

## Topic: Julia Donaldson Stories

EYFS Curriculum Objectives	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Story / Theme</b>	The Gruffalo	The Smartest Giant in Town  World Book Day	A Squash and a Squeeze  Mother's Day	Monkey Puzzle  St Patricks Day Comic Relief	Superworm!
<b>PERSONAL, SOCIAL AND EMOTIONAL</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>	'The Gruffalo' and the 'The Gruffalo's Child'  <b>Circle Time</b> Group discussion about woodland animals and their habitats.	'The Smartest Giant in Town'  <b>Circle Time</b> Be kind, how does being kind makes other people feel?  How did the animals feel?	'A Squash and a Squeeze'  <b>Circle Time</b> Talk about own visits to the farm, developing confidence to talk for an audience.	'Monkey Puzzle'  <b>Circle Time</b> Look at jungle animals - how can you describe this animal?	'Superworm'  <b>Circle Time</b> Discuss worms, invite children to contribute their ideas.
<b>COMMUNICATION AND LANGUAGE</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>	Create a log pile house using sticks and toy snakes.  How can you make a tree top owl house? What could you use? Describe what you would do.  Sing the Gruffalo song using Makaton.	Tuff tray - story themed, encourage repetitive phrases from the story using props and animals.  Sing The Smartest Giant in Town song.	Tuff Tray - farm yard with breakfast cereal for the sensory element.  What am I? Share the PowerPoint of farmyard animals to promote discussion.	Tuff Tray - jungle animals and materials. What animals can you see? Can you describe these animals?  St Patrick's Day - share and discuss the video.	Tuff Tray - dig in the soil, can you find any treasure?  Wormery - observe and discuss what worms do in the soil.  Share worm facts.

<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>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><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>Muddy walk in the school grounds - woodland creature hunt. Place different characters from the story to spot.</p> <p>Gruffalo - Cosmic kids yoga.</p>	<p>Can you use the stilts to make yourself as tall as the giant?</p> <p>Can you make a rhythm with your body? e.g. 'clap, clap, stamp, stamp'.</p> <p>Practise putting on shoes and socks, just like the giant.</p>	<p>What materials can you squeeze? With one hand, two hands, etc.</p> <p>Mark making in mud in tuff tray using paint brushes or fingers.</p> <p>Hot chocolate messy play tuff tray.</p>	<p>Monkey yoga.</p> <p>Make St Patrick Day flags.</p> <p>Can you move your bodies like a monkey or other wild animals?</p>	<p>Minibeast action cards.</p> <p>Scooping up the soil digging for treasure for the wizard.</p> <p>Parachute game.</p>
	<p>Gruffalo mark making. Provide mark making resources to add features onto blank Gruffalo outlines.</p> <p>Use tweezers to place the prickles on the Gruffalo's back.</p>	<p>Draw around your hands and feet? Whose are bigger / smaller?</p> <p>Can you make a giant sandal using cardboard and newspaper?</p>	<p>Tennis Ball Squeeze Make characters, add features and cut a slit for the mouth. Feed the tennis ball, squeeze to open the mouth.</p> <p>Playdough and mats - can you make a duck for the pond?</p> <p>Using scissors, snip grass to feed the farm animals.</p>	<p>Draw and colour different wild animals using chalk and pens on large paper.</p> <p>Coloured spaghetti and scissors to develop snipping action.</p>	<p>Playdough and mats - can you make different sized worms?</p> <p>Add scissors to snip the worms up.</p>
<p><b>LITERACY</b> <b>0-3 Years</b></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><b>3-4 Years</b></p> <ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can spot and suggest rhymes.</li> <li>Count or clap syllables in a word.</li> <li>Recognise words with the same initial sound, such as money and mother.</li> </ul>	<p>Can you build a den for the fox ?</p> <p>Repeating phrases - A Gruffalo? Whats a Gruffalo?...</p> <p>Sing the Gruffalo song - Julia donaldson in makaton.</p>	<p>Tuff tray - washing line and clothes.</p> <p>Learn to sing the Smartest giant in town song?</p> <p>Spot the items that rhyme from the story.ot the items that rhyme from the story.</p>	<p>Alphabet farm yard animals - recognising the letter sounds.</p> <p>Spot the rhymes in the story or things that begin with the same sound.</p> <p>Story sequencing - which animals went into the house first?</p>	<p>Mark making in green paint - can you write letters from your names? Or an M for Monkey?</p> <p>Name cards - practise writing own name / recognising own name.</p>	<p>Share pictures from the book. Discuss the different minibeasts. Which is flying? Which is crawling, etc.</p> <p>Spot the rhymes in the story or things that begin with the same sound.</p>

