

<p>Main focus/Theme: Traditional Stories</p> <p>Displays: The Gingerbread Man Goldilocks and the Three Bears</p> <p>Interactive display table: The Three Billy Goats Gruff The Gingerbread Man The Three Little Pigs</p> <p>Role-play areas: The Three Bears Cottage Chinese Restaurant</p> <p>Core Books: Goldilocks and The Three Bears The Three Billy Goats Gruff The Gingerbread Man Little Red Riding Hood The Three Little Pigs The Little Red Hen</p> <p>Cooking activities: Playdough Porridge-salty & sweet Banana and Oat flapjacks Gingerbread men biscuits Vegetable stir-fry Pancakes</p> <p>SMSC Shrove Tuesday Chinese New Year EID</p>	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> ➤ Develop friendships with other children (Birth-3 year) ➤ Learn to use the toilet with help, and then independently. (Birth-3 year) ➤ Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". (Birth-3 year) ➤ Develop their sense of responsibility and membership of a community. ➤ Become more outgoing with unfamiliar people, in the safe context of their setting. ➤ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one, which is suggested to them. ➤ Show more confidence in new social situations. ➤ Make healthy choices about food, drink, activity and tooth brushing. <p>Possible activities</p> <ul style="list-style-type: none"> ➤ Promote cooperation, turn taking & responding to others in 'Three Bears Cottage' Role play area ➤ Explore moral aspects of Traditional Stories e.g. Goldilocks entering 	<p>Communication & Language</p> <ul style="list-style-type: none"> ➤ Use the speech sounds p, b, m, w. Pronounce: · l/r/w/y · f/th · s/sh/ch/dz/j · multi-syllabic words such as 'banana' and 'computer' (Birth-3 year) ➤ Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. (Birth-3 year) ➤ Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). (Birth-3 year) ➤ Enjoy listening to longer stories and can remember much of what happens. ➤ Can find it difficult to pay attention to more than one thing at a time. ➤ Use a wider range of vocabulary. ➤ Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". <p>Possible activities</p> <ul style="list-style-type: none"> ➤ Build up vocabulary that reflects the breadth of their experiences. ➤ Encourage talking and replying to questions using whole sentences. 	<p>Physical Development</p> <ul style="list-style-type: none"> ➤ Start to eat independently and learning how to use a knife and fork. (Birth-3 year) ➤ Use large and small motor skills to do things independently, for example manage buttons and zips. (Birth-3 year) ➤ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ➤ Go up steps and stairs, or climb up apparatus, using alternate feet. ➤ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ➤ Use large-muscle movements to wave flags and streamers, paint and make marks. ➤ Use one-handed tools and equipment, for example, making snips in paper with scissors. ➤ Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Possible activities</p> <ul style="list-style-type: none"> ➤ Throwing and catching activities. ➤ Pancake tossing and racing. ➤ Movement games and 'Brain Breaks' action songs. ➤ Outdoor movement/climbing challenges-walking across a plank
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<p>World Book Day</p>	<p>someone's house & wolves being mean.</p> <ul style="list-style-type: none"> ➤ Support children in routines (Lunchtime, carpet times etc & developing their independence in using the environment-(finding and putting away equipment ➤ Continue to focus on self-help skills-support independence in toileting, dressing & putting on dressing up cloths and outdoor clothing (zips & buttons). ➤ Teach independence skills in the environment e.g. filling water tray, tidy up time, solving disputes (using words & sand timer) ➤ Continue to encourage a 'Growth Mindset' using the animal characteristics. ➤ Use My-happy Mind story books and puppets to discuss the brain and how to set goals, and try hard to achieve them. ➤ Using my happy mind prompt cards for focused discussions during circle time. 	<ul style="list-style-type: none"> ➤ Give simple instructions for children to follow-1 part and 2 part instructions. ➤ Develop vocabulary related to characters in traditional stories. ➤ Phase 1 activities to develop phonological awareness. ➤ Re-telling core stories with puppets and props. ➤ Talk for Writing; Create story maps with actions and specific language - Once upon a time/ next, the, the end. ➤ Using positional language (under, underneath, above, below, on top, behind, next to, beside to describe position of goats and troll ➤ Use Cardinal numbers: First, Second, Third, in relation to the Billy goats ➤ Use a 'Story telling' chair to encourage confidence in telling traditional stories to peers and adults. ➤ Encourage children to join in with repeating phrases (<i>Run, run, as fast as you can etc</i>) 	<p>'bridge', climbing up a 'tower', climbing down a 'chimney' etc.</p> <ul style="list-style-type: none"> ➤ Fine motor control activities and pencil grip focus-Weekly Finger Gym & mark-making opportunities in different areas using tools such as tweezers & scoops to strengthen finger muscles. ➤ Encourage independence in dressing, eating, and toileting. ➤ Increase awareness of safety using tools and equipment in the setting. (Carrying scissors, lifting blocks) ➤ Sort healthy/unhealthy foods for Little Red Riding Hood's basket. ➤ Chopping up a range of vegetables for our Chinese new year stir-try. ➤ Being safe with knives and learning how to use tools safely.
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Maths

