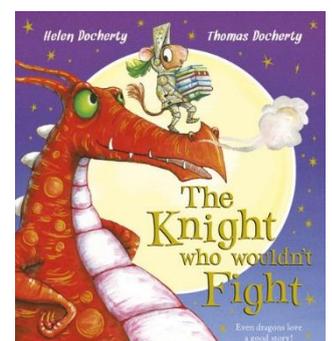




The Knight Who Wouldn't Fight
Written by Helen Docherty
Illustrated by Thomas Docherty

1 - Introducing the book

- Before reading the story, ask children what they know about dragons. What are they normally like? Look at the first page of this story. Does this dragon look scary? Do you think the little mouse knight is frightened of him? What are they doing together? Establish that it looks like they are friends and they are enjoying reading a story together. Ask children if they have made any new friends since they have started school. Share examples. What activities do you like doing with your new friend?
- Leo's parents tell him he has to go and tame a dragon. How does he feel about it? Does he want to go? How did you feel about starting school? Were you excited, or were you a bit nervous/reluctant like Leo? Give children an opportunity to share their experiences. This could be a good opportunity to introduce circle time rules, or to teach children to work with a talk partner.
- Give children plenty of opportunities to explore the book corner, and choose a book they like, telling each other why they like it. You could invite older children to 'buddy' with the new children, and read those favourite books together, just as Leo does with the dragon. Afterwards talk about how it felt to share an experience like this with another.

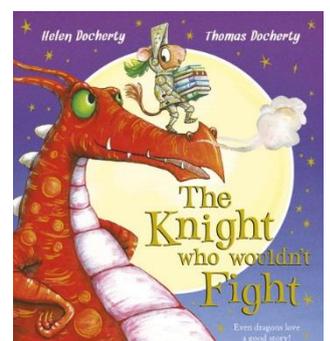




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2 - Ready, steady, tidy!

- Leo teaches the dragon how to tidy up. Talk about how working together and helping each other helps jobs to be done quickly and efficiently. Tell children that whenever it is tidy up time, you are going to be looking out for someone who is really thinking about where things go and helping others to tidy, and then that person will be able to choose a story for you to read to the class.
- Take time to work with different groups of children in different areas of the classroom/outside area. For each area, ask children what instructions/advice would they give others for tidying up that area? Give each group a chance to present back to the rest of the children.
- Display a selection of objects collected from around the classroom on a table. In small groups play a game of 'I packed my bag for school and in it I put...' Children sit in a circle, and as you go round the circle, each child says 'I packed my bag for school, and in it I put...' They then list all the objects previous children have said in order, before selecting another object of their own to add to the list. At the end of the game, give each child the object they said. Take it in turns to put away the objects in their rightful place, talking with the group as a whole about where they should go. This is a good opportunity for children to familiarise themselves with where things live in the classroom.





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EYFS Early Learning Goals

Listening and attention (Communication and language)

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

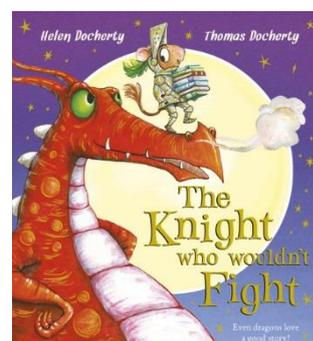
Understanding (Communication and language)

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking (Communication and language)

Children express themselves effectively, showing awareness of listeners' needs, they use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

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EYFS Early Learning Goals

Making relationships (Personal, social and emotional development)

Children play co-operatively, taking turns with others....they show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

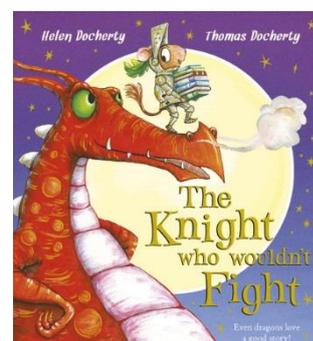
Self-confidence and self-awareness (Personal, social and emotional development)

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need any help.

Managing Feelings (Personal, social and emotional development)

Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

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EYFS Early Learning Goals

Reading (Literacy)

Children read and understand simple sentences...they demonstrate understanding when talking with others about what they have read.

People and Communities (Understanding the world)

Children... know that other children don't always enjoy the same things and are sensitive to this...

