

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 Wiggly 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 / Library, Rising Sun County Park Farm.

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 Gruffalo, Rainbow Fish.

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- Watering Hole- Mark-making, Numberblocks, roleplay, water/sand, construction/small word Cave- Book Corner Campfire- Carpet

Final, Real World Outcome / Lasting Legacy

Can we tell a story through a performance at Christmas?

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 Christmas day.

Reception- Host a Christmas day

Curriculum Area- Maths



Immersion Inspiration:



Timeline	Milestones
Week 1	Transition
19th September	Mobile Library in school
6th October	Harvest Festival
17th October	Mobile Library in school
Week 8	Halloween and Diwali
5th November	Guy Fawkes Night
11th November	Remembrance Day
21st November	Mobile Library in school
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 interested been planned for?

Asking the children about their favourite stories.

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

CLL/PSED

Reading the story of Little Red Riding Hood - use role-play/actions to re-tell the story.

22-36m MR - Seeks out others to share experiences.
30-50m - Can play in a group extending play.

Children to use pictures from the story to re-tell it

CLL-LA - 30-50m Listens to stories is with increasing attention and re-call. Joins. In with repeated refrain as and anticipates events..

Children to share ideas on how to be a good friend.

Would you be friends with the wolf?

PD

Mark making drawing pictures from story.

Using play dough in roleplay areas to make food.

PD-MH 22-36m turns pages in a book. Shows preference for a dominant hand. 30-50m draws lines and circles using gross motor movements. Using one handed equipment - using scissors to make snips in paper.

EAD/UTW

Mark making drawing pictures from story. Using play dough in roleplay areas to make food.

Explore the colour red. Mark making with red paint, crayons etc.

Children to observe and identify a tray of red objects eg: apples, tomatoes, red crayons, pens, cups, Lego etc

EAD- EMM 30-50m beginning to be interested in and describe texture of things, uses various construction materials. EAD-BI 30-50m engages in imaginative role-play, builds stories around toys, engages in imaginative role-play.

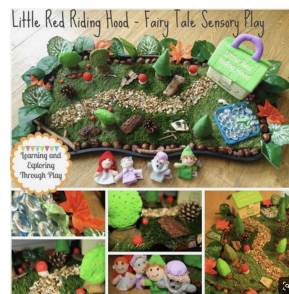


LITERACY

Repetition of key language and phrases from the story. Can children begin to sequence the story and recall key events?

L-R 22-36m repeats words or phrases from familiar stories. 30-50m listens to stories with increasing attention and recall.

L-W 30-50m gives meanings to marks they make.



MATHS

Numberblocks Lesson 1.
Can you count the number of items in Little Red Riding Hood's basket?

M-N 30-50m uses some number names and number language. Beginning to represent number with marks / fingers.

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

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

Reading the story of Jack and The Beanstalk and The Enormous Turnip - pictures to story map - use role-play/actions to re-tell the story.

22-36m MR - Seeks out others to share experiences.
 30-50m - Can play in a group extending play.

Talk about the feelings of the different characters. Have the children felt like this before? What made them feel that way? What can you do to feel better?

PSED-MF&B 30-50m aware of own feelings and knows some actions and words can hurt others' feelings
 CLL-S 30-50m uses talk to connect ideas. Builds up vocabulary that reflects experiences. Uses talk in play to pretend objects are something else.

CLL-LA - 30-50m Listens to stories is with increasing attention and re-call. Joins. In with repeated refrain as and anticipates events.

Vegetable tasting - PSED-SCSA - 22-36m expresses own preferences and interests.

PD

Threading using beads and pipe cleaners.

Climbing equipments outside - who can climb to the top of the beanstalk?

Imitating movements from the stories - stomping like a giant, pulling up the turnip etc

PD-M&H 30-50m moves freely in range of ways. 22-36m shows control in holding and using tools/materials.

EAD/UTW

What will a beanstalk/turnip need to grow?

Planting and digging beans and seeds.