- Take part in finger rhymes with numbers. (Birth-3 year)
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth-3 year)
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Understand position through words alone - for example, "The bag is under the table," - with no pointing.

Literacy

- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Birth-3 year)
- Ask questions about the book. Make comments and shares their own ideas. (Birth-3 year)
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Comments and shares their own ideas. (Birth-3 year)
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (Birth-3 year)
- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop Phonological awareness, so that children can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.

Understanding the World

- Make connections between the features of their family and other families. (Birth-3 year)
- Notice differences between people. (Birth-3 year)
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Explore how things work.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Possible activities

- Observe changes in the garden/weather related to winter-spring and respond to any weather changes as they occur

Expressive Arts and Design

- Use their imagination as they consider what they can do with different materials. (Birth-3 year)
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (Birth-3 year)
- Make simple models, which express their ideas. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Sing the pitch of a tone sung by another person ('pitch match').
- Remember and sing entire songs.

Possible activities

- Weekly music session with Orlando
- Weekly singing with Reception class & Fiona.
- Moving to music, acting out stories and songs.

<ul style="list-style-type: none"> Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <p>Possible activities</p> <ul style="list-style-type: none"> Nrich maths activities to encourage mathematical thinking and reasoning. BBC Number blocks Series to promote understanding of 1-10. Number line counting to encourage 1 to 1 correspondence to 5 & 10 and a 	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name <p>Possible activities</p> <ul style="list-style-type: none"> Daily 'Letters & Sounds' Phase1 activities. Model oral segmenting & blending of words in every day contexts. Use Core books related to Traditional Story learning focus. Home reading book twice weekly- children select books independently to read with parents at home. Support children to recognise & write own Names-Self-Registration, putting names on work & when labelling models. Experiment with a range mark making in sand, shaving foam, salt, paint and other media. Set up writing role-play activities- Recipe book/Homework book in three bears cottage Sequencing and dictating traditional stories for individual books Discuss characters, settings, events and endings of stories. Model story book language (<i>Once upon a time, the end etc</i>) Use Talk for Writing 'Story Maps' create actions and specific language to use to re-tell the key events of 	<ul style="list-style-type: none"> Close observation of the tree in the playground-name parts of the tree and observe buds. Learn about Shrove Tuesday and make our own pancakes. Learn about St David's day and Patrick's Day. Learn about Chinese New Year and how people celebrate it. 12 animals of the Chinese calendar year. Talk about the different animals discuss 2022 year of the Tiger. Discuss festivals the children celebrate in their families. e.g birthdays, EID, Chinese New Year Observe changes when cooking porridge oats and pancakes. Notice changes in materials water turning to ice- make to water again by melting it using salt and different tools to break down the ice. Visit lab 13 to take part in science experiments linking to our topic. Find out why the Gingerbread man did not swim across the river- predict and test what happens to him in water. Use natural objects (<i>cones, logs, sticks etc.</i>) for small world scenes set in the countryside. Planting beans in relation to Jack and the bean-stalk traditional story. 	