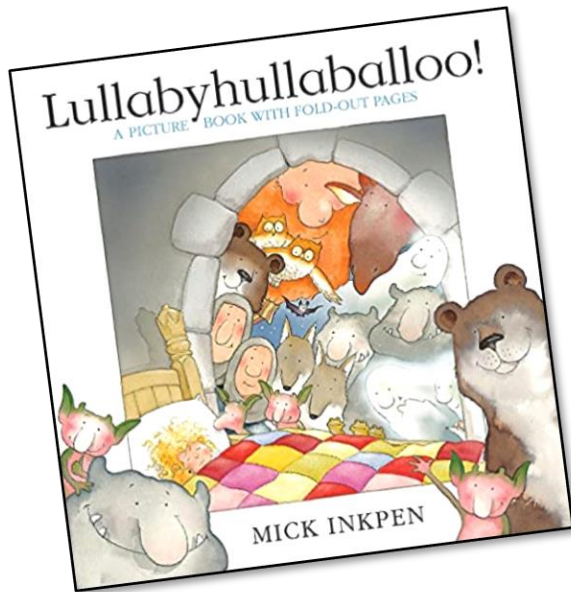


These activities and ideas are based around the book

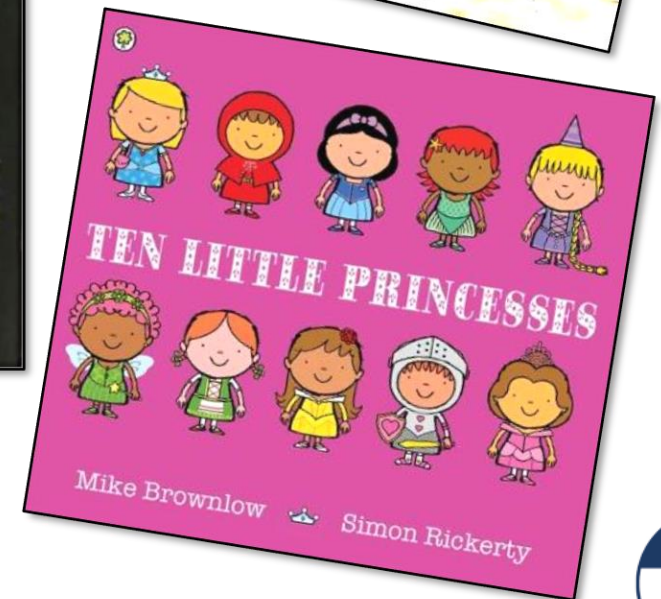
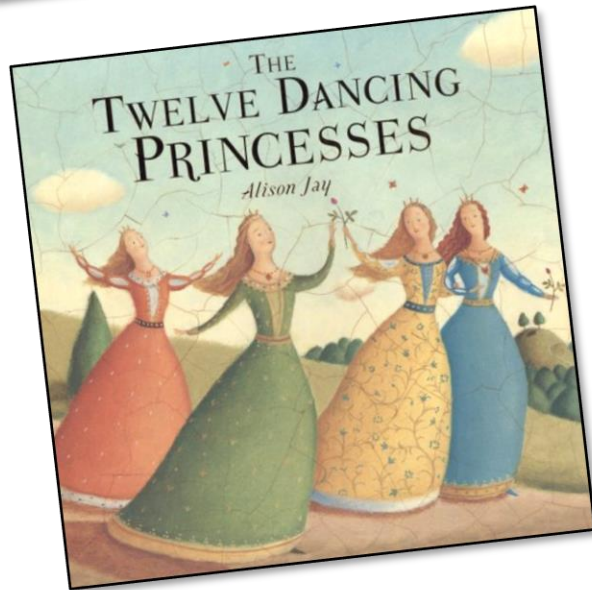
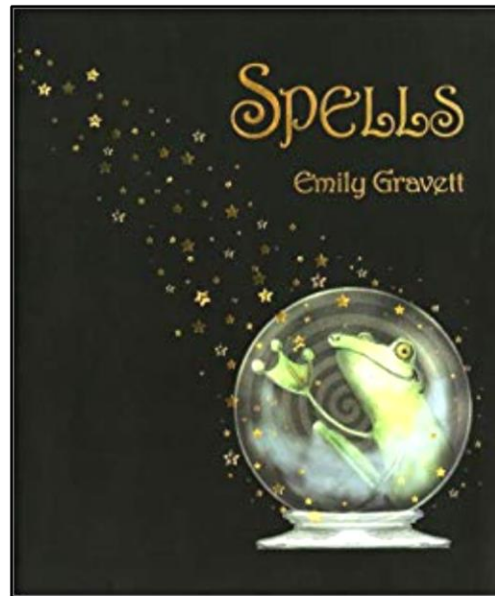
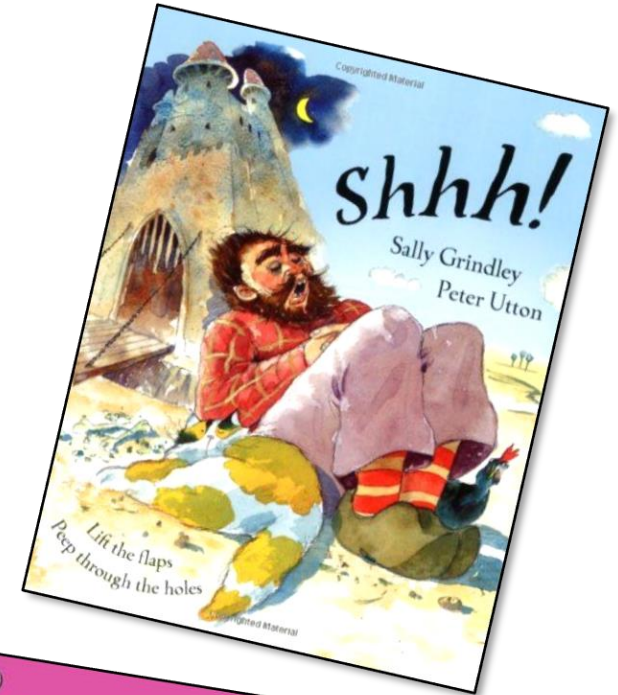
“The Princess and the Wizard” by Julia Donaldson.

