

## Topic: Once Upon A time

Pre-school Curriculum Objectives	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Story / Theme</b>	The Gingerbread Man	Goldilocks and the 3 Bears	The 3 Little Pigs	Little Red Riding Hood	Jack and the Bean Stalk	Billy Goats Gruff
<b>PSED</b> <ul style="list-style-type: none"> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Do not always need an adult to remind them of a rule.</li> <li>Begin to understand how others might be feeling.</li> </ul>	<b>PSED</b> Welcome new children to Acorns.	Talk about our class rules and why we have them. Introducing new children and settle into pre-school routines.	Tuff tray storyline set up.	Stranger danger.	Talk about feelings. How does the giant feel? How does Jack feel?	The troll is unkind - think about what he did that was unkind and what he could do differently.
	<b>Circle Time</b> The gingerbread man story.	<b>Circle Time</b> 'Goldilocks and the 3 bears' story.	<b>Circle Time</b> 'The 3 Little Pigs' story.	<b>Circle Time</b> 'Little Red Riding Hood' story.	<b>Circle Time</b> 'Jack and the Bean Stalk story.	<b>Circle Time</b> 'Billy Goats Gruff' story.
<b>COMMUNICATION AND LANGUAGE</b> <b>Listening, Attention</b> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Use longer sentences of four to six words.</li> <li>Uses talk to organise themselves and their play.</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</li> </ul>	Swimming science investigation. Ask why questions.  Science investigation 'puddles'.  Tuff tray- green and blue paper or material - story scene.	Tuff tray - story scene with a variety of materials.  Porridge making What can you add to your porridge to make it taste better?	Talk about what you would choose to build a house with and why?	Red riding hood songs. Twinkl.  Science investigation. 'A new cape for little red riding hood'. Twinkl	Talk about feelings, good choices and bad choices.  Is it a good choice to steal from people?	Retell the story of 'Billy Goats Gruff' what can you remember? Use different voices to represent the characters.

<p><b>PHYSICAL DEVELOPMENT</b> <b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Be increasingly independent as they get dressed and undressed.</li> <li>• Be increasingly independent in meeting their own care needs.</li> </ul>	<p>How fast can you run?</p> <p>Can you make a rhythm with your feet?</p> <p>Teaching new children how to put on their coat independently.</p>	<p>Ring games.</p> <p>Trim-trail making with crates and wooden planks.</p>	<p>Farmer's in the den.</p> <p>Parachute game.</p>	<p>Can you run as fast as the wolf?</p> <p>Chasing games.</p>	<p>Build a castle in the clouds - shaving foam and blocks.</p> <p>Climbing equipment - pretending to climb the stalk.</p>	<p>Cosmic kids yoga - Three Billy Goats Gruff.</p> <p>Trip trap over the bridge in the garden - how quietly can you tiptoe over?</p>
<p><b>PHYSICAL DEVELOPMENT</b> <b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use one handed tools and equipment.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show preference for a dominant hand.</li> </ul>	<p>Ginger playdough.</p> <p>Mark making in tuff tray.</p> <p>Free drawing.</p>	<p>Chunky pens and chalk - make a path through the woods.</p> <p>One handed tools - stirring the porridge.</p>	<p>Scissor skills - Little pig dressing.</p>	<p>Mark making - follow the maze to Grandma's house.</p>	<p>Jack and the bean stalk - making bean stalks using tools and junk modelling.</p> <p>Beans / beads and tweezers.</p>	<p>Forming recognisable letters.</p> <p>Begin to trace name.</p>
<p><b>LITERACY</b></p> <p>0-3 Years</p> <ul style="list-style-type: none"> <li>• Develop play around favourite stories using props.</li> <li>• Makes comments and shares their own ideas.</li> </ul> <p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother.</li> <li>• Understand the five key concepts about print: Print has meaning</li> </ul>	<p>Drawing around our bodies to make our own giant gingerbread man.</p> <p>Gingerbread man template and threading.</p> <p>Ginger bread man story stick puppets.</p>	<p>Story sequencing.</p> <p>Sound game - begin to recognise that some words begin with the same sound.</p>	<p>Three little pigs story character stick puppets.</p> <p>Soil and mark making.</p>	<p>Talk about the different features of a book.</p> <p>Follow the maze to Grandma's house.</p>	<p>Remember and chant familiar phrases from the story e.g. fe, fi, fo, fum.</p> <p>Story sequencing.</p>	<p>Spotting rhymes and words that begin with the same sound.</p> <p>Recognising letters in their own name.</p> <p>Remember familiar phrases from the story.</p>