<ul style="list-style-type: none"> Children performing in our EYFS theatre. Children take turns being the audience and the performers. Colour mixing using powder paint. Developing imagination through role-play and dressing up related to Traditional Stories Small world play with a traditional story theme. Using a range of puppets and props to re-tell the story and recreate ending, if they choose too. Constructing bridges (<i>The Three Billy Goats Gruff</i>), towers (<i>Rapunzel</i>), straw, stick and brick houses (<i>The Three Little Pigs</i>) and beds (<i>The Three Bears</i>) Model making from recycled materials in the Workshop area- encourage independent use of tools such as scissors, glue and tape. Listening to music which is set to Traditional Stories e.g. Peter and the wolf and who's afraid of the big bad wolf? Drawing characters from traditional stories looking closely at pictures and picture cards. During adult directed activity to emphasise on drawing faces and representations of different characters. Talk about the feelings of the key characters in the stories... discuss how three bears feel? What goldilocks could have done? How did
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<p>recognition of patterns (<i>Boy/Girl Gingerbread pattern</i>)</p> <ul style="list-style-type: none"> ➤ Numeral recognition in the environment (<i>How many children can play in a particular area</i>) ➤ Number songs and rhymes to support calculation. ➤ Self -registration to select the Traditional story to be read-make into a bar graph (<i>Use for counting and questioning opportunities</i>) ➤ Writing numerals on white/chalk boards. ➤ Introduce telephone book into the three bears cottage ➤ Recording in picture/numeral form- 3 goats, 3 bowls, 3 bears. ➤ Measuring height using Gingerbread men. ➤ Size ordering of goats, bears, bowls, chairs and beds. ➤ Maths counting games using tracks and dice related to the Traditional stories. ➤ Use Cardinal numbers: First, Second, Third, in relation to the Billy goats 	<p>the story. Thinking about the sequence of the story. What happens in the beginning, the middle and at the end.</p>	<ul style="list-style-type: none"> ➤ Observe changes whilst the bean grows- Learn how to take care of the plant. ➤ Predict what will help to make the plant grow e.g. sunlight, water, not too much water. ➤ Begin to take care of our garden/ weeding/ turning soil ready for planting new plants (Emma's mum parent volunteer keen to help. 	<p>the gingerbread man feel when he saw the fox? Why were the billy goats unfair to eachother?</p> <ul style="list-style-type: none"> ➤ Big paint- using large paper too make marks using a range of rollers and paintbrushes- to create art- collaboratively. Children explore using a range of mediums to paint.
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Characteristics of Effective Learning	Assessment	Environment/Resources	Parents
<p>Playing and exploring-engagement Finding out and exploring (<i>Imaginative Insect</i>) Playing with what they know Being willing to 'have a go' (<i>Have a go Hedgehog</i>)</p> <p>Active learning- motivation Being involved and concentrating (<i>Focused Fox</i>) Keeping on trying (<i>Don't give up Dory</i>) Enjoying achieving what they set out to do (<i>Burning for learning Leopard</i>)</p> <p>Creating and thinking critically- thinking Having their own ideas (<i>Creative Caterpillar</i>) Making links (<i>Curious Camel</i>) Choosing ways to do things</p>	<p>One narrative observation per half term Spontaneous 'significant achievement' observations. Evidence in Tapestry Online 'Learning Journey'. Parent engage with tapestry - comment on observations. Share photos and uploads of children home- learning achievements</p>	<p>Focus on seasonal changes & weather- observing the garden for changes. Cosy winter home with fire-place Three Bears Cottage Indoor role play-Chinese Restaurant & Play house shed</p>	<p>Parent upload any wow moments achieved at home and post them on to tapestry. This will help us to gage what the child is learning at home and key achievements made.</p> <p>Staff available at the end of the day to discuss individual children. Parent volunteer to do gardening in EYFS garden. Parents to help with local farm trip (next term) Newsletter sent to parents every term. Parents share their favourite traditional stories- including favourite stories from home cultures. Post on to Tapestry and children can view them at nursery.</p> <p>Parents bringing in a vegetable each for Chinese-stir fry. Encourage healthy eating vegetable shopping with their child.</p>