

| Areas of Learning | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week6 |
|--------------------------|---|---|---|--|---|--|
| Focus | <p>Intro The Three Little Pigs Four Furry Paws</p> <p>Develop the role play The Three Pigs Builders Yard</p> <p>Door Number – focus intro ordering numbers on houses</p> | <p>Goldilocks and the three bears</p> <p>One Hungry Girl</p> <p>Make porridge Gather information /data handling do you like porridge with honey or jam? Use to makes simple graph as each group makes porridge</p> | <p>The Gingerbread Man</p> <p>Two running feet</p> <p>Making gingerbread men to eat</p> <p>Counting and measuring the ingredients – first look at the scales - bigger numbers</p> | <p>Three Billy Goats Gruff</p> <p>Three Greedy Goats</p> <p>How tall is the bridge? How many bricks will we need to build a bridge?Make a large bridge – using wood bricks how many steps to get to the other side etc Count our steps jumps etc</p> | <p>Jack and the Beanstalk</p> <p>Five Magic Beans</p> <p>How high/tall is the beanstalk? How many leaves can you count?</p> <p>Planting seeds</p> <p>Cress ? /bean * Mark make label for own pot How many spoons to fill the pot etc</p> | <p>Selection of Number Rhymes Ten in the Bed etc Five Little Monkeys bouncing on the bed Five elephants went balancing Ten in the bed - acting out the rhyme explore adding and taking away in this context</p> <p>Designing our own bed cover choosing materials/shapes which shapes would fit best eg squares fit together without gaps etc</p> |
| Communication & Language | <p>Encouraging the development of more complex sentences 1. Snack challenge – tell me about your Easter Holidays – encourage adding description and details. Discussion about real tools naming and looking at function eg spirit level , saw etc</p> | <p>Recall the story and encourage children to act out the story use book language and repeated refrains</p> <p>Develop vocabulary / questions in story</p> | <p>Continue to encourage children to take on the language of stories <i>run run as fast as you can etc</i></p> <p>Develop vocabulary what does the ginger smell like spicy strong sweet lumpy etc</p> | <p>Describe the troll what does he look like ? ugly mean sharp claws etc</p> <p>Encourage language</p> <p>Trip trap etc</p> | <p>If you had five magic beans what would you use them for ? Encourage imagination development of ideas provide the beans to throw and a bag of objects to provide inspiration eg</p> | <p>Bed time routines</p> <p>Using terms first, next ordering events encouraging the children to explain what they do – during circle time</p> |

| | | | | | | |
|---|---|--|--|---|--|--|
| | | Who has been sitting in my chair etc | | | treasure artefact or toys model and describe where you would go a castle, palace, ship plane etc record ideas / | |
| <p>Literacy</p> <p>Letters and Sounds</p> <p>Continue with Phase 1 and continue to intro letters from sounds/letters from phase 2 challenge hearing rhyming words oral segmenting and blending</p> | <p>Intro mark making opportunitites such as lists of materials needed etc</p> <p>Wrting table activities such as handwriting patterns etc</p> <p>Intro letter p Continue with phase 1 games</p> | <p>Re enact the story using puppets and masks</p> <p>Write a group ‘sorry ‘letter to the bears and encourage writing of names from each child</p> | <p>Writing a list of ingredients needed / or drawing and labelling a group map of where the gingerbread man went eg over the hill /bridge</p> | <p>Group labelling a picture of a troll with terms eg head body eyes and building on name writing to complete each labelling</p> | <p>Write /mark make a magic seed packet count the beans in etc talk about what they will grow into etc</p> <p>Name writing</p> <p>Stories about growing Jaspers beanstalk Titch etc</p> | <p>Play some of the Letters and sounds games to reinforce the objectives we have been working on.</p> <p>Differentiate according to key worker group eg play cross the river / kims game etc toy talk</p> |
| <p>Mathematics</p> | <p>Ordering door numbers Put in an interactive fix the numbers to the doors in order in the class role play</p> <p>Making brick houses</p> <p>Ordering in size order</p> | <p>Counting likes dislikes porridge etc</p> <p>Ordering bowls chairs etc by size</p> <p>Develop size vocabulary small med large</p> | <p>Ordering the gingerbread men</p> <p>Measuring using cubes etc</p> <p>Putting buttons on the gingerbread man extend more able eg</p> | <p>Ask the children if they know what the number on their door is use this information to make a class lift the flap book who is behind the door? Children to mark make their number /decorate</p> | <p>Different ways of arranging the beans eg 2 pots of beans red and yellow how many ways can we arrange the beans ? 3 red and 2 yellow counting beans onto leaves</p> <p>Measuring the giants shoe</p> | <p>Focus on counting down eg 5 little ducks. 5 currant buns 5 little speckled frogs etc</p> <p>Provide props to support and act out these rhymes</p> <p>Decorate and write numbers</p> <p>Could be numbers that are important to them</p> |