<ul style="list-style-type: none"> <li>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.</li> </ul>					
<p><b>MATHEMATICS</b> <b>Number</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><b>Numerical Patterns</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>Gruffalo counting activity - each Gruffalo needs a different number of prickles. Laminated numbered Gruffalo's and pegs.</p> <p>Numeral characters and counters.</p>	<p>How many cubes long is the giraffe's neck?</p> <p>Can you put the correct amount of socks to match the numbered boxes?</p>	<p>Shoe box house and farmyard animals, how many animals can fit in the house?</p> <p>Carpet time - counting farmyard animals. Taking away and recounting.</p>	<p>Feed the monkey counting game. Use toy monkeys, numbered bowls and play food bananas.</p> <p>Give the leopard some spots. Numbered leopards without spots, finger paint spots.</p>	<p>Cheerio Worms, how many cheerios can you fit on the pipe cleaner to make your worm?</p> <p>Magnetic numbers and numicon shapes with magnetic boards.</p>
<p><b>UNDERSTANDING THE WORLD</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> <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>Gruffalo crumble - tuff tray.</p> <p>Cook Gruffalo paw prints.</p> <p>Woodland creatures - discuss the different habitats and provide resources for the children to make them for the toy animals.</p>	<p>Discuss the pictures in the story. Talk about the environment. What can you spot? Do we have these in our local environment?</p>	<p>Milk the cow - use rubber gloves and water with white paint.</p> <p>Mother's Day - talk about our mum's and why they are important to us.</p>	<p>Discuss similarities and differences between different animals.</p> <p>Jungle animals and their young matching pictures.</p> <p>Play - 'What's through the binoculars?' PowerPoint game.</p>	<p>Talk about worm habitats. What do worms do?</p> <p>Make tissue paper worms - what happens when you add water? (They wiggle and grow.)</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>Interactive <i>Gruffalo</i> game online.</p>				
<p><b>EXPRESSIVE ARTS AND DESIGN</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> <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>Hot Chocolate and figurines - tuff tray</p> <p>Sing the <i>Gruffalo</i> song -in Makaton.</p> <p>Can you build a logpile house? Treetop house? Underground house?</p>	<p>Dressing up in giant clothes.</p> <p>Washing line and clothes.</p> <p>Can you wash the clothes and hang them up?</p> <p>Shoe shop / Clothes shop.</p>	<p>Farm shop - fruit and vegetables.</p> <p>Learn the Squash and a Squeeze song.</p> <p>Can you build a bigger house for the old lady?</p>	<p>Sing '5 cheeky monkeys jumping on the bed' and '5 little monkeys swinging through the trees'.</p>	<p>Sing 'wiggly worm' song.</p> <p>Can you wiggle like a worm?</p> <p>Sing 'Superworm' song.</p> <p>Make a collection of 'treasure' to sort.</p>
	<p><i>Gruffalo</i> Feet - Tissue boxes and sponges.</p> <p><i>Gruffalo</i> paper plates.</p> <p>Playdough snakes.</p>	<p>Make your own giant tie.</p> <p>Can you make a crown for the giant?</p>	<p>Make your own sheep.</p> <p>Mother's Day cards/gifts.</p> <p>Make pig rice cakes.</p>	<p>Can you make binoculars to help search for jungle animals?</p> <p>Animal prints - painting stamps.</p>	<p>Worm painting - spaghetti painting.</p> <p>Play dough - can you make a worm with the playdough?</p> <p>Paper plate minibeasts - ladybirds, bees, beetles.</p>

## Characteristics of Learning

### Playing and Exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Make choices and explore different resources and materials.
- Plan and think ahead about how they will explore or play with objects

### Active Learning

- Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.
- Use a range of strategies to reach a goal they have set themselves.
- Keep on trying when things are difficult.

### Creating and Thinking Critically

- 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.
- 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."
- Know more, so feel confident about coming up with their own ideas.