Learning about Harvest Festival and how we celebrate - printing using vegetables.

Role-play to re-tell the story in imaginative play.

EAD-BI 30-50m engages in imaginative role-play, builds stories around toys, engages in imaginative roleplay.

UTW-TW 30-50m Can talk about some of the things they have observed.

UTW-P&C 30-50m recognises and describes special events.

MATHS

Learn nursery rhyme 5 little ducks went swimming one day.

Counting beans and matching to number on beanstalk.

Measuring beanstalks and giants footprints.

Using building blocks to build beanstalks - language of size.

M-N 30-50m uses some number names and number language. Beginning to represent number with marks / fingers.

M- N 22-36m recites some number names in sequence

M-SSM 30-50m beginning to talk about the shapes of everyday objects eg: tall

LITERACY

Repetition of key language and phrases from the story. Can children begin to sequence the story and recall key events?

L-R 22-36m repeats words or phrases from familiar stories.

30-50m listens to stories with increasing attention and recall.

L-W 30-50m gives meanings to marks they make.

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

Making and describing
magic potions.

Role-play Room on the
broom / Meg and Mog.

Keeping safe when trick or
treating.

Halloween sensory soup.
CLL-U 30-50m
understanding
prepositions eg: on top,
under, behind.

CLL-S 30-50m uses talk to
connect ideas, builds up
vocabulary, questions why
things happen asks who,
what, where, when, why?
CLL-L&A 30-50m listens to
others !:! or in small
groups, listens to stories
with increasing attention
and recall, joins in with
repeated phrases.
PSED-SCSA - 30-50m can
select and use resources
and activities with help.
PSED-MR 30-50m plays in a
group.

PD

Balancing on
bench to fly on
the broomstick.

Fine motor
skills threading
beads onto
spiders legs /
weaving webs.

Sensory letter /
number
formation/
mark making.
PD-M&H 30-50m
moves freely in
range of ways.
Can copy some
lessons.
22-36m shows
control in holding
and using
tools/materials.

EAD/UTW

Spiders with play
dough and pipe
cleaners.

Threading/weaving
string to make
spiders webs.

Making potions in
water area - adding
colours and glitter
and objects.

Learning about Diwali
and the festival of
light - making
lanterns.

EAD-BI 30-50m
engages in
imaginative role-play,
builds stories around
toys, engages in
imaginative roleplay.

UTW-TW 30-50m Can
talk about some of
the things they have
observed.

UTW-P&C 30-50m
recognises and
describes special
events.

Maths

Can children count objects to
add to a magic potion?

Use pumpkin seeds to count
and match to numerals.

Can children count how many
animals are on the
broomstick?

Counting spiders in spiders
webs.

Making rangoli patterns with
pasta

M-N 30-50m uses some
number names and number
language. Beginning to
represent number with marks
/ fingers.

M- N 22-36m recites some
number names in sequence

M-SSM 30-50m beginning to
talk about the shapes of
everyday objects eg: tall

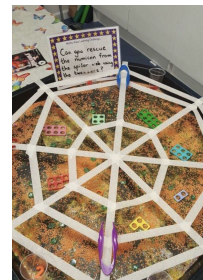
Literacy

Learn 'Itsy Bitsy Spider' rhyme.
Read the story of Meg and Mog.
Can children identify initial
sounds of simple words in
story? Use magic finger pencils
to trace letters in air, glitter
sand etc

Rhyming soup in phonics
L-R 22-36m repeats words or
phrases from familiar stories.
30-50m listens to stories with
increasing attention and
recall.
L-W 30-50m gives meanings to
marks they make.

What is the perfect magic
spell?

Continuous provision.



Dates: 4.11.19 - 15.11.19
Three Little Pigs.

CLL/PSED

Retelling the story of the 3 little pigs using T4W actions and repetition of key phrases. Children to anticipate key events and predict ending.

CLL-S 30-50m uses talk to connect ideas, builds up vocabulary, questions why things happen asks who, what, where, when, why?

