

**Essential Question:** How can we bring the magic of fairy tales to life?

**Project Summary** - Children to explore a variety of traditional tales and nursery rhymes ending with the Nativity before performing 'The Wriggly Nativity'.

**Project Launch** - Story Sharing Day - Children to bring in their favourite story. Share stories throughout the day.

**Educational Visits/ Outdoor Learning (Forest School Links) - Library Bus**

**Driving Text** - Little Red Riding Hood, Jack and the Beanstalk, Enormous Turnip, Meg and Mog, Three Little Pigs, Goldilocks, Gingerbread Man, Jolly Postman.

**Maths texts:** 10 Black Dots, Mouse Count.

**Project Specific Vocabulary-**

*Once upon a time...*

*One day...*

*Fairytale character language.*

*They lived happily ever after....*

*Character*

**Reading Spine Texts** -

The Very Hungry Caterpillar  
Room on the Broom

**Everyone Can Create-** Sketches school on iPads to create art.

**Deepening Learning Skills Focus-**  
Elephant, Dolphin and creative cat.

**Project Tune- Experts** - When?

Librarians

Mrs Spreadbury.

**Science Units to be taught this term-**  
Similarities and differences within the environment.

**Classroom Environment-**

Roleplay Area - Granny's House/Gingerbread Bakery    Construction - Builders Yard

**Final, Real World Outcome / Lasting Legacy**

Can we tell a story a through performance at Christmas?

**Products-** What are you going to do/ write/ create/ build?

*Be Specific- How will multiple drafting be used to enhance your product?*

**Mini Outcome 1** - Visit to a library / library bus.

**Curriculum Area-** CLL/Reading

**Mini Outcome 2** - Create a piece of art of our favourite character.

**Curriculum Area-** Art and Design

**PCMD Opportunity -Critique and feedback on art pieces**

**Mini Outcome 3-** Nursery/2's Host a family sensory Christmats day.  
Reception- Host a Christmats day

**Curriculum Area-** Maths



## Immersion Inspiration:



Timeline	Milestones
Week 1	Transition
6th October	Harvest Festival
Week 8	Halloween and Diwali
24th October	Halloween Party
5th November	Guy Fawkes Night
11th November	Remembrance Day
11th December	Christmas Performance
18th December	Christmaths sensory day
Last week	Visit from Santa and Christmas Party

## Opportunities to celebrate cultures and diversity:

6.10.19 - Harvest Festival

31.10.19 - Halloween

27.10.19 - Diwali

5.11.19 - Bonfire night

11.11.19 - Remembrance Day

Dec - Christmas

## How have children's interests been planned for?

Asking the children about their favourite stories.

Dates: 9.9.19- 20.9.19  
Little Red Riding Hood.  
10 Black Dots.

### CLL/PSED

Roleplay Area -  
House/Kitchen -  
children to pretend to  
make food for peers.

22-36m: PSED-MR:  
Interested in others' play and starting to join in.

Use language from story - encourage children to repeat to build vocabulary.

Would you be friends with the wolf? Who is your friend?

22-36m: CLL-S:  
Learns new words rapidly and is able to use them in communicating.

### PD

Mark making -  
children to draw pictures from the story.  
Using paint to mark make.

Red playdough to make food for Granny - strengthen fine motor

22-36m: PD-MH:  
Beginning to show preference for dominant hand.

22-36m: PD-MH:  
Imitates drawing simple shapes such as circles or lines.

### EAD/UTW

Exploring colour red - mark making with red paint, red pencils, crayons.

Exploring red objects - sensory tray.

22-36m: EAD-EMM:  
Experiments with blocks colours and marks.

22-36m: UW-TW:  
Notifies detailed features of objects in the environment.

### MATHS

Basket of food for granny - encourage children to count the food in the basket.  
Can they share the food with a grown up?

22-36m: M-N: Recites some number names in sequence.

22-36m: M-N: Selects a small number of objects from a group when asked. Eg. give me one/give me two.

### LITERACY

Introduce 'Little Red Riding Hood'.

Encourage children to repeat words and phrases from the story.

22-36m: L-R:  
Repeats words and phrases from familiar stories.

How Can we make the wolf our friend?

### Continuous provision.



Dates: 23.9.19- 11.10.19  
 Jack and the Beanstalk  
 Enormous Turnip  
 5 little Ducks Swimming  
 Mouse Count.  
 Harvest Festival.

## CLL/PSED

Vegetable Tasting -  
 what do you like?

**22-36m: PSED-SCSA:**  
 Expresses own  
 preferences and  
 interests.

Sharing tools and  
 taking turns when  
 digging and planting.

Encourage children to  
 use language when  
 digging eg. digging,  
 mud, seeds, shovel.

