

### Understanding the world:

#### Nursery:

- Making porridge (Three Bears)
- Baking - Gingerbread men
- Digital camera - taking pictures of goats/ bears- identifying young and old.
- create a book/ drawings of memories of similar events to those they read in stories i.e. I visited my nan...
- explore photographs from other countries stories are set
- provide play maps, pathways etc for children to recreate environments from traditional tales.

#### Reception:

- Creating/ testing houses for the Three Little Pigs (waterproof test)
- Computer - Creating their own traditional tale using 2create a story.
- collect food from a shopping list i.e. Role play/ visit local cultural markets etc.
- discuss the characters that make up communities in stories and relate to their own community.
- create make believe environments and those portrayed in stories.

### Communication and language:

#### Nursery:

- Read tales:
- \*Three bears
- \*Gingerbread Man
- \*Little Red Riding Hood
- Identifying Rhyming words
- Singing rhymes from memory
- \*five green bottles.
- Join in with familiar refrains in stories read
- Follows directions when making porridge etc
- names and selects specific objects used by characters i.e. Three little pigs = hammer and nails
- shares feelings about favourite characters from stories.

#### Reception:

- Read tales:
- \*Billy Goats Gruff
- \*Cinderella
- \*Jack and the Beanstalk
- Discuss features of trad tales: How traditional tales usually begin/ end
- Responds to instructions when carrying out short tasks i.e, directions to grandma's house.
- retells narratives using story language
- Matches characters to their feelings/ thoughts, providing explanations why characters act in the manor they do i.e. Wolf= wants to eat the pigs.

### Physical Development:

#### Nursery:

- Game: Oranges & Lemons
- Manipulative skills- making gingerbread men /Junk modelling houses for the Three Little Pigs
- follows pathways i.e. Through the woods
- create pigs houses using milk crates/ tyres/ cardboard boxes
- small world traditional characters and homes.
- pouring own juice/ porridge etc for three bears breakfast

#### Reception:

- Balancing/ Rolling (on a Billy goats bridge)
- develop routes through, over, under large objects.
- identify the varying speeds of different characters actions.
- Identify the choice of foods eaten by chracters in stories (categorise healthy/ non healthy).
- Adapt the foods used in stories to more healthy options.

## Once upon a time

### Role Play: castle/ Gingerbread house/ Pigs house

### Mathematics:

#### Nursery:

- Counting - sheep, goats, golden eggs etc
- Size (language) Billy goats/ 3 bears/ Jack/ Giant
- Counting spider legs/ characters in tales etc
- Shapes of roofs etc (houses)
- count and share bowls of porridge etc between characters.

#### Reception:

- Time - Hickory dickory dock
- Measures - baking, water capacity
- Using ordinal numbers- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, last etc
- Pictogram- favourite traditional tales
- create and count character puppets i.e. Number of strands for hair etc.
- create signs for directions to grans house i.e. 8 metres away
- Number houses/ homes
- group amounts of characters in homes
- calculate the number of characters that could share a given number of pies/ porridge bowls etc
- weigh baskets of food to carry (which would be easiest to take to grans house?)
- create clothing using patterns/ symmetry i.e. Pigs waistcoats etc.

### Expressive Arts and Design:

#### Nursery:

- Musical instruments - link to traditional tale
- Collages - gingerbread men/ beanstalk
- Songs relating to traditional tales
- use models of story settings

#### Reception:

- Create pictures of characters from the Traditional tales
- Creating/ testing for waterproof materials (pigs houses).

### Literacy:

#### Nursery:

- Sequencing pictures from known traditional tales
- Adapt stories to include themselves as characters
- scribe retelling of traditional tales read.
- begin to use language and images to order the events in traditional tales

#### Reception:

- Making own Nursery Rhymes using traditional characters
- Creating alternative endings to traditional tales- create a class tale.
- retell tales using simple ICT programmes
- rettell tales using story boards
- use key words to develop sentences when retelling tales
- create rhyming strings using real and imaginary words i.e. Cinderella, bella, cruella,

### Personal, Social and Emotional Development:

#### Nursery:

- Feelings: Each character (good/ bad)
- Worrying/ upset - Baby bear
- Role play scenarios from familiar traditional tales
- develops fantasy scenarios alongside peers
- selects appropriate resources for a task from a range provided i.e. Biscuit cutters for gingerbread man/ porridge for 3 bears.
- relates characters from stories to familiar people

#### Reception:

- Risks of ignoring warnings/ Stranger danger- Little red riding hood (Talking to the wolf/ granny eaten by wolf)
- Being scared - Jack afraid of Giant
- Anger- Billy Goats Troll
- Questions the feelings of characters and relates their own feelings to those identified.
- Identifies similarities and differences between selves and characters in traditional tales.