

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

In this theme, the children will be learning about oral hygiene. We will use the story 'Tooth Fairy' by Audrey Wood, to develop their awareness of the importance of looking after their teeth. We will:

- Make our own special 'tooth bag,' encouraging the children to reflect upon their needs and say when they do or do not need help
- Use the story 'Tooth Fairy' by Audrey Wood to develop the children's awareness of their own and others' feelings
- Discuss Jessica's behaviour in the story and consider its possible consequences
- Encourage the children to put forward their ideas or opinions confidently.

### Prime Area: Communication and Language (CL)

The focus in this area of learning will be giving the children opportunities to answer 'how' and 'why' questions. We will also:

- Provide opportunities for the children to recall key events from the story so far and anticipate what might happen next
- Make story predictions – Do you think the trick will work? Will the Tooth Fairy be fooled? What might happen next?
- Use the book to give the children further experience of answering 'how' and 'why' questions in response to stories
- Retell events from the story using the past tense
- Practise using the future form accurately when making predictions about what is going to happen
- Develop narrative re-telling skills by connecting ideas.

### Prime Area: Physical Development (PD)

The children will develop their tooth brushing skills so that they are able to demonstrate good control in small movements and handle the related equipment/tools effectively. They will learn that good practices regarding eating and hygiene can contribute to good health. The children will develop their understanding of appropriate tooth care and enjoy 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 anticipate key events in the stories
- Develop an awareness of how stories are structured
- Describe the story settings and main characters
- Apply their current phonic knowledge to reading simple topic-related words (e.g. teeth, tooth, brush)
- 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
- Create a 'Wanted' poster asking for shiny teeth to go into 'The Hall of Perfect Teeth' in response to the Tooth Fairy's request for their help. The posters must remind other children to look after their teeth and show some ways that they can do this.
- Write a simple sorry note/letter in role as Jessica to the Tooth Fairy, focussing on writing 'I,' 'am,' 'sorry' and 'from.' If the children are not ready to write words or simple phrases, they will be invited to record their message for the Tooth Fairy using talking tins.

**In phonics we will learn the phonemes:** sh, th, ng, nk.

**Our tricky words will be:** she, push, he, of.

The children will also look at words ending with s (e.g. hats, sits)

# Tooth Tales



### Specific Area: Mathematics (M)

In our maths learning during this theme, we will cover the following unit from our White Rose Maths scheme: **Light & dark:** In this unit, we will be:

- Representing numbers to 5
- Finding one more or less than numbers 1, 2, 3, 4 and 5
- Investigating shapes with 4 sides and talking about their properties
- Beginning to talk about time.

**Linked to our topic 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?'
- Estimate how many teeth the tooth fairy has collected and check by counting them
- Compare the contents of the tooth fairy bag on different days, using the language of fewer and more
- Use practical apparatus to solve 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.

### Specific Area: Expressive Arts and Design (EAD)

- The 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.'
- The children will be challenged to create/tell their own tooth stories!
- The classroom role play area will be set up as a dentist.
- The children will be given the opportunity to design and make their own fairy palaces for the tooth fairy to live in.
- Outside, the children will use instruments to play magical fairy music or bedtime lullabies to help those children who have lost teeth to get to sleep.
- Children's tooth fairy bag creations will be celebrated as they are placed on each child's pillow on a pyjama dress up day awaiting the 'Tooth Fairy's visit' to school as a celebration to end of our topic and all we have learnt about keeping teeth clean.

### Religious Education

Our third unit is Advent. The 'Big Question' driving our learning is, *How should we get ready for Christmas?* We will be thinking about:

- What does 'Advent' mean? (it is a 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: Understanding the World (UW)

- The children will investigate the effect that 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.
- The 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 '2Paint' to draw their own Tooth Fairy using a mouse to control the cursor.
- As part of their mission set by the Tooth Fairy, the children will remind older children in Year 2, how they should be brushing their adult teeth through videos that we record.