

Mathematics

- ◆ Sing number rhymes and action songs.
- ◆ Make different size beds and chairs for Goldilocks and the 3 bears.
- ◆ Fill different size bowls with porridge.
- ◆ Enhance role play area with different size bowls, spoons, chairs and bears.
- ◆ Different size containers for exploration in the water and sand trays.
- ◆ Devise different ways to measure and compare heights of children
- ◆ Using ten beans, find different ways of sorting them (shape/ size/ colour) and explore ways of partitioning them into 2 or 3 groups
- ◆ Help chn weigh/measure out ingredients for the porridge and compare the amounts of different ingredients used.
- ◆ Use dwarves to develop counting and numeral recognition to 7 and sharing out various items.

Personal, Social, Emotional Development

- ◆ Induction for new children.
- ◆ Encourage children to take part in a range of activities in the different areas of provision.
- ◆ Child and parents shown routine for self-registration.
- ◆ Children to be supported in new routines: milk, snack, cloakroom
- ◆ Formulate positive class rules together.
- ◆ Establish tidy up routines.
- ◆ Set up personal hygiene rules.
- ◆ Manage their own hygiene when visiting the toilet and washing hands.
- ◆ Develop independent skills such as fastening coats, putting on hats and gloves, visiting toilet, washing hands.
- ◆ Ask questions about caring for babies
- ◆ Look at photographs of children when they were babies - empathise with babies needs
- ◆ Wash, dress and undress baby dolls in role play and water tray.
- ◆ Play name games to familiarise each other with new class members
- ◆ Share of a range of stories that encourage children to look after themselves and respect others.
- ◆ Explore stories about caring for each other through role-play, small world and puppetry.
- ◆ Play circle games and matching games to emphasise turn-taking.
- ◆ Manage own feelings and to begin to consider the feelings of others.

Expressive Arts & Design

- ◆ Use playdough to make gingerbread men, 3 bears etc.
- ◆ Increase their repertoire of nursery rhymes and ring games.
- ◆ Self portraits using mirrors.
- ◆ Use the 3 Bears Cottage role play area to develop imaginative play and story telling.
- ◆ Paint and cut out giant leaves to make a beanstalk going up the wall, create a class picture of the giant using different collage materials.
- ◆ Add giant sized furniture and props e.g. over sized clothes for dressing up and acting in role as the giant.
- ◆ Paint portraits of the seven dwarfs showing a variety of expressions - use as masks to leave in role play area.
- ◆ Learn to sing the 'Hi-Ho song from the Disney film.
- ◆ Dance and sing 'There was a Princess Long Ago.'
- ◆ Introduce Music Makers.
- ◆ Sing 'When Goldilocks went to the house of the Bears'.
- ◆ Make a junk model bridge for the Billy Goats Gruff to cross over.

Communication & Language, Literacy

- ◆ Phonics activities based on Letters and Sounds phases 1 & 2
- ◆ Read and share focus text and then ask chn appropriate questions about the story shared - Look at how they always begin with 'Once upon a time' and always end with ' And they lived happily ever after'.
- ◆ Use puppets to retell story of Gingerbread Man
- ◆ Ask four children to hold a 3 Bears or Goldilocks mask - encourage them to take turns to name the character and say something about the part they played in the story.
- ◆ Write recipes and instructions on how to make porridge.
- ◆ Use Home Corner/Bears Cottage to introduce narrative into their play.
- ◆ Read the story of Jack & the Beanstalk, ask chn to describe what the giant looked and sounded like - write the words on post it notes which can be stuck to a large 'giants' boot.
- ◆ Talk about what chn would do if they had a hen which laid golden eggs - what would they buy, why?
- ◆ Images of 7 dwarves story for chn to stick on whiteboards - sequencing the story.
- ◆ Using photographs of the 7 dwarves -ask chn to talk about how these expressions/gestures tell us about the Dwarfs personalities/feelings - link to how chn are feeling today.
- ◆ Read 3 Little Pigs - encouraging chn to join in with repeated refrains 'I'll huff and I'll puff and I'll blow your house down!'
- ◆ Use outdoor area to retell stories.
- ◆ Take turns to be the Troll or the Billy Goats - explore character voices.
- ◆ Read 'The Jolly Postman' which fairytale characters do they recognise? Who else do they know?
- ◆ Topic paper and envelopes to write letters and post to fairytale characters.

Medium Term Planning

Autumn 1

Fairy Tales & All About Me



Physical Development

- ◆ Using tools safely eg: scissors, glue.
- ◆ Develop a sense of balance on climbing equipment.
- ◆ Develop an awareness of space, others around them, and to move safely in different environments.
- ◆ Develop fine motor/gross motor skills through jigsaws, construction, mark making, malleables, threading, weaving large mark making outside.
- ◆ Role play looking after babies, and what babies and children need to be healthy.
- ◆ Become aware of healthy lifestyles, food choices at snack time
- ◆ Play 'Gingerbread Man Tag'. Use the fox as the chaser and the other chn as the gingerbread men being chased.
- ◆ Play 'Giants Treasure' - 1 blindfolded child (giant) sits in middle of circle guarding treasure. Chn move quietly, steal 1 item of treasure and return to their place without being heard. If giant hears they point in direction of the sound. If correct, the treasure must be returned.

Understanding the World

- ◆ Bring in photos of children as babies - guess who is who
- ◆ Talk about what babies can and can't do and what they need when they are young
- ◆ Sequencing growing from a baby to child to adult to grandparent
- ◆ Looking at our bodies, naming body parts, discussing similarities and differences.
- ◆ Use a range of simple ICT games and talking books independently, controlling the mouse.
- ◆ Use a CD Player to listen to and sing along with nursery rhymes and songs in the Library Corner.
- ◆ Investigate which material makes the strongest house (straw, sticks, lego) and why.
- ◆ Make rafts so that the gingerbread man can get across the water - which worked well, why?
- ◆ Explore different textures as porridge is mixed - investigate what happens when the porridge is heated/goes cold
- ◆ Grow a Beanstalk - plant some broad beans in clear plastic beakers to observe what happens.
- ◆ Which objects would float or sink if they fell into the Trolls river?