CLL-L&A 30-50m listens to others I:1 or in small groups, listens to stories with increasing attention and recall, joins in with repeated phrases.

PSED-SCSA - 30-50m can select and use resources and activities with help. PSED-MR 30-50m plays in a group.

PSED-SCSA 30-50m communicate freely about their own home.

PD

Negotiating space - relay races / chasing games - Can you escape the wolf?

Exploring mark-making in the mud (tuff tray indoors and mud kitchen).

Support getting dressed, zipping up coats etc, putting on gloves.

PD-M&H 30-50m moves freely in range of ways. Can copy some lessons. Runs skilfully and negotiates space, adjusting speed or direction to avoid obstacles.

EAD/UTW

Can you build a house for the pigs? Tuff trays with building materials so children can experiment building houses for the pigs.

Video storytelling using ipads.

Investigate: What material is the best to build a house?

EAD-BI 30-50m engages in imaginative role-play, builds stories around toys, uses available resources to create props to support role-play, captures experiences and responses in a range of media.

EAD-EUMM 30-50m use various construction materials, beginning to construct, interest in and describes texture of things.

Maths

Counting and grouping sticks/bricks. Experiment mark making in mud with numicon.

Can you build a house using the shapes? Can you describe what shapes you have used?

Create patterns using pictures from the 3 little pigs.

M-N 30-50m uses some number names and number language. Beginning to represent number with marks / fingers, Compares two groups saying when they have the same number. Knows that number identifies how many there are in a set.

M- N 22-36m recites some number names in sequence

M-SSM 30-50m beginning to talk about the shapes of everyday objects eg: tall.

M-SSM 30-50m Shows and interesting shape by sustained construction activity talking about shapes and arrangements.

Literacy

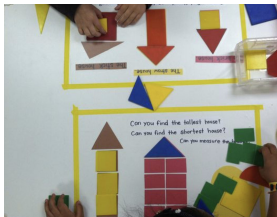
Introduce 3 little pigs. Use T4W actions to retell the story with visual to support.

L-R 22-36m repeats words or phrases from familiar stories. 30-50m listens to stories with increasing attention and recall.

L-W 30-50m gives meanings to marks they make.

Can you build a house that is wolf proof?

Continuous provision.



Dates: 18.11.19 - 29.11.19 Goldilocks and the Three Bears.

CLL/PSED
Children to make and taste porridge. Take photos of each step.
Retell the story in role-play.
Can children solve the mystery of who broke the chair?

CLL-S 30-50m uses talk to connect ideas, builds up vocabulary, questions why things happen asks who, what, where, when, why?

CLL-L&A 30-50m listens to others 1:1 or in small groups, listens to stories with increasing attention and recall, joins in with repeated phrases.

PSSED-MR 30-50m plays in a group.

Can children solve the
mystery of who broke
the chair?

CLL-L&A 30-50m listens to others 1:1 or in small groups, listens to stories with increasing attention and recall, joins in with repeated phrases.

EAD/UTW
Using pots and pans to experiment making different sounds and patterns with sounds.

Small world porridge, bowls and spoons to role-play - using language from story (hot/cold, hard/soft)

Look at different kinds of bears - where do bears live, what do they eat?
What questions can children ask?

EAD-BI 30-50m engages in
imaginative role-play,
builds stories around toys,
uses available resources to
create props to support
role-play, captures
experiences and responses
in a range of media. Taps
out simple repeated
rhythms, explores and
learns how sounds can be
changed.

ELL-S 30-50m uses talk to
connect ideas, builds up
vocabulary, questions why
things happen asks who,
what, where, when, why?.

Small world porridge, bowls and spoons to role-play - using language from story (hot/cold, hard/soft)

EAD-B130-50m engages in imaginative role-play, builds stories around toys, uses available resources to create props to support role-play, captures experiences and responses in a range of media. Taps out simple repeated rhythms, explores and learns how sounds can be changed.

PD
Children to make and taste porridge.

Fine motor skills in oats.

30-50m draws lines and circles using gross motor movements.