**22-36m: CLL-S:** Uses  
 gestures, sometimes  
 with limited talk eg. 'I  
 have it'.

**22-36m: PSED-MFB:**  
 Responds to feeling  
 and wishes of others.

Farm Shop roleplay -  
 using real vegetables.

## PD

Using the climbing  
 frame to 'climb the  
 beanstalk'.

**22-36m: PD-MH:**  
 Climbs confidently  
 and is beginning to  
 pull themselves up  
 on Nursery play  
 climbing equipment.

Threading beads on  
 pipe cleaners to  
 create beanstalk -  
 fine motor.

Using tools to dig  
 vegetables.

**22-36m: PD-MH:**  
 Shows control in  
 holding and using  
 jugs to pour,  
 hammers, books and  
 mark making tools.

## EAD/UTW

Nature walks - collect  
 natural objects to  
 create natural pictures.

Digging and Planting  
 beans/seeds - mud pit.

Exploring Vegetables -  
 printing, tasting, feeling.

**22-36m: UW-TW:**  
 Notices detailed  
 features of objects in  
 the environment.

**22-36m: EAD-EMM:**  
 Experiments with  
 blocks colours and  
 marks.

## MATHS

Building a beanstalk  
 with blocks - big, tall,  
 little - using language  
 of size.

**22-36m: M-SSM:**  
 Begins to use  
 language of size.

Counting beans for  
 planting.

Number Songs - 5  
 little ducks.

**22-36m: M-N:** Recites  
 number names in  
 sequence.

## LITERACY

Encourage  
 children to repeat  
 words and  
 phrases from the  
 story of the week.

**22-36m: L-R:**  
 Repeats words  
 and phrases from  
 familiar stories.

One Turnip, Two Turnips, Three  
 Turnips, Four.

Continuous provision.





Dates: 14.10.19- 25.10.19  
Meg and Mog  
Room on the Broom  
Halloween/ Diwali.

### CLL/PSED

Witches Kitchen  
roleplay - including  
large pots, utensils  
and halloween  
objects - making  
witch soup -  
encourage children  
to use new  
language.

Encourage children  
to seek out other  
children to share  
experiences with.

22-36m: PSED-MR:  
Interested in others'  
play and starting to  
join in.

22-36m: PSED-MR:  
Seeks out others to  
share experiences.

22-36m: CL-S: Uses  
simple sentences.

### PD

Halloween Sand Tray -  
include writing utensils -  
encourage mark making  
in the sand.

Looking at halloween  
books independently.

22-36m: PD-MH: May  
be beginning to show  
preference for dominant  
hand.

22-36m: PD-MH:  
Beginning to use tripod  
grip to hold writing tools.

22-36m: PD-MH: Turns  
pages in a book,  
sometimes several at  
once.



### EAD/UTW

Halloween sensory  
soup - exploring  
halloween objects in  
gloop.

Witches Kitchen  
roleplay

Make Diwali Lamps

22-36m: EAD-BI:  
Beginning to make  
believe by pretending.

22-36m: UW-PC:  
Imitates everyday  
actions from own  
family and cultural  
background.



### MATHS

Making witches  
potion - children to  
count the objects.

Rescue bugs from  
spider web using  
tweezers.

22-36m: M-N: Begins  
to use language of  
quantities.

22-36m: M-N:  
Selects a small  
number of objects  
from a group when  
asked.



SPIDER MATCHING  
NUMBERS GAME

### LITERACY

Incy Wincy Spider -  
encourage children to join  
in.

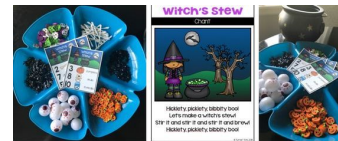
Drawing halloween  
pictures - spiders, witches.

22-36m: L-R: Fills in the  
missing gap in a known  
rhyme, story or game.

22-36m: L-W: Distinguishes  
between the different  
marks they make.

What is the perfect magic spell?

### Continuous provision.



Witch's Stew  
Counting Activity



Dates: 4.11.19- 15.11.19  
Three Little Pigs.

Bonfire Night/Remembrance Day

### CLL/PSED

Building houses for pigs - work together with a friend.

Retell story using T4W actions for keywords/phrases. Encourage children to use language from the story during play.

Listening Games with animals.

22-36m: PSED-MR: May form a special friendship with another child.

22-36m: CL-S: Uses gestures, sometimes with limited talk.

22-36m: CL-LA: Recognises and responds to many familiar sounds.

### PD

Can we build a strong house for the pigs? Using tools in construction area.

Outdoor play - encourage children to start helping with clothing.

22-36m: PD-HSC: Helps with clothing

Mark making/exploring in mud- include tools, pots, jugs.

22-36m: PD-MH: Shows control in holding and using jugs to pour, hammers, books and mark making tools.