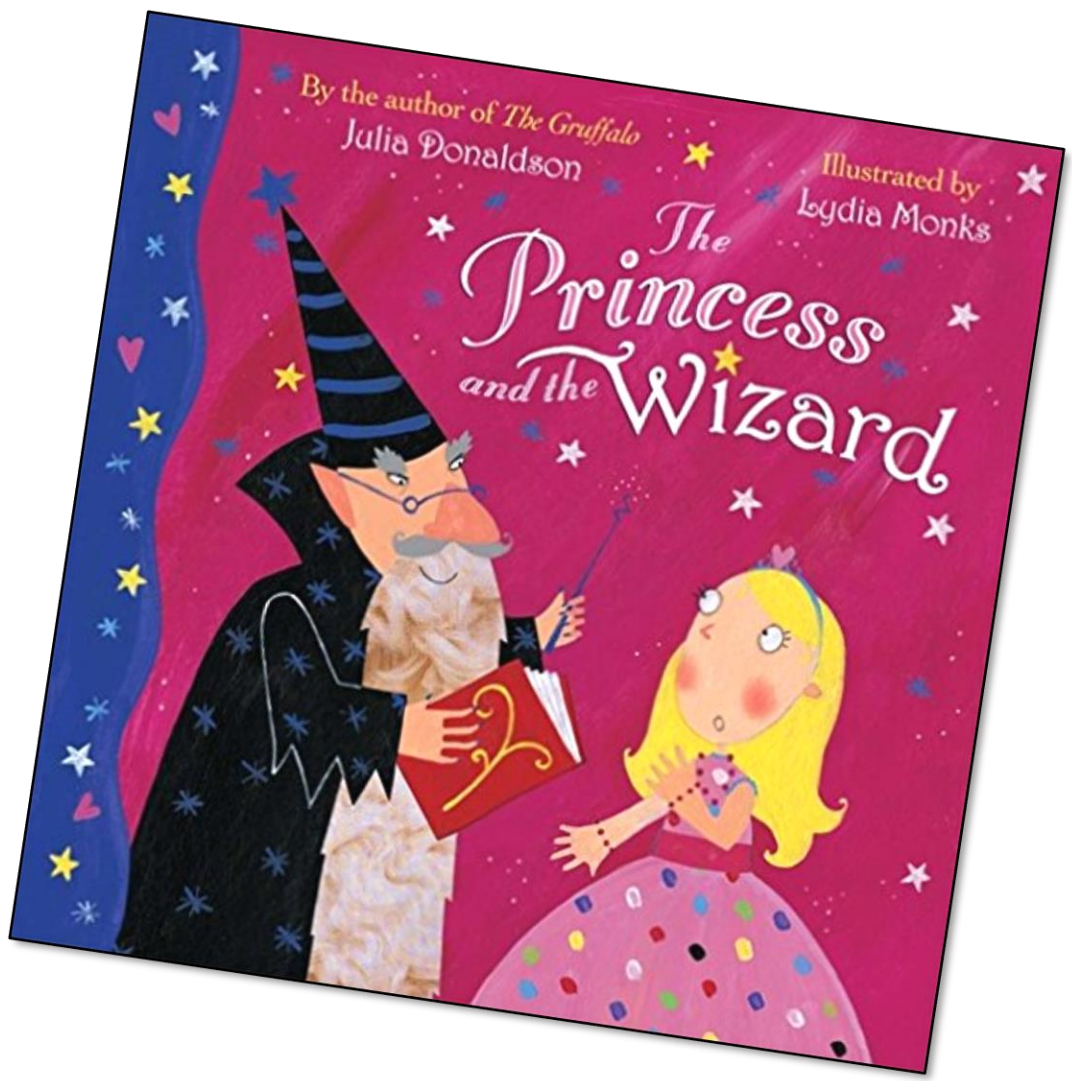
All activities could be done without the books.

