

Prime – Communication and Language

- Listen during story times and begin to discuss characters and retell some key events
- Answering questions about stories including why questions
- Listen during carpet time and take turns using the puppet to know when it's their turn to speak
- Follow two-part instructions e.g. wash your hands and sit on the carpet etc.
- Creating story maps
- Role play constructions site
- Small world 'Three Little Pigs' area
- Talking mud tray with farm animals
- Small world 'Goldilocks and the three bears' area
- Teddy bear shop role play

Prime – PSED

- Settling in
- Reward systems – traffic light system and treasure pots
- Promote sharing within the classroom and outdoors
- Circle times – being a kind friend, helping others, talking about how things make us feel
- Group games outdoors / board games indoors – taking turns and sharing
- Teddy bears picnic / show and tell with own teddies
- Noughts and crosses with pigs and wolves
- Tasting porridge – discussing likes and dislikes
- Making father's day cards – talking about why we love our dads
- Talking about the awareness of strangers

Prime - Physical development

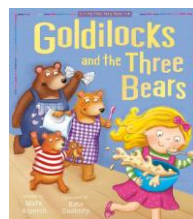
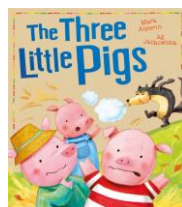
- Malleable area – making different things using playdough pigs
- Cutting out clothes for the pigs
- Pipe cleaner curly pig tails in mud, sorting using tweezers
- Sewing around teddies
- Fork painting bears
- Making toast bears
- Tray with porridge oats – using containers to fill / pour
- Making obstacle courses outdoors to get to different pigs houses
- Throwing bean bags onto pig faces to score 1, 2 or 3 points
- Making paths 'through the woods'
- Threading beads on curly pig tails

Specific – Literacy

- Letters and Sounds – Phase 1 / phase 2 phonics
- Join in with nursery rhymes
- Recognising name for self registration and coat pegs
- Practicing writing names daily
- Writing sorry letters to the bears from Goldilocks
- Retelling focus texts using the puppet theatre
- Story sequencing on a washing line using pegs
- Linking stories – wolves in three little pigs / red riding hood
- Exploring different bear stories
- Blending cvc words p-i-g / b-e-d
- Practicing forming P on pink pigs

Traditional Tales

Medium Term Plan



Specific – Understanding the world

- Comparing our homes / houses
- Types of houses around the world
- Learning more details facts about animals (pigs / bears)
- Feeling different materials and using appropriate language to describe
- Testing the strength of houses we make using different materials by using a fan to blow them down

Specific – Mathematics

- Subitising up to 3
- Practicing number 3 formation
- Using appropriate language for weight - heavy / light
- Sequencing daily routines
- Using now, then and next when talking about what happens in the traditional tales
- Size ordering different home items
- Colour sorting compare bears with tweezers
- Repeating compare bear patterns
- Shape houses
- Multi-link measuring
- Build a bear game – different numbers for different parts
- Goldilocks positional language – where is she?

Specific – Expressive arts and design

- Hand print pigs
- Making masks
- Making piggy money box
- Mixing shades of pink
- Building our own houses using different materials
- Singing – 'when Goldilocks went to the house of the bears', 'teddy bear teddy bear turn around' 'the bear went over the mountain'
- Make a bed for teddy
- Wooden spoon puppets
- straw / sticks / lollipop stick collages
- printing bear paws