### EAD/UTW

Construction Yard - using various materials to build houses for the pigs

22-36m: EAD-BI: Beginning to make believe by pretending.

Farm small world

22-36m: UW-TW: Enjoys playing with small world models.

Using Ipad to take photographs of your house

22-36m: UW-T: Seeks to acquire basic skills in turning on and operating some ICT equipment.

### MATHS

Shape Houses/Animals - what can we create using shapes?

22-36m: M-SSM: Notices simple shapes and patterns in pictures.

Mark making in mud - include numicon

22-36m: M-N: Creates and experiments with symbols and marks representing ideas of number.

### LITERACY

Introduce 'The Three Little Pigs' - encourage children to join in with the story.  
T4W

Include props in small world area for children to retell the story.

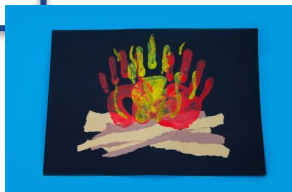
22-36m: L-R: Repeats words and phrases from familiar stories.

Can you build a house that is wolf prove?

Continuous provision.



thepinterestedparent.com  
**3 LITTLE PIGS**  
**BUILD A**  
**HOUSE CRAFT**



Dates: 18.11.19 - 29.11.19  
Goldilocks and the Three Bears.

Ten in the Bed

## PSED/CLL

Three Bears House - include different size bowls, spoons, bears and chairs - include porridge, pans etc.

Tasting Porridge - adding our favourite toppings.

Feeling different textures - soft, hard, hot, cold.

22-36m: CL-U:  
Developing understanding of simple concepts (big/little)

22-36m: PSED-SCSA:  
Expresses own preferences and interests.

22-36m: CL-S: Learns new words rapidly and is able to use them in communicating.

## PD

Porridge Tasting - feeding self with a spoon.

Sand Tray - mixing porridge and water - including pots and utensils for mixing

22-36m: PD-HSC:  
Feeds self competently with spoon.

22-36m: PD-MH:  
Shows control in holding and using jugs to pour, hammers, books and mark making tools.

## EAD/UTW

Create sounds using pots, pans and utensils.

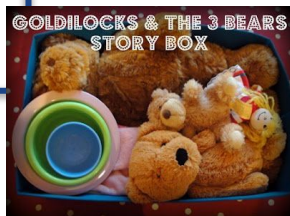
Singing our favourite songs.

Porridge playdough - making porridge pancakes for the bears.

22-36m: EAD-EMM: Creates sounds by banging, shaking, tapping or blowing.

22-36m: EAD-EMM: Joins in singing favourite songs.

22-36m: EAD-BI: Beginning to make believe by pretending.



## MATHS

Counting Bears - can you sort the bears into big and little - encourage children to use language of size.

22-36m: M-SSM:  
Uses language of size.

Beginning to categorise objects according to properties such as shape or size.

## LITERACY

Goldilocks and the three bears

Include props in roleplay area for children to retell the story.

22-36m: L-R: Repeats words and phrases from familiar stories.

22-36m: Fills in missing word or phrase from a well known rhyme, story or game.

Who Broke my Chair?

## Continuous provision.





Dates: 2.12.19- 20.12.19  
Gingerbread Man  
Jolly Christmas Postman  
Dear Santa

### PSED/CLL

Bakery/Santa's workshop/Post office

Wrapping presents to give to friends - who will you give it to? What will you give them?

Talking about Santa and what would like him to bring

22-36m: PSED-MR: Shows affection and concern for people who are special to them.

22-36m: CL-U: Understands 'who', 'what', 'where' in simple questions.

22-36m: PSED-MR: Interested in others' play and starting to join in.

### PD

Can you draw the gingerbread man?  
Can you draw his buttons?

Writing/Drawing letters to santa

Can we run like the gingerbread man?

Baking  
Gingerbread m

22-36m: PD-MH: Imitates drawing simple shapes such as circles or lines. Beginning to use tripod grip to hold writing tools. Runs safely on whole foot.

### EAD/UTW

Making christmas cards/calendars /decorations/crafts

Gingerbread playdough

Christmas Sensory Tray - sight, smell, touch

Singing christmas songs

22-36m: EAD-EMM: Experiments with blocks, colours and marks.

22-36m: UW-TW: Notices detailed features of objects in the environment.

22-36m: EAD-EMM: Joins in singing favourite songs.

### MATHS

Counting christmas decorations - how many?  
Different shape buttons on gingerbread man.

Shape presents

22-36m: M-N: Recites number names in sequence.

22-36m: M-SSM: Notices simple shapes in patterns and pictures.

### LITERACY

'The Gingerbread Man'  
Encourage children to retell the story using props, repeating words and phrases during play

22-36m: L-R: Repeats words and phrases from familiar stories

It's Showtime.....

### Continuous provision