# Starting with a Story



Other stories to support learning.

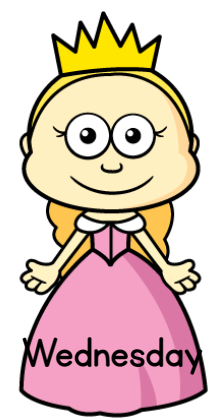
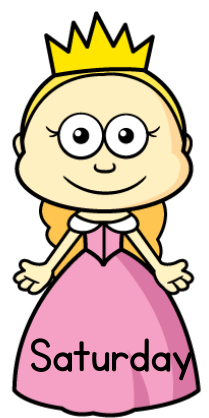
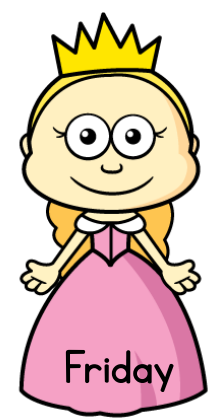
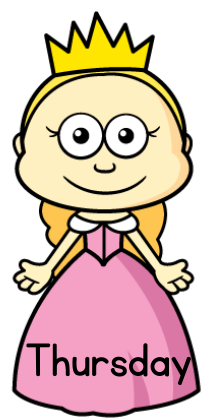
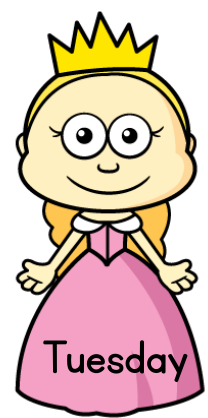
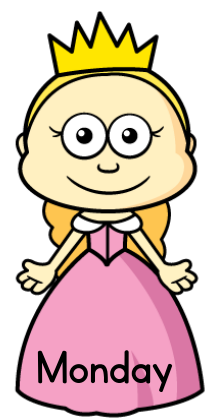




Days of the week!  
The wizard has a challenge for the princess every day!  
Can you order a very special pattern - your week!

