

Prime Area: Personal, Social and Emotional Development (PSED)

- We will be making our own special 'tooth bag,' in doing so, we will encourage the children to reflect upon their needs and say when they do or do not need help. When working as part of a small group to build the Tooth Fairy's special tooth palace, encourage all the children (through our shared success criteria) to put forward their ideas or opinions confidently – everyone's thoughts are important.
- We will be using the story 'Tooth Fairy' to develop the children's awareness of their own and others' feelings: How does Jessica feel when Matthew loses a tooth? Why do you think she feels like that? How did you feel when someone else lost a tooth and you did not?
- We will talk about Jessica's behaviour and its possible consequences.

Religion

- Our current unit is: Advent. Our Driving Big Question is: How should we get ready for Christmas?
- We will be thinking about the following:
- What does 'Advent' mean? (Time to prepare for Christmas)
- How can we prepare and get ready for a special arrival/event?
- What gift would you give to Baby Jesus? How does this show you are ready for Christmas?

Specific Area: Expressive Arts and Design (EAD)

- Our outdoors role play area will be set up as a bedroom with dressing up clothes that will facilitate the children acting out 'The Tooth Fairy' in groups of 3 (pyjamas, tooth fairy costume).
- Challenge the children to make up and tell their own tooth stories!
- Inside the classroom, the dentists offer lots of role play activities.
- Children will be encouraged to 'brush' teeth in the form of the bottoms of bottles cut off.
- Children will be encouraged to design and make their own fairy palaces for the tooth fairy to live in.
- Outside, children may use instruments to play magical fairy music or bedtime lullabies to get the children who have lost teeth to sleep.

Prime Area: Communication and Language (CL)

- The children will be listening to the story 'The Tooth Fairy,' by Audrey Wood. We will provide opportunities for the children to recall key events from the story so far and anticipate what might happen next. We will also allow the children to try out Jessica's trick (by painting a piece of corn white) and reflect upon the result to make story predictions: Do you think the trick will work? Will the Tooth Fairy be fooled? What might happen next?
- We will use the book to give the children further experience of answering 'how' and 'why' questions in response to stories: How does Jessica hope to trick the Tooth Fairy? Why does she want to trick her?
- The children will retell events from the story using the past tense. In making predictions about what is going to happen, they will practise using the future form accurately also.
- We will focus on developing their narrative re-telling by connecting ideas (e.g. Matthew lost a tooth and/but Jessica did not. Jessica decided to play a trick because she wanted the Tooth Fairy to visit her as well).

St Peter's Reception Year Autumn Term: Tooth Tales! 3 weeks



Specific Area: Understanding the World (UW)

- We will investigate what effect sugary foods/drink have on teeth. One way we may do this is by describing a tooth before and after it is placed in a glass of coke for example.
- Children will interact with age-appropriate computer software that enables the children to discover more facts related to tooth care and will be able to use 2 paint to draw their own Tooth Fairy using a mouse to control the cursor.

Prime Area: Physical Development (PD)

- We will use this unit to develop the children's tooth brushing skills so that they are able to demonstrate good control in small movements and handle the related 'equipment/tools' effectively.
- In our role play areas, set up as dentists, the children have access to model teeth and a brush to practise their tooth brushing skills. Through this they will develop increasing control over the brushing 'tools' in order to effect change to the model teeth (make them clean again). Through this theme the children will develop their understanding that good practices regarding eating and hygiene, can contribute to good health:
- We will lead the children to consider what they need to do in order to get one of their teeth into 'The Hall of Perfect Teeth.' We will learn about tooth care and arrange a visit from a dentist.

Specific Area: Literacy

- The children will listen to 'The Tooth Fairy,' as well as other tooth-related picture books and will anticipate key events in the stories. In reading a variety of 'tooth tales,' the children will begin to develop an awareness of how stories are structured. We will describe the story setting and main characters.
- We will focus on applying our current phonic knowledge to reading simple topic-related words (e.g. teeth, tooth, brush).
- We will look at relevant non-fiction books as well as simple ICT-based information texts and recognise that we can gather facts from these sources on the topic of tooth care/dental hygiene (to help the Tooth Fairy).
- In response to the Tooth Fairy's request for their help, we will challenge the children to create a 'Wanted' poster asking for shiny teeth to go into 'The Hall of Perfect Teeth.' Explain that their poster must remind other children to look after their teeth and show some ways that they can do this.
- Children will have the opportunity to write a simple sorry note/letter in role as Jessica to the Tooth Fairy. Focus on writing 'I,' 'am,' 'sorry' and 'from.' Where children are not ready to write words or simple phrases, invite them to record their message for the Tooth Fairy using talking tins.

Specific Area: Mathematics (M)

- We will look at numbers 8 and 9 and have a focus on time (days/night and day) and money.
- We will look at pictures from the dentists showing different children's mouths – How many teeth? How many have fallen out? Look at what has been left under different children's pillows – How many pennies? /coins? In the story, how many teeth have made it into 'The Hall of Perfect Teeth?'
- In play we will empty the contents of the Tooth Fairy's bag after last night's work. Estimate how many teeth she has collected. Check by counting them.
- We will arrange for the Tooth Fairy to photograph her 'takings' each night and e-mail it to us. Compare the contents of her bag on different days, using the language of fewer and more.
- Find the total number of teeth collected over two days by counting them. Continue to use practical apparatus to solve other addition/subtraction problems in the context of the Tooth Fairy's collections.
- Play the game 'The Race to Lose a Tooth' to practise/develop understanding of subtraction in a fun context, using practical apparatus.