

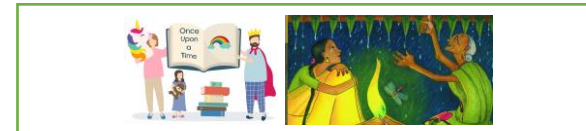
Tell me a story -event- Traditional Role Play



Summer Term1: 6 weeks Enhanced Opportunities and Adult-led Tasks

Creative	Tuff Spot/ Malleable	Construction
<ul style="list-style-type: none"> • Painting with porridge • Baked Bean Squish pictures • Dried bean ateller • Dried bean sticky picture • Painting the bears • Making the 3 pigs houses 	<ul style="list-style-type: none"> • Porridge oats and scoops • Oaty playdough • Adult led-Bowls spoons and water/ oats- make the different types of porridge- lumpy, runny, thick, gloopy sticky etc • Beans- arrangements and patterns • Exploring sticks, straw and string 	<ul style="list-style-type: none"> • Making houses with natural objects, loose parts, sticks and straw • Construction kit houses • Mending the broken chair/ making a chair
Reading/ Listening/ Talking	Game	Music
<ul style="list-style-type: none"> • -Busy Feet Instructions • 3 pigs story talking • Join in repeated refrains of the story- 3 pigs, goldilocks • 3 Pigs https://www.youtube.com/watch?v=CtP83CWOMwc • 3pigsreadaloud https://www.youtube.com/watch?v=73cEdKZMT9g • 3 pigs story sack/ Goldilocks story sack • Puppets and theatre- and book • Different size words 	<ul style="list-style-type: none"> • Snails pace- adapt the game • Teddy count and match • Goldilocks game • Moody bears • Ploum gets us talking • Adult Led Goldilocks/ wolf hide and seek 	<ul style="list-style-type: none"> • Who's afraid of the big bad wolf song • Bean shakers • Porridge in a pan song • Song- Goldilocks and the house of the bears •
Writing	Media and Materials 2D &3D	Small World
<ul style="list-style-type: none"> • 3 pigs pencil control • Write a recipe for porridge • Keep out sign for the doors • Adult Led-Mr wolfs dinner time list 	<ul style="list-style-type: none"> • Making a goldilocks/ bears/ pig/ wolf mask • Adult Led- Make a bears face with loose parts • 3 pigs/ 3 bears stick puppets • Adult Led-Pigs with googly eyes and curly pipe cleaner tail 	<ul style="list-style-type: none"> • Dolls house with Pigs • Dolls house with goldilocks and 3 bears
Maths	Water/Sand	Fine Motor/Gross Motor
<ul style="list-style-type: none"> • Pig puzzles, • Adult Led 3D shape house building • Bean patterns • Adult led-Ordering 3 things by size- pigs, bears, chairs, bowls • Adult Led-Counting to 3/ counting groups 	<ul style="list-style-type: none"> • Porridge pan and spoons • Bowls and spoons/ whisks • 	<ul style="list-style-type: none"> • Busy Feet Dancing dancing (GM) (Music) • Cosmic Yoga • PE- sessions • Adult Led-Cut a curly pigs tail
Outdoor	Investigation	Role Play
<ul style="list-style-type: none"> • Adult led-Pigs/ bears face with loose parts and natural materials • Making the 3 pigs houses • Goldilocks hide and seek 	<ul style="list-style-type: none"> • How can we catch the wolf • Adult Led How do we grow a plant? SCARF 	<ul style="list-style-type: none"> • Adult Led-3 pigs cottages • 3 bears cottages • Giants castle

