

Topic: Julia Donaldson Stories

EYFS Curriculum Objectives	Week 7	Week 8	Week 9	Week 10	Week 11
Story / Theme	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!
PERSONAL, SOCIAL AND EMOTIONAL <ul style="list-style-type: none"> Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Do not always need an adult to remind them of a rule. Begin to understand how others might be feeling. 	'The Gruffalo' and the 'The Gruffalo's Child' Circle Time Group discussion about woodland animals and their habitats.	'The Smartest Giant in Town' Circle Time Be kind, how does being kind makes other people feel? How did the animals feel?	'A Squash and a Squeeze' Circle Time Talk about own visits to the farm, developing confidence to talk for an audience.	'Monkey Puzzle' Circle Time Look at jungle animals - how can you describe this animal?	'Superworm' Circle Time Discuss worms, invite children to contribute their ideas.
COMMUNICATION AND LANGUAGE <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Use longer sentences of four to six words. Uses talk to organise themselves and their play. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story. 	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>PHYSICAL DEVELOPMENT Gross Motor Skills</p> <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent as they get dressed and undressed. Be increasingly independent in meeting their own care needs. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use one handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show preference for a dominant hand. 	<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>LITERACY 0-3 Years</p> <ul style="list-style-type: none"> Develop play around favourite stories using props. Makes comments and shares their own ideas. <p>3-4 Years</p> <ul style="list-style-type: none"> 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. 	<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"> 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. 					
<p>MATHEMATICS Number</p> <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total. Link numeral and amounts; for example, showing the right number of objects to match the numerals up to 5. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Understand position through words alone. Combine shapes to make new ones. Talks about and identifies the patterns around them. Extend and create ABAB patterns. 	<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>UNDERSTANDING THE WORLD</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Talk about what they see, using wide vocabulary. Explore and talk about different forces they can feel. Talk about differences between materials and changes they notice. 	<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"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Interactive Gruffalo game online.</p>				
<p>EXPRESSIVE ARTS AND DESIGN</p> <ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Respond to what they have heard, expressing their thoughts and feelings. Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Develop their own ideas and then decide which materials to use to express them. 	<p>Hot Chocolate and figurines - tuff tray</p> <p>Sing the Gruffalo 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>Gruffalo Feet - Tissue boxes and sponges.</p> <p>Gruffalo 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.