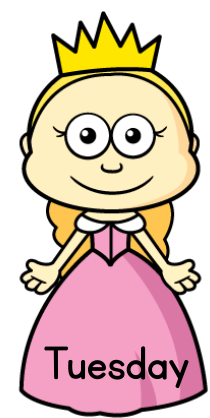
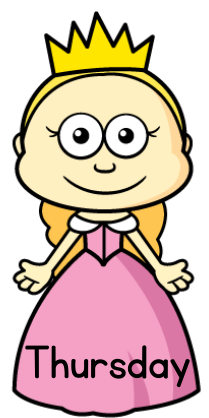
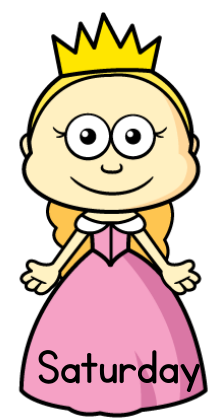
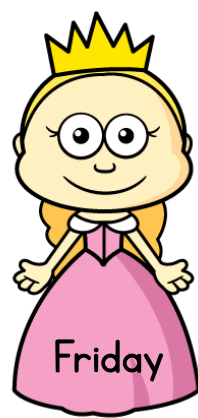
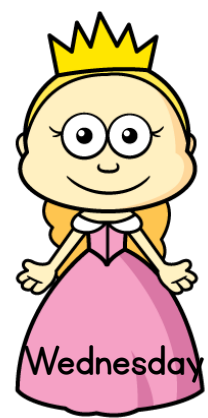
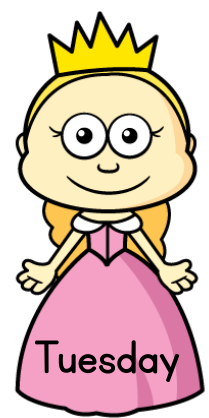
## Talking Together

Which day is missing in the pattern?



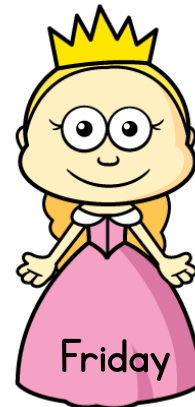
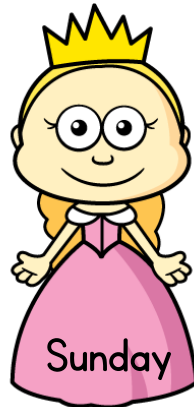
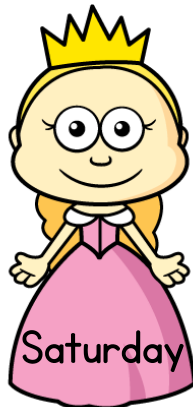
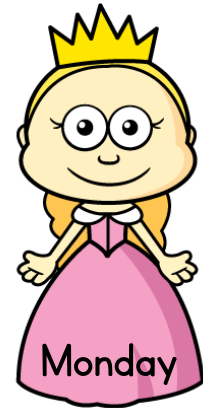
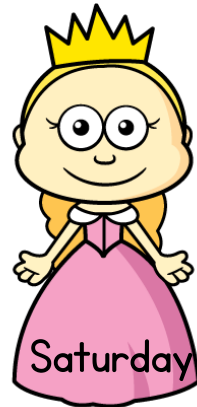
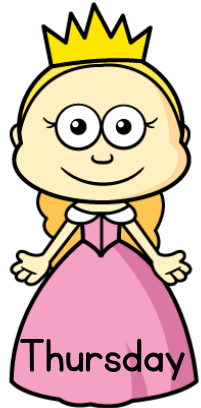
## Talking Together

