

Topics: Traditional Tales

Personal, Social and Emotional Development	Communication and Language	Physical Development																
<p>Listen to simple stories and understand what is happening, with the help of the pictures. Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic.</p> <p>Activities</p> <p>Sing Songs Talk about good and bad characters from the stories Talk about what kind of home they live in. As a group share ideas and make a house Join in with dancing and games Take part in celebrations</p>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Activities</p> <p>Listen to staff & respond to instructions Follow directions. Answer simple questions. Talk about celebrations and how they made them feel. Join in on Celebration days with confidence Retell parts of the story with support Talk about what kind of home they live in</p>	<p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Activities</p> <p>Cut out traditional tale images Obstacle course for Billy Goats Gruff Collage images of the traditional tales covered Wiggle and squiggle</p> <p>Fiddly Finger Activities</p> <p>Busy Board Lock and door Build a castle tower Make a house out sugar cubes Goldilocks Tracing Board</p> <div data-bbox="2190 1024 2843 1339" style="border: 1px solid black; padding: 5px;"> <p>Vocabulary</p> <table border="1"> <tr> <td>Axe</td> <td>traditional</td> <td>harp</td> <td>setting</td> </tr> <tr> <td>Character</td> <td>palace</td> <td>wicked</td> <td>peek</td> </tr> <tr> <td>Plan</td> <td>forest</td> <td>enchanted</td> <td>fix</td> </tr> <tr> <td>adventure</td> <td></td> <td></td> <td></td> </tr> </table> </div>	Axe	traditional	harp	setting	Character	palace	wicked	peek	Plan	forest	enchanted	fix	adventure			
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Topic Links

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Understand the five key concepts about print: -print has meaning - the names of the different parts of a book -print can have different purposes - page sequencing -we read English text from left to right and from top to bottom Write some or all of their name. Write some letters accurately.</p> <p>Activities:</p> <p>Join in with repeated refrains Join in with rhyming songs</p>	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Talk about the differences between materials and changes they notice.</p> <p>Activities:</p> <p>Explore natural material (Sticks, straw and bricks)</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds.</p> <p>Activities:</p>

<p>To retell parts of 'The Three Little Pigs' Create wanted poster Write some letters of their name.</p>	<p>Extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>Activities: Positional Language <i>Gingerbread Man</i> and boat Count Identify and sort 2D shapes To count actions and stop at a specific number Pattern (ABAB) Order 3 things by size</p>	<p>Talk about texture of things (Porridge, material) Talk about celebrations they have attended</p>	<p>To act out and retell the story of Traditional tales Decorating <i>Gingerbread men</i> biscuits Paint pictures of the bears Wiggle and squiggle Make houses using -straw, sticks and bricks Join in with songs and Rhymes Taste and describe texture</p>
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