

Personal, Social and Emotional

Through listening to stories, show awareness of the needs and respect of others views. Discuss ideas about what is right and what is wrong and whether circumstances can change this. Answer 'What if ...?' questions about the stories. Explore the meaning of 'trust' and share ideas about whom we can trust. Explore the meaning and importance of 'new beginnings' and what this might mean for us as individuals. Share ideas about how to keep healthy and safe.

Communication and Language

Listen and respond to stories with relevant comments, questions and actions. Join in with refrains. Talk about plot, characters and settings. Role play – develop language skills and new vocabulary through interaction with others. What are the characters like? Share ideas and opinions. What would happen if these characters met? What would they say? What would they do? Create stories using these characters and settings. Use stop frame animation and voice over.

Physical Development

Travelling in different ways – using different parts of the body
Dance/Drama – Using shapes and movements to tell a story
Outdoor role play using the field, the bridge in the park and a variety of props
Make the pig's houses with large construction/boxes
What's the time Mr Wolf?

Literacy – Reading and Writing

Listen to and discuss the stories. Compare the four stories ('The Gingerbread Man', 'The Three Little Pigs', 'The Billy Goat's Gruff' and 'Little Red Riding Hood'). Share ideas about plot, setting and characters. Share ideas about how the stories could be changed.

Writing opportunities– Maps, tickets to cross the bridge, wanted poster, dialogue in speech bubbles, instructions, invitations, list of equipment for building a house, directions to get to Granny's house, stories.

Phonics – Continue to learn phonemes and graphemes in Phases 2, 3, 4 and 5.

Huff, Puff and Gruff

Mathematics

Estimating, counting and number recognition
Subtraction
Counting on to add
Doubles
Problem solving
Positional language
Time
3D shapes – cubes and cuboids
Weight – compare straw/bricks/sticks
Length and height – measure bridges
Direction - Using Bee-Bots

Expressive arts and Design

Designing your own Gingerbread man!
Role play – pig's house, small world, finger puppets, masks.
Explore and use different textiles and textures to make houses
Wanted poster for the wolf/fox
Use props to re-enact the stories
Shades of red
Three Little Pigs song and drama (Three Singing Pigs)
RRH rap (Singing Phonics)
Compose story accompaniments using percussion
Respond to music for wolf dance

The World

House making materials - compare
Investigate objects and materials that can be moved by blowing
Make a bridge or a boat for the Billy Goats
Grass seed investigation
Make cakes and observe changes
Hunt around the school grounds for Red Riding Hood's lost cakes
Draw maps to represent and link settings in the stories. Compare environments.
Use camera for stop frame drama
Use Bee Bot to explore floor maps
Use computer games to enhance learning in other areas.
R.E. – God/Creation. Why is the word of God so important to Christians

Topic Launch: Launch Event:

The Gingerbread Man – Listen to the story, Make and then decorate their own gingerbread man which they can then eat (posing the question whether the fox was actually a baddie or not, linking to higher order thinking as they have to justify their opinions).

RATIONALE: The children's learning opportunities will be based upon four traditional stories, 'The Gingerbread Man', 'The Three Little Pigs', 'The Billy Goat's Gruff' and 'Little Red Riding Hood'. Working with these stories will provide opportunities for sharing ideas and opinions and for creative learning, particularly through drama, dance and writing. The children will be encouraged to talk about and compare settings, characters and events in the stories and to create their own versions using the same characters and settings. **LEARNING TOOLBOX**
OPPORTUNITIES: Collaborative story telling (Drama, rap, building, role-play and art work), Independence (pupils creating their own version of the traditional tale), Pupils will be reflecting on the stories they read and how we could change them.

OUTCOME – 13TH

FEBRUARY 2020

9.15am

Story Morning
Parents are invited to
hear and read the
stories which the pupils