Material properties: absorbent, waterproof, opaque, transparent, shiny, dull, rough, smooth Bean, roots, stem, stalk, leaves, bud

Core texts
The Three Little Pigs, Red Riding Hood, Rumpelstiltskin, Gingerbread Man, Goldilocks, Jack and the Beanstalk, Cinderella, Sleeping Beauty, Paper bag princess

Key Knowledge & Skills for This Half-Term	
PSHE	People experience different feelings in different situations Choices can lead to positive or negative outcomes Kindness, fairness and helping others are important Recognising feelings in self/others using supported cues Practising turn-taking, sharing and cooperative play Exploring simple problem-solving and repair (e.g., saying sorry, asking for help)

Art / DT	Characters and settings can be represented using colour, shape, texture and materials Different materials create different effects Creating characters using drawing, collage or simple models Building or representing story settings (e.g. house, bridge, forest) Exploring pattern and texture linked to story themes
Geography	Forests are physical features Forests include trees, twigs, leaves, rivers, logs and hills Maps represent routes and places Naming and sorting forest features Following very simple maps and routes (e.g. Red Riding Hood, Goldilocks, Jack) Using positional language (up, down, over, under, through) Creating and using a shared fairy-tale world map Introducing basic mapping features (key, symbols, compass points for higher-stage pupils)
Science	Animals live in habitats suited to their needs Materials have different properties Plants grow from seeds and need water, light and soil Drawing and labelling parts of animals (wolf, bear) Exploring animal features (fur, teeth, claws) Sorting and testing everyday materials for suitability Investigating structures and stability (houses for the three pigs) Planting beans and observing growth over time Investigating wind force (huff and puff experiment)

Weekly Breakdown	
Week 1 – Fairy Tales & Characters	Explore familiar fairy tales Identify characters and their actions Sort characters into good / not good Match verbs to character actions
Week 2 – Feelings & Choices	Identify characters' feelings

Year B – Autumn 1 – Fairy Tales

	Link actions to feelings Discuss good deeds and not-good deeds Sequence simple story events
Week 3 – Fairy-Tale Settings & Maps	Explore forest features Name and sort physical features Follow simple story maps (Red Riding Hood, Goldilocks, Jack) Use positional language
Week 4 – Materials & Structures	Investigate materials for LRR's hood and bag Test materials for the three pigs' houses Carry out huff and puff wind investigations Design and build simple structures
Week 5 – Animals & Habitats / Plants	Explore wolves and bears and their habitats Draw and label animal parts Plant beans and begin a bean diary Identify what plants need to grow
Week 6 – Creating & Representing Stories	Create fairy-tale world maps Make puppets, forest scenes or models Develop final art/design outcomes Retell stories using props and role-play

Outcomes	
Pre-Formal Learners	Sensory engagement with props, materials and story objects Shared exploration of sounds, textures and actions Responding to repeated story routines
Semi-Formal Learners	Matching characters, objects and settings Following simple routes and sequences Participating in investigations with support
Formal Learners	Explaining character choices and outcomes Using simple maps and symbols Designing, making and evaluating models Recording observations through drawings or symbols

IEP Integration	
Social Communication	Turn-taking and shared attention during storytelling and role-play Requesting props, materials or help during art, DT and investigations Commenting on characters, actions and settings using speech, symbols or AAC
Emotional Regulation	Predictable story routines and repeated narratives to support regulation Supported exploration of emotions (e.g. scared, angry, calm) through characters Access to calm spaces or sensory tools during high-arousal stories or investigations
Cognition & Learning	Sorting characters (good / not-good) and materials (suitable / not suitable) Sequencing story events and following simple routes on maps Cause-and-effect exploration (e.g. huff and puff experiment, plant growth)
Physical & Sensory	Fine motor development through junk modelling, weaving, drawing and planting Sensory exploration of materials (textures, weight, resistance) Gross motor engagement through role-play and large-scale map or forest play
Inclusion & Independence	Making choices within activities (materials, characters, outcomes) Participating in shared group tasks and collaborative builds Developing confidence to contribute to class storytelling and celebrations