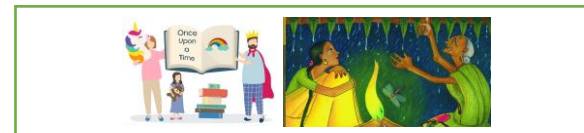
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Adult-Led Task	Pigs with googly eyes and curly tails	Making Porridge-	Role play	Writing name on Mr Wolf's list	Loose parts- and natural objects pictures of pig/bear	Child Initiated Choices
Activity Description	To make a picture of one of the pigs, using cutting and sticking skills, manipulating the Sellotape. Recall the features of a pigs, use stick on eyes, add a snout and use a coiled pipe cleaner to make the curly tail, develop skills and investigate different ways to coil the pipe cleaner- around a pencil, finger etc	Recall the different types of porridge in the different versions of the Goldilocks story- runny, lumpy, sticky, salty, gooey etc Follow the recipe to make the porridge and talk about what they will need to do to make it runny, lumpy or sticky. Listen to their suggestions and let them try out their idea, talk about whether it worked and if it has helped them to think of a new idea.	Set the scene by recalling the traditional story- who is in the story? What happens in the story? Are there any special words that are said. What props/ costumes will we need for the story? Work together to retell the story, encouraging the children to recall what their character says. Work with others, support and cooperate with each other.	Develop pencil grip- model and support children to use a pincer grip and to write from left to right, top to bottom. Write name at own level- emergent, over, dotted, under, copy independent.	Selection of objects to arrange -Encourage the children to use the different loose parts and natural objects to make pictures, patterns and representations of the pigs and bears. Provide models for the children but also encourage them to explore and create for themselves. Encourage the sensory experience enjoying the colours, shapes, textures . Change and alter the arrangements they have made, encouraging children to talk about and verbalise their choices VAK-VAK	
3 – 4 aspects contributed to	Fine Motor Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Exp Arts Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	U the W Talk about the differences between materials and changes they notice. Talk about what they see, using a wide vocabulary. Fine Motor Use one-handed tools and equipment Show a preference for a dominant hand. Exp Arts Explore different materials freely, in order to develop their ideas about how to use them and what to make.	C&L – Enjoy listening to longer stories and can remember much of what happens. be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." PSE Play with one or more other children, extending and elaborating play ideas. Exp Arts	PH- Use a comfortable grip with good control when holding pens and pencils. Lit Write some or all of their name. Write some letters accurately.	EXP Arts Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. U the W 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.	

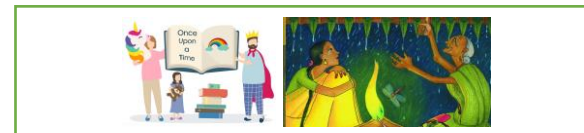
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	Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details		Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories Maths Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'			
Adult-Led Task	Counting the sets of 3 and ordering them by size	Making the different houses using shapes	Cutting a curly tail	Goldilocks/ wolf hide and seek	Investigation How do we grow a plant?	Close observation of growing.
Activity Description	Count carefully 1-1 the sets of 3- do the children recognise the same amount of pigs and houses Bears, bowls, chairs and beds Instant recognition-subitise the amounts up to 3, use the words more, less and 3 to describe the flash cards. Order the items by size- use words such as small, medium and large, tiny, middle sized and big	Building the houses for the 3 pigs, Talk about how they need to be strong enough so the wolf can't blow them down and also there has to be room inside for the 3 pigs. Talk about the boxes, shapes 2D and 3d that are used. Why are you choosing that shape, which shape would be a good choice for the roof etc Try out the finished results- do the pigs fit inside? Try blowing it down like the big, bad wolf.	Develop pencil control to write their name on their work. Use scissors in one hand and use their other hand to hold the paper and manoeuvre it as they follow the curly tail on the pig.	Develop understanding and use of positional language. Where is Goldilocks? Can you hide the Wolf behind the door etc Play a game with toys and develop further during outdoor play	Explore the idea of growing using the Jack and the beanstalk story, could something grow so quickly? Talk about different types of seeds- look at those they find in their apples, oranges etc at snack time. Look at tiny and bigger seeds such as cress and broad beans. Talk about why the seeds haven't already grown and what we can do to help them to grow. Plant the seeds using the correct language to support understanding, soil compost, water, sunlight etc Try leaving some dry or some in the dark- do they grow? Or grow as well as the others- talk about the differences.	Look closely at the plant pots and bean jars and noticing any changes, this will involve looking really closely- take photos on the iPad to help to see any small changes and make a photo style diary to help children to recall what has happened. Talk about the things that they notice. Point out smaller details that they might have missed Discuss why some have grown more or better than others, why could this be? Use correct vocabulary to support- roots, stem, stalk, leaves, bud, flower, grow, water, soil, sun etc Re pot/ transplant when necessary allowing a closer look at the root system etc.

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<p>3 – 4 aspects contributed to</p>	<p>Maths Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Maths 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'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<p>Phys Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>Maths Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. C&L Understand a question or instruction that has two parts Use a wider range of vocabulary</p>	<p>U the W 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. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant C&L Use a wider range of vocabulary. Understand 'why' questions, PSE Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>U the W Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things. C&L Use a wider range of vocabulary. Understand 'why' questions,</p>
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