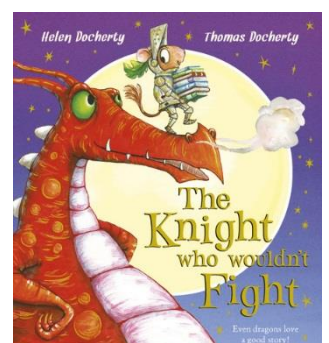




***The Knight Who Wouldn't Fight***  
**Written by Helen Docherty**  
**Illustrated by Thomas Docherty**

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.

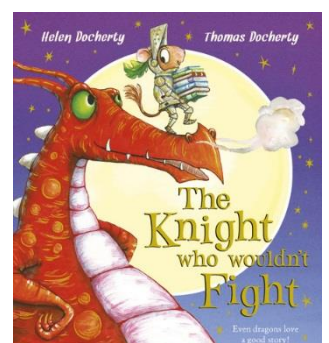




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2 - Ready, steady, tidy!

- 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, attention and understanding (Communication and language)**

Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They make comments about what they have heard and ask questions to clarify their understanding.

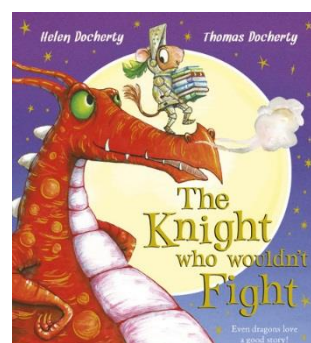
### **Speaking (Communication and language)**

Children participate in small group, class and one-to-one discussions, offering their own ideas. They offer explanations for why things might happen, making use of recently introduced vocabulary from stories. They express their ideas and feelings using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Managing self (Personal, social and emotional development)**

Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They explain the reasons for rules, know right from wrong and try to behave accordingly.

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EYFS Early Learning Goals

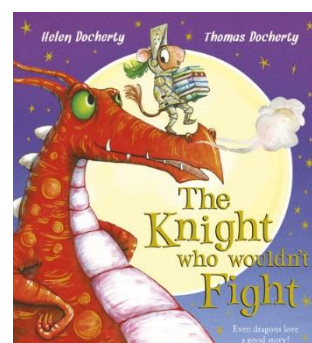
**Self-regulation (Personal, social and emotional development)**

Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They give focused attention to what the teacher says, responding appropriately even when engaged in activity. Children show an ability to follow instructions involving several ideas or actions.

**Building relationships (Personal, social and emotional development)**

Children work and play cooperatively and take turns with others. They show sensitivity to their own and to others' needs and form positive attachments to adults and friendships with peers.

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EYFS Early Learning Goals

**Gross motor skills (Physical development)**

Children negotiate space and obstacles safely, with consideration for themselves and others.

**Comprehension (Literacy)**

Children anticipate – where appropriate – key events in stories. They use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**Word reading (Literacy)**

They read aloud simple sentences that are consistent with their phonic knowledge.

