

Class Author - Julia Donaldson - read a variety of stories, rhyming books - discuss biography

**Key texts - The Gruffalo, Room on the Broom**

**PSED**

- **Inside role play** – home corner – Gruffalo café – using real food, Asda supermarket, garden centre
- **Outside role play** – fire station, petrol station, bakery/café – serving tea – using water
- manners, sharing resources and working together
- feelings – linking to characters in familiar stories – relating to children’s own experiences
- looking after chicks, cleaning out the cage, feeding them
- answering questions from story books – “Was the Gruffalo really afraid of the mouse?”
- turn taking – in the areas of provision and when playing simple games
- asking own questions – big book work – working as a team to answer them
- introduce weekly challenges – children entering reception – children to work as a team to complete these – primarily linked to Maths and Literacy
- secondary links to fine motor, EAD and UTW

**Communication and language**

- the big book of questions – encouraging children to generate their own questions and work to find the answers to them. Encourage the use of the question words ‘what, where, how, why” through adult modelling.
- weekly PHSE circle times – learning everyone’s name, describing a picture, playing simple memory games, playing listening games
- children encouraged to speak in full sentences – modelling and scaffolds
- T4W – orally imitating, innovating, inventing Gruffalo and Room on the Broom – Puppet Pals app
- Listening to stories by Julia Donaldson and talking about them – discussing their favourite stories and stories they disliked and giving reasons, predicting what will happen next, re-telling the main parts of the stories with picture clues.
- Nursery rhyme of the week – joining in and repeating phrases
- speaking in full sentences prompted and modelling within all aspects of learning
- rhyming strings – room on the broom – link to rhyming cvc words – children independently reading and working together to match rhyming couplets
- den building outside – team building – speaking and listening skills – taking into

**Physical Development**

- bikes – Petrol station role play – UTW – Maths – typing in quantities, mark making – recording sheets, money – paying for petrol, lights, zebra crossing, crossing the road safely
- weekly fiddly fingers activities to develop fine motor skills
- dough disco weekly – exercising fingers, large arm and wrist movements
- squiggle while you wiggle weekly – large movements, using writing materials to create circles, lines, getting smaller on paper
- hopscotch outside – number recognition and counting
- bakery (mud kitchen) – using the tools to stir mix, flatten and roll – creating an outdoor recipe book using natural resources
- Café – spooning food, mixing, cutting, pouring tea
- play dough – weekly enhancements linked to topic and children’s interests
- sporting equipment out in provision, such as throwing and catching, kicking, aiming and balancing
- large scale construction area outside – designing and building models

**Literacy**

- keeping a chick diary – orally recording and making into a film
- name writing for a purpose – opportunities within role play – writing on different surfaces
- mark making and writing opportunities within role play
- supermarket ASDA – familiar print,
- imitating, innovating an inventing stories – The Gruffalo, Room on the Broom – using puppet pals on the iPad
- creating story maps, story sticks and story wheels and using them to re-tell in provision
- reading area – fiction, non fiction, poetry, comics – linked to topics and in every area
- puppet theatre role play – story with puppets to match
- weekly phoneme and tricky word hunt
- labelling a chick
- creating own chick fact file zig zag books
- Re-telling the Easter story using drama and puppets
- writing lists in the supermarket role play
- Weekly challenges – writing names using different tools and surfaces, writing phase 2 tricky words, hunting for phonemes, matching cvc words to pictures

**Mathematics**

- number of the week – say it, make it, write it, show it – matching to numicon up to numbers to 10, then 20 when children are confident
- weighing and measuring ingredients for cooking – for the café exhibition
- discussing and recognising coins (1p, 2p, 5p, 10p) – linked to the ASDA supermarket role play
- comparing the length of broomsticks – non standard measures
- measuring Gruffalo foot prints
- comparing amounts of liquid in the café outside when pouring tea – using language related to capacity
- investigate the weight of animals – which animals will fit on the broom before it snaps?
- investigating weather changes daily – thermometer – Amazon echo - comparing to the weather in different parts of the world on the same day
- repeating patterns on Easter eggs
- 1 more and 1 less – how many animals are on the broomstick? What if another frog got on? Pictures to tell a Mathematical story
- weekly number / shape hunt – topic specific – recognising numbers
- pictogram – favourite animals from the story
- Weekly challenges – ordering Gruffalo animals by size, matching quantities to numerals, ordering numbers in a variety of ways, measuring Gruffalo footprints, counting to make Gruffalo crumble

**Expressive Arts Design**

- singing and reciting nursery rhymes
- Gruffalo/mouse footprints in the classroom – investigate where they came from? MINI TOPIC LAUNCH – The Gruffalo
- imitating, innovating and inventing Jackson Pollock’s splatter painting using various media, inc paint, chalk, crayon, pencil – small and large scale – innovate to forest colours
- stage outside – dressing up, singing, dancing to a range of music – experimenting with pitch
- Designing and making habitats for animals – evaluating, peer critique
- using clay to create a cave for the Gruffalo – designing and on-going critique – sculptures
- Heritage week – Sp2 week 4 – exploring jobs from the past – mining
- on going colour mixing in provision – mixing primary colours with powder paint
- creating Gruffalo collages outside using natural resources
- making a den outside for the animals to hide in

**Understanding the World**

- cooking every Friday – discussing healthy diet, how to safely prepare food, ensuring hands and equipment are clean
- Spring 2 week 4 – Heritage week – Castleford now and then – buildings, clothes, jobs, transport
- Life cycle of a chick – investigating each stage
- observing the chicks over time and recording – discussing what happens to the eggs, talking about why the incubator is important
- Observing the chicks over time – discussing changes
- jobs – Fire fighter, working in a supermarket, working in a café, being a gardener, working on a farm – role play
- using iPads to create art work linked to Jackson Pollock – using Infant toolkit and Purple Mash
- using iPads to imitate, innovate and invent Gruffalo and The Room on the Broom
- comparing and sorting animals from the Gruffalo story – physical features, personality traits
- animal bingo – describing animals – comparing and contrasting
- children to experiment with different instruments – exploring the different sounds, pitches and volumes they can create
- children to compose a piece of music to describe the movement of each animal in the Gruffalo story
- children to listen to different genres of music and discuss their thoughts – children to move to the music – jazz, classical, country, blues
- animals and their young – matching, discussing how the animal is born – which animals give birth and which animals lay eggs? Discussing the features of the animals – how do they change over time? Link to the chicks hatching.

**Working with food – preparing food safely – tasting food, saying if they liked or disliked it. :**

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|------------------------------|------------------------|
| Gruffalo crumble – apple pie | Bread                  |
| Sausage rolls                | Tomato and basil soup  |
| Cheese twits/cheese straws   | Cheesy pepperoni pasta |
| Easter crispy nest cakes     | Chicken fried rice     |
| Cheese and ham toasties      |                        |
| Chocolate chip muffins       |                        |
| Crumpet pizzas               |                        |

**Big book work**

- asking questions, generating own questions - CLL- communicating findings to rest of children
- voting for their favourite question – British values - PSED
- finding ways to work out the answers to their questions
- using the internet to research - UTW
- using non fiction books to research – UTW/Lit
- links to maths – sizes, measuring, shapes
- links to EAD – recording what they have found out in various ways