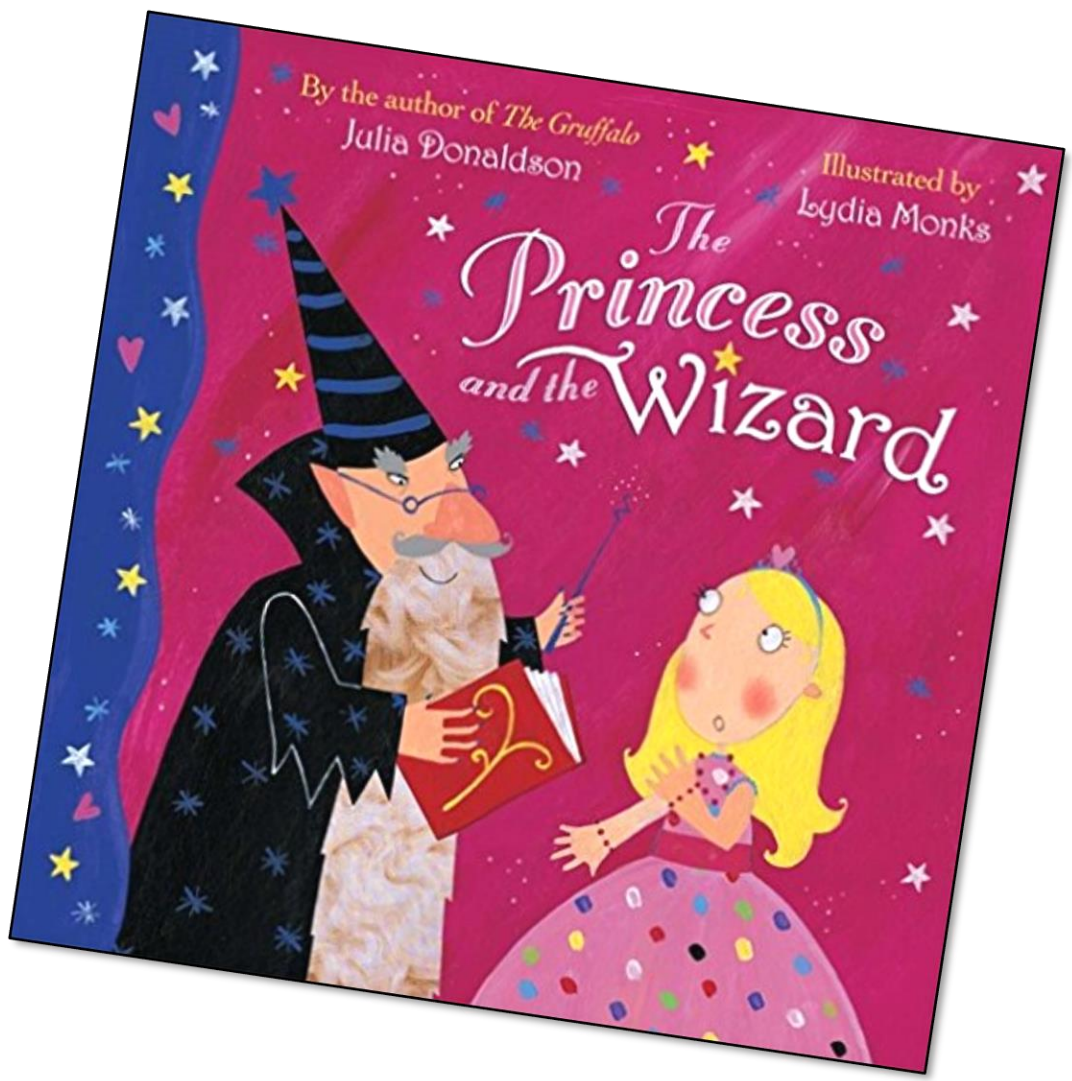
Which day is missing in the pattern?



