

SUMMER TERM 2017 Planning for 1st half-term:	Traditional Stories
<p>Weeks 1 and 2 (19th April-28th April) Goldilocks and the Three Bears</p>	<p>Personal, Social & Emotional Development Negotiating roles in role play Taking turns with props for role play Discussion about good behaviour (Goldilocks didn't listen to her mum) Selecting their own resources for model making</p>
<p>Communication and Language Role play the story Language to describe consistency of porridge. Descriptive language about what Goldilocks and the Bears look like.</p>	<p>Physical Development Climbing-obstacle course to get to the three bears house Fine motor skills- drawing about the story Holding the camera properly to take photos</p>
<p>Literacy: Reading and Writing Writing letters from different characters Making up a new ending- what happens to Goldilocks Drawing and writing about the story Drawing maps of the forest</p>	<p>Mathematical Development Making different size houses for the bears from lego Size language: - measuring children - sorting by small, middle-sized, large - size of bowls, chairs and beds Mathematical language in role play: - how long does it take for the porridge to cook? - how long are the bears in the forest? Sorting socks by pattern (washing line from story)</p>
<p>Understanding the World Making flapjacks from porridge Exploring dry and wet ingredients (porridge) Taking photos of children's socks (washing line in story) Decorating biscuits to look like bears</p>	<p>Expressive Arts and Design Role play story (home corner as the cottage) Making masks for the characters in the story Building the three bear's house from junk Drawing and painting trees Singing:-Three Bears Rap, When Goldilocks went to the house of the bears,-Five Little Bears jumping on the bed, Five Little Woolly Teddy Bears</p>

<p>Weeks 3 and 4 (2nd May- 12th May) The Three Little Pigs</p>	<p>Personal, Social & Emotional Development Negotiating roles in role play Taking turns with props for role play Discussion about being kind Keeping safe when walking out of nursery on a trip Selecting their own resources for model making</p>
<p>Communication and Language Role play indoors and out (loft, house and blocks as houses) Names of farm animals</p>	<p>Physical Development Fine motor skills -cutting out when making masks -drawing pictures from the story -moving around the garden in different ways when acting out the story Woodwork: making the pigs houses</p>
<p>Literacy: Reading and Writing Writing new endings to the story- what happens to the wolf? Non-fiction books about animals Drawing maps of where the little pigs walk and live Additional stories: Mr. Wolf's Pancakes</p>	<p>Mathematical Development Making house enclosures for farm animals to fit inside Language of size -sorting farm animals -size language in role play eg 'big, bad wolf'</p>
<p>Understanding the World Making models of houses from straw, lolly sticks & match sticks and lego bricks Trip to Brooks Farm Baking pig shaped biscuits</p>	<p>Expressive Arts and Design Making masks Acting out the story Making props to re-tell the story Building houses on a large scale from boxes etc Making characters from salt-dough/ clay etc Drawing and painting characters Singing: -Old MacDonalds farm</p>

<p>Weeks 5 and 6 (15th May-26th May) The Three Billy Goats Gruff</p>	<p>Personal, Social & Emotional Development Negotiating roles in role play Taking turns with props for role play Listening to each other's ideas Keeping safe when walking out of nursery on a trip Selecting their own resources for model making</p>
<p>Communication and Language Descriptive language to describe a troll Troll to come and visit- children to ask questions Re-tell story with props</p>	<p>Physical Development Different ways of walking over the bridge Fine motor skills -cutting out masks -drawing the story -using pipe cleaners to make models</p>
<p>Literacy: Reading and Writing Making a large book of the story Individual books about the story Non-fiction books about animals</p>	<p>Mathematical Development Size language-measure laminated pictures of goats with unifix cubes Positional language- under and over the bridge How many more goats to go over the bridge?</p>
<p>Understanding the World Growing grass Cooking troll biscuits Floating and sinking (Troll floating away)</p>	<p>Expressive Arts and Design Building bridges using blocks and planks (large scale) Small world role play with bridges and grass in tuff tray Design and draw a troll Junk modelling- make a large troll Making trolls from clay and pipe cleaners Musical instruments to make trip-trap sounds Making troll masks</p>

SUMMER TERM 2017 Planning for 2nd half-term: Traditional and Favourite Stories

Week 1 (5th June- 9th June)

The Very Hungry Caterpillar

Personal, Social & Emotional Development

Caring for the caterpillars and butterflies

Looking after each other and ourselves

Negotiating dancing together

Keeping safe when walking out of nursery on a trip

Communication and Language

Language of names of mini-beasts

Descriptive language of caterpillars and butterflies

Physical Development

Moving around like a caterpillar across climbing frames

Literacy: Reading and Writing

Making a shopping list of fruit to buy

Non-fiction books about caterpillars and butterflies

Mathematical Development

Counting the fruits in the story

How many more fruits?

