

Understanding of The World (UTW)

- Building on first hand experiences through role play and small world set ups, changing weekly/fortnightly. Use open end resources to extend imagination/.
- To show care and concern for living things and our environment by exploring our world through common themes such as growing and planting, cooking and so on. Weeding and planting the playground, growing fruit and veg.
- Investigate the properties of different materials through constructing: Building houses for the three little pigs; straw, sticks, blocks./bricks, building bridges using paper, plastic, wood.

Mathematics

- Number songs and daily counting activities relating to story of the week
- Comparing quantities of objects. Which house has more pigs? Which table has more/less gingerbread men?
- Encourage mark making of numerals in the role play and maths area.
- Exploring capacity and counting out measurements and ingredients through weekly cooking sessions and water play.
- Sequencing the events in a story using sequential language; first, second, third, fourth, fifth/ beginning, middle, end.

Communication, Language and Literacy

- Model and encourage the use of language to initiate collaborative play.
- Exploring and extending our understanding of story structure using sequential language: beginning, middle and end/ first, second, third... and through book-making.
- Create puppet theatre for children to re-enact traditional tales using puppets.
- To develop the understanding of how and why questions through modelling the asking and answering of these daily.
- Allowing the children to speak about their own opinions and experiences: What is your favourite traditional tale and why?

Traditional tales

Spring 2

Expressive Art & Design

- Developing understanding of traditional tales and story structure through role play and short, small group drama sessions.
- Creating own props for the puppet show theatre to support drama and role play opportunities.
- Inventing own movements to different musical sounds to extend imaginations.
- Building 3D objects from the stories such as bridges, houses etc.

PSED

- Discuss the emotions of the characters in the stories, what could make them feel better? Have we ever felt like them? What colour are they feeling? Linking to previous learning on emotion coaching.
- Support children to understand the needs of others through the morals of the stories and using emotion coaching strategies.
- Model and encourage the use of language needed to initiate and maintain play between two or more peers.

Physical Development

- Making own props and other objects from stories.
- To use the correct pencil grip and form recognisable letters, particularly in own name.
- To be able to fasten own zip and take off and put on socks and shoes independently.
- To be able to throw and catch a ball, beanbag or other object by grasping and releasing both hands.
- Encourage more risk taking within physical play through accomplishing different obstacle courses, and using different climbing apparatus and balancing equipment- developing a 'can-do' attitude.