## Talking Together

Which days are now missing in the pattern?

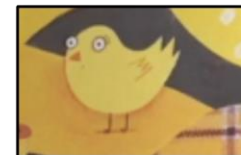
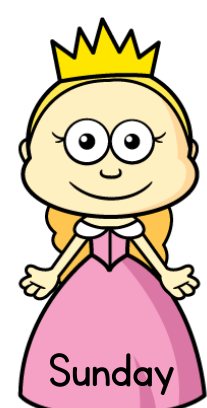
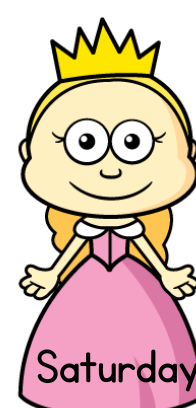
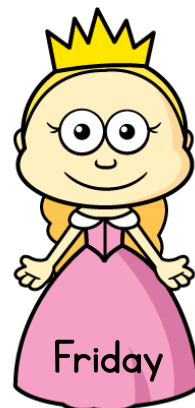
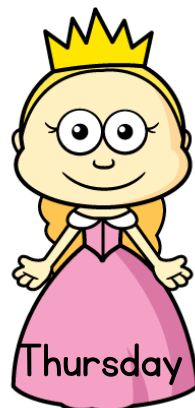
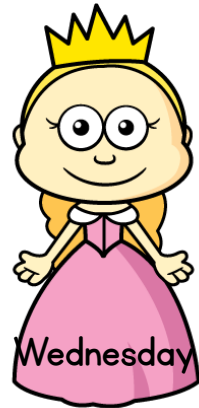
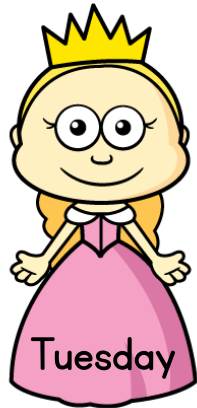
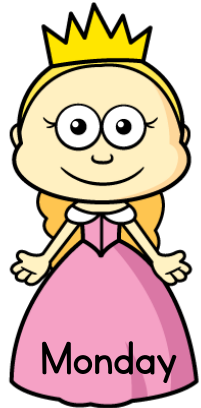