Ordering the circles on body of a caterpillar with numbers on

Circular shaped paintings

Timeline for caterpillars turning to butterflies

Predicting how many butterflies there are

Understanding the World

Observing the caterpillars turn into butterflies

Making fruit salad

Going shopping to the market for fruit

Expressive Arts and Design

Observational drawings of chrysalis, caterpillars and butterflies

Butterfly printing

Symmetry painting

Printing with fruit

Drawing pictures of caterpillars and butterflies

Butterfly dancing using fabrics as wings

<p>Week 2 (12th June- 16th June) The Shopping Basket</p>	<p>Personal, Social & Emotional Development Keeping safe when walking out of nursery on a trip to the shop Being kind to each other- Box of Feelings</p>
<p>Communication and Language Language from story for role play -animal names -descriptive language Talking about their own play- drawings/problem solving</p>	<p>Physical Development Fine motor skills- drawing pictures of the story Obstacle course- jumping over, through etc</p>
<p>Literacy: Reading and Writing Making a list for what to buy at the shop Making up their own story about going to the shops- who do they meet? Writing letters to their friends</p>	<p>Mathematical Development Buying the correct number of items at the shop to match the story Ordering numbers Looking at door numbers on a trip out</p>
<p>Understanding the World Trip to the shop to buy the correct ingredients to match the story Using cameras to take photos of different doors</p>	<p>Expressive Arts and Design Role play shop</p>

<p>Weeks 3 and 4 (19th June- 30th June) The Gingerbread Man</p>	<p>Personal, Social & Emotional Development Negotiating roles in role play Talking about caring for our families Talking about being nice to each other. Selecting their own resources for model making</p>
<p>Communication and Language Names of animals including baby names Talking about their grandparents Descriptive language of taste of gingerbread Talking about their own play- drawings/problem solving</p>	<p>Physical Development Races- 'run, run as fast as you can' Drawing around gingerbread cutters and decorating them</p>
<p>Literacy: Reading and Writing Drawing and writing about their grandparents Making up their own stories- who could the gingerbread meet? What else could happen to the gingerbread man?</p>	<p>Mathematical Development Different size gingerbread men- ordering Ordering gingerbread men with numbers on them</p>
<p>Understanding the World Making Gingerbread men using cinnamon etc. Stir fry with ginger Making ginger smoothies Display of photos of children with their grandparents Looking at maps of where their grandparents live. What language do their grandparents speak?</p>	<p>Expressive Arts and Design Making masks Drawing gingerbread men. Designing a gingerbread house</p>

<p>Weeks 5 ,6 &7 (3rd July- 19th July) The Tiger who came to Tea</p>	<p>Personal, Social & Emotional Development Keeping safe when walking out of nursery on a trip Sharing at a picnic</p>
<p>Communication and Language Wild animal names Language for acting out story Talking about their parents and who goes to work Talking about what they like to eat at a cafe</p>	<p>Physical Development Making sandwiches- cutting and spreading Using a ruler to draw stripes Cutting out long pieces of paper and making stripe pictures</p>
<p>Literacy: Reading and Writing Writing letters to invite the tiger to their own house for tea Non-fiction books about tigers and other wild animals Phonics - what sounds do the animals begin with? -what begins with 't'. Find objects in nursery</p>	<p>Mathematical Development Sorting by pattern Size language of wild animals</p>
<p>Understanding the World Visit to a café Making different kinds of tea- mint, lemon, tea bags Making sandwiches from tiger bread Making scones Making cakes and jam tarts for a picnic Drawing a tiger on the whiteboard (2paint) Taking photos of who is wearing stripes.</p>	<p>Expressive Arts and Design Making tiger masks Visit from a tiger (adult to dress up!) Role play tea shop using real china and a cake tier Animal printing Spots and stripes painting Collage using animal print paper</p>