Using one handed equipment - Spoons for mixing. Can copy some letters.

UTW-TW 30-50m Can talk about some of the things they have observed.

Fine motor skills in
oats.

Using one handed equipment - Spoons for mixing. Can copy some letters.

Maths

Using language to compare size (small, medium, large).
/Sorting/ ordering objects by size.
Use counting bears to support number sense development.

M-N 30-50m uses some number names and number language. Beginning to represent number with marks / fingers, sometimes matches number and numeral correctly.

CLL-U 22-36m developing understanding of simple concepts.

Use counting bears to support number sense development.

CLL-U 22-36m
developing

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Literacy
Listen to and follow the story of Goldilocks.
Can children use photos from porridge making to write / orally rehearse instructions.
Can children create a storyboard with pictures and explore mark making to retell the story?
Upload pictures to Seesaw and record children retelling the story.

ELL-S 30-50m uses talk to connect ideas, builds up vocabulary.

L-R 22-36m repeats words or phrases from familiar stories.

30-50m listens to stories with increasing attention and recall.

L-W 30-50m gives meanings to marks they make.

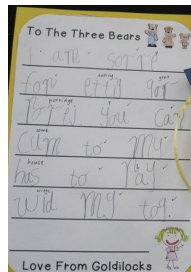
Can children use photos from porridge making to write / orally rehearse instructions.

CLL-S 30-50m uses talk to connect ideas, builds up vocabulary.

30-50m listens to stories with increasing attention and recall.

Who Broke my Chair?

Continuous provision.



Dates: 2.12.19- 20.12.19
Gingerbread Man
Jolly Christmas Postman
Elves and the Shoemaker

CLL/PSED

Children to discuss the story of the Gingerbread man. Was the fox kind? What was he really planning to do? Why did the gingerbread man run away?

CLL-S 30-50m uses talk to connect ideas, builds up vocabulary, questions why things happen asks who, what, where, when, why?

CLL-L&A 30-50m listens to others 1:1 or in small groups, listens to stories with increasing attention and recall, joins in with repeated phrases.

PSED-MR 30-50m plays in a group.

PD

Letter formation in ginger spiced sensory tray.

A Christmas tree in class that children can add/remove decorations from.

Gingerbread man movement game - run, stomp, jump, swim.

PD-M&H 30-50m moves freely in range of ways. Can copy some lessons. Runs skilfully and negotiates space, adjusting speed or direction to avoid obstacles.

L-W 30-50m gives meanings to marks they make.

EAD/UTW

Make Christmas cards, calendars, decorations.

Cutting and sticking from catalogues to make Christmas lists.

Decorating ginger bread men.

Science Investigation: milk, water, oil what does the gingerbread man dissolve in the quickest?

Singing Christmas Songs

EAD-BI 30-50m engages in imaginative role-play, builds stories around toys, uses available resources to create props to support role-play, captures experiences and responses in a range of media
 EAD-EUMM 30-50 sings familiar songs.

22-36m shows control in holding and using tools/materials.

UTW-TW 30-50m Can talk about some of the things they have observed.

LITERACY

Children to write letters and lists to Santa. Walk with children to post letters.

Letter formation in ginger spiced sensory tray.

Retell the story of the Gingerbread Man - Children to join in with repeated phrases.

CLL-S 30-50m uses talk to connect ideas, builds up vocabulary.

L-R 22-36m repeats words or phrases from familiar stories.
 30-50m listens to stories with increasing attention and recall.

L-W 30-50m gives meanings to marks they make.

MATHS

Sorting envelopes into different sizes and shapes.

Counting and matching buttons to numbered gingerbread men.

Measuring ingredients to make gingerbread men. M-N 30-50m uses some number names and number language. Beginning to represent number with marks / fingers, sometimes matches number and numeral correctly. M-SSM 30-50m beginning to talk about the shapes of everyday objects.

M-SSM 22-36 beginning to categorise objects by shape or size.

It's Showtime.....

Continuous provision