<p>Print can have different purposes.</p> <p>We read English text from left to right and from top to bottom.</p> <p>The names of the different parts of a book.</p>	<p>Mark making in sand in a tray.</p>					
<p><b>MATHEMATICS</b>  <b>Number</b>  <b>3-4 Years</b></p> <ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>Link numeral and amounts; for example, showing the right number of objects to match the numerals up to 5.</li> </ul>	<p>Gingerbread man shape, counting the buttons.</p> <p>How many animals did the gingerbread man pass?</p>	<p>Link numerals to pictures.</p> <p>How many bowls, chairs and beds?</p>	<p>How many houses?  How many puffs?</p> <p>Linking numeral houses with correct number of objects.</p>	<p>Little red riding hood themed counting.</p> <p>Little red riding hood board game.  Twinkl</p>	<p>Jack and the Bean stalk - counting beans, leaves, giant steps, etc.</p> <p>Bean and numeral matching activity.</p>	<p>Matching amounts to numerals.</p> <p>How many Goats went over the bridge? How many tiptoe steps did they take? Make different sized bridges and count the steps.</p>
<p><b>Shapes, measure and size</b></p> <ul style="list-style-type: none"> <li>Understand position through words alone.</li> <li>Combine shapes to make new ones.</li> <li>Talks about and identifies the patterns around them.</li> <li>Extend and create ABAB patterns.</li> </ul>	<p>Gingerbread man shape templates - cup and beads.</p>	<p>Size ordering - compare bears.</p> <p>Completing sequences.</p>	<p>Make a house using shapes.</p> <p>Order the pigs by size.</p> <p>Making a pattern with the different houses.</p>	<p>Science investigation - 'basket of food'.</p> <p>Picture matching game - Twinkl.</p>	<p>Bean stalk measuring - how many cubes tall is the stalk?</p> <p>Continue the sequence.</p>	<p>Positional language - is the troll on, under, next to the bridge.</p>
<p><b>UTW</b>  <b>People and communities</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> </ul> <p><b>Materials and the world</b></p> <ul style="list-style-type: none"> <li>Talk about what they see, using wide vocabulary.</li> <li>Explore and talk about different forces they can feel.</li> <li>Talk about differences between materials and changes they notice.</li> </ul>	<p>Making gingerbread men.</p>	<p>Look at families and different kinds of family units.</p>	<p>Experiment with straw, sticks and bricks to find out which is strongest.</p> <p>Blow test with different materials &amp; hair dryer / fan.</p>	<p>Science investigation. 'A new cape for little red riding hood' Twinkl</p>	<p>Begin to grow our own bean stalk.</p> <p>How tall are you? Is there anyone taller/smaller than you?</p>	<p>Spot the difference.</p> <p>Explore different materials to make a bridge.</p> <p>Science investigation - grow green grass (cress).</p>

<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>						
<p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Sing the pitch of a tone sung by another person.</li> <li>Sing the melodic shape of familiar songs.</li> </ul>	<p>Swimming science investigation. Ask why questions.</p> <p>Science investigation 'puddles'.</p> <p>Making own storyline scenes using a variety of materials.</p>	<p>Making own storyline scenes using a variety of materials.</p>	<p>Use different materials to construct houses.</p>	<p>Making trees with toilet rolls and materials for our storyline display.</p> <p>Little red riding hood songs.</p>	<p>Listen to a harp being played - listen to the sounds and melody.</p> <p>Build a castle with blocks big or small.</p>	<p>Raft making - testing different materials.</p> <p>Play dough - make a troll out of playdough.</p>
<p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> </ul>	<p>Re-tell story - role play kitchen baking tray cutters, rolling pins.</p> <p>Decorating own gingerbread man with a variety of materials.</p>	<p>Make teddy bear toast.</p>	<p>Pink Piggy Bagels.</p>	<p>Disguise the wolf using different materials.</p> <p>Paper plate wolves.</p> <p>Create a paper basket.</p>	<p>Shaving foam clouds and castle building.</p> <p>Can you make your own bean stalk with your choice of materials?</p>	<p>Make your own troll, using a variety of materials of your own choice.</p> <p>Paper plate goats.</p>
<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>Do things independently that they have been previously taught.</li> <li>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> <li>Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next."</li> <li>Make independent choices.</li> </ul>		<p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</li> <li>Use a range of strategies to reach a goal they have set themselves.</li> <li>Keep on trying when things are difficult.</li> </ul>		<p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</li> <li>Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</li> <li>Know more, so feel confident about coming up with their own ideas.</li> </ul>		