| | | | | | | |
|---|---|---|--|---|--|--|
| | Which is the tallest/shortest etc ? | 1 to 1 corresp sharing 1 bowl 1 spoon etc | that gingerbread man has 2 buttons that one has 3 how many altogether etc | Pairs games /number snap etc Thread beads with number cards | | eg age door telephone no etc |
| Personal Social & Emotional Development | Introduce role play and demonstrate cooperative play and use of tools etc acting out story etc | Discussion about the importance of staying with an adult / strangers / Going into peoples houses etc being lost | Develop talking about feelings Talk about the fox is he kind what does sly mean? Discussion about real and pretend (as in stories and real life) When do you feel sad? | Being hungry / scared discussion about how the goats felt | Develop taking part in retelling / acting out the story etc in front of others Playing games and taking turns | Night time routines How we feel at night time Which toy do we take to bed etc |
| Understanding of the World | Developing an understanding of materials – Which is the strongest straw? Bricks - how can we test them etc Link to making a display of the three houses Bring in some real tools and use as both a talking opportunity Feely Boxes (cross curr vocab CLL etc) ICT My world programmes | Exploring change in state Through making the porridge Use of microwave etc Follow instructions of recipe Link to the story why didn't Goldilocks like each bowl of porridge ? | What can happen to the gingerbread man ? Science experiment what happens if the gingerbread man is placed in different materials link to story when the gingerbread man goes into water how long does it take before he dissolves ? (use a sand timer and count till he dissolves or falls apart (see idea list) | Building a strong bridge which is the best shape /materials etc Lego/construction building tall beanstalks etc ICT – drawing own | Look at what is needed for growth Make a display of growing things eg carrot tops and own seed planting Focus activity (see above) planting a seed and observing growth * Non fiction books /ICT about growing | |

| | | | | | | |
|----------------------|---|--|---|---|---|---|
| Expressive Arts | <p>Creating the three pigs houses using the materials straw sticks brick rubbings etc</p> <p>Decorate pig masks etc</p> | <p>Sing the Goldilocks song</p> <p>The Three Bears Rap – use the instruments to develop the song</p> | <p>Design your own gingerbread man ? will he/she be large or small etc</p> <p>Encourage use of materials etc cross curr link counting the items</p> | <p>Making own masks of the billy goats gruff</p> <p>Designing a troll using playdough straws googly eyes etc</p> | <p>Printing/ wax relief a beanstalk with a castle at the top</p> <p>Using recyclable boxes make own castles</p> | <p>Designing own bed cover</p> <p>Using the musical instruments to accompany rhymes learnt loud soft naming instruments etc</p> |
| Physical Development | <p>Developing fine motor skills /pencil control Handwriting patterns on pig templates</p> <p>Following a route /obstacle course in the outdoor area – link to Maths (positional language)</p> | <p>Continue with obstacle course idea with Goldilocks journey in the outdoor area cross curr link to positional language</p> | <p>Develop different ways of moving eg Gingerbread man game see idea</p> <p>Counting hops jumps etc can you run / walk fast /slow etc</p> | <p>The three billy goats gruff journey climbing frame bridge etc using the outdoor area to act out and use gross motor skills</p> | <p>Hide numerals and pictures to go on a number hunt in the outdoor area then sort them out</p> <p>Some numbers could be 'giant' numbers Link to maths</p> <p>Could do jumps etc when find numbers</p> | <p>Draw a chalk hopscotch and play as a group</p> <p>Skittles recognition of numerals</p> |
| Snack | <p>(see snack rota)</p> | | | | | |

Key worker activities in bold.

Separate snack rota –details of food /activities

Development Matters Objectives are highlighted termly on A3 to ensure coverage Weekly Plans contain the current objectives being taught after evaluation of learning needs and next steps in learning.