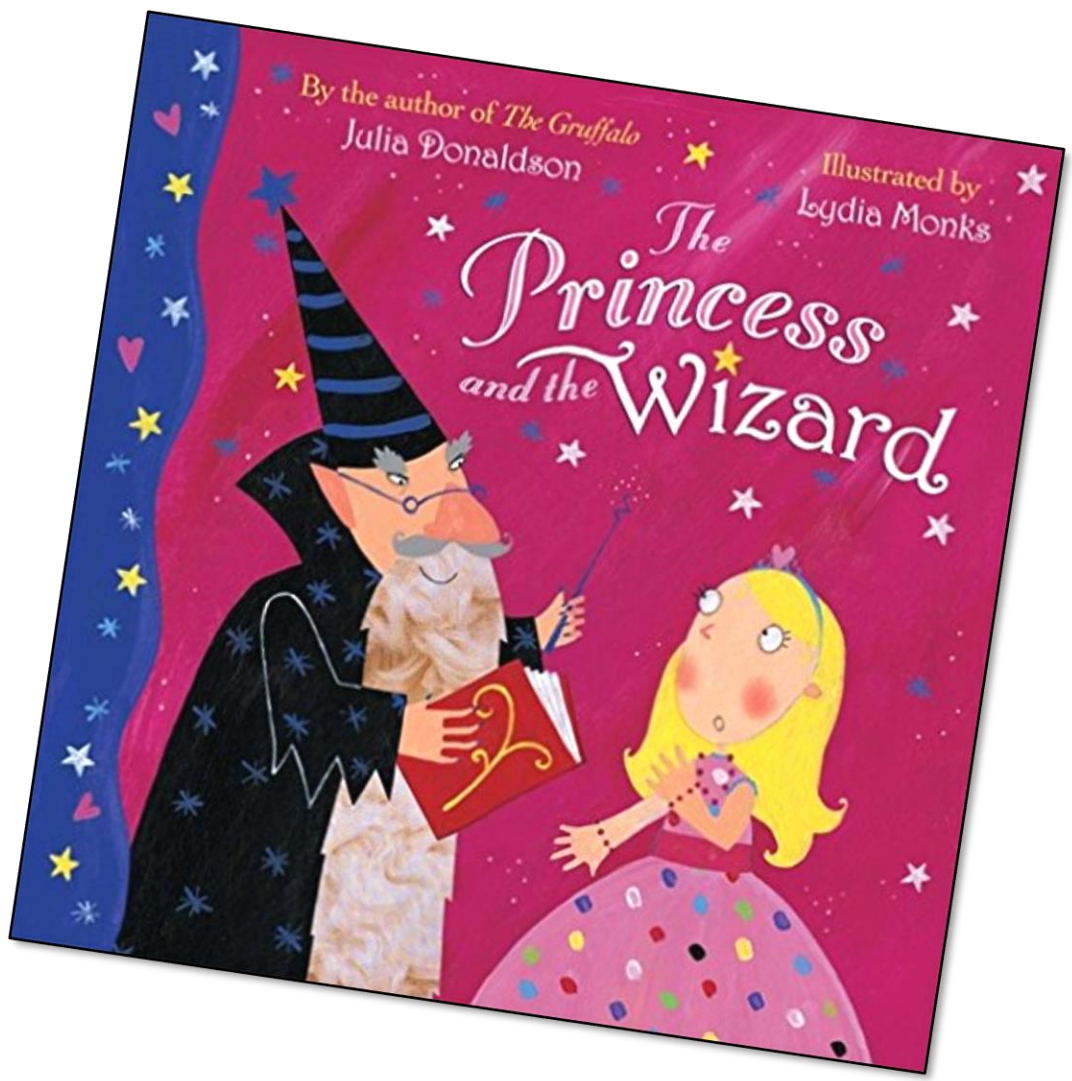
**Days of the week**  
Each day the princess turns herself into different animals and objects to try and escape the wizard. Can you match the day to the princesses disguise?

## Talking Together

What does the princess turn into on each day?







## Designer pattern outfit!

The princess loves her spotty princess outfit and the wizard has a cloak on.

Can you design your own shape themed clothes?

Which shapes will you choose?

# Starting with a Story



## Talking Together

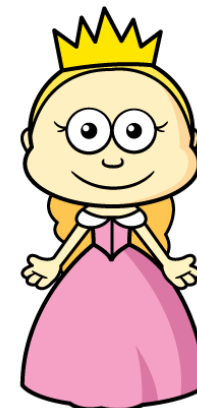
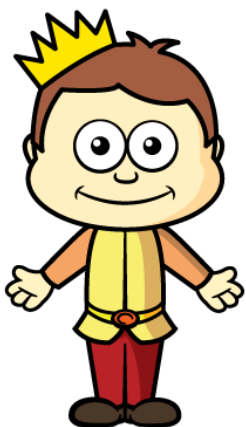
You don't have to draw an outfit for just the princess or the wizard!

Why not design your own outfit to go to the party in?

What kind of party would it be?

Or just design some super socks.

I wonder what socks a princess or a wizard would wear?



### Learning through Play

A helping hand to where our activities link in our schemes and the EYFS.

Reception - Notes and guidance



#### Summer Progression

Geometry

Exploring patterns



Making simple patterns



Exploring more complex patterns

#### Development matters Shape space and Measure 40-60

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes

Can describe their relative position such as '*behind*' or '*next to*'.

Uses familiar objects and common shapes to create and recreate patterns and build models.

#### Early Learning Goal -Shape Space and Measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.

They explore characteristics of everyday objects and shapes and use mathematical language to describe them.