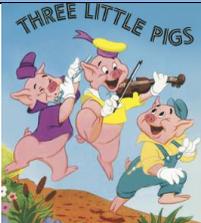


Inspiration/Theme: Traditional tales		Outcome of learning: The children will produce their own innovated traditional tale based on The Three Little Pigs.	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 <p> Farmyard Hullabaloo Out and About by Shirley Hughes Footprints In The Snow For Every Child A range of traditional tales, Including The Billy Goats Gruff, The Gingerbread Man, Hanzel and Gretal and alternative traditional tales such as The True Story Of The Three Little Pigs. <u>Reading Skills:</u> <ul style="list-style-type: none"> • Be encouraged to link what they read or hear read to their own experiences • Become familiar with key stories and traditional tales and retell them. • Recognise and join in with predictable phrases. • Explain their understanding of what is read to them. </p>	<p><u>Hook/Super Starter</u></p> <ul style="list-style-type: none"> • Straw, sticks and bricks investigation. What happened here? <p><u>Trips/Visitors/Marvellous Middle</u></p> <ul style="list-style-type: none"> • Visit to a building site <p><u>Celebration/Fabulous Finish</u></p> <ul style="list-style-type: none"> • DT workshop with parents making innovated houses. 	<p>The children will plan, create and evaluate their own houses. Their houses will be displayed as a mini village. The children will write their own innovated stories which will be displayed with their storymaps to show the progression of writing their stories. The children are going to explore colour mixing to create self portraits and animals.</p>	<p><u>Language of comparison</u> They are the same because..... They are different because..... They are alike because they are both.....</p> <p><u>Language of deduction</u> I think that I think that because.....</p> <p><u>Language of description</u> They are They are because</p>

Topic Table	Role Play	Maths Challenge table	Home Learning
<p><u>Key questions</u> What is this material? Is it strong? How would you use it?</p> <p><u>Key images/artefacts</u> Copy of The Three Little Pigs. Mini houses Pictures of different houses.</p> <p><u>Key vocabulary</u> Wood, plastic, straw, construct, build, hard, soft, rough, smooth</p>	<ul style="list-style-type: none"> Building site, three little pigs cottage. 	<p><u>Key questions</u> Can you count to 10? What makes 10? Can you count back from 10? Which is biggest? Which is smallest? Can you identify the missing number? Can you write a curved number? Can you write a number with a straight edge?</p> <p><u>Key images/artefacts</u> Tens frame, numicon, baskets of 10, objects (lentils and beans), number cards</p> <p><u>Key vocabulary</u> Whole, part, count, bigger, smaller, forwards, backwards.</p>	<p>Read and share familiar and traditional stories at home. You might like to visit a local farm.</p> <p>Count in 1s forwards and backwards to 10.</p> <p><u>Weekly home learning</u> Change your child's reading books and read with your child daily.</p> <p>Spellings/key words will be given out each week. Please practise them daily.</p> <p>Practice finding numbers that make 10 (a workshop will be held early in term 1 to support with maths basic skills).</p> <p>Home work will be set on a Friday and is due the following Wednesday.</p>
English	Maths	Science	PE
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> The children will publish their own story based on The Three Little Pigs. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Say out loud what they are going to write about. Compose a sentence orally. Sequence sentences Discuss what they have written with adults and peers. Leave spaces between words, use capital and full stops. Form lower case letters in the correct direction. Sit correctly at a table and hold a pencil correctly and comfortably. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> The children will be able to order recognise and count to ten <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Count accurately forwards and backwards to 10 Count objects to ten Understand ways to make ten. 	<p><u>Outcome of learning:</u> Children will explore, name and research a variety of materials fit for a purpose.</p> <p><u>Key Skills:</u> With support can ask simple questions and recognise that they can be answered in different ways</p> <ul style="list-style-type: none"> Distinguish between an object and the material it is made from Identify everyday materials Describe the simple physical properties of everyday materials Compare and group together materials Children should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will learn key physical skills of running through the sport of football. Children will perform and animal themed dance <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Running: in a straight line and change direction. Know what to wear to be safe when doing physical activity. Children can say please and thank you Sequence movements including travel, balance, stillness, jumping and landing. Evaluate a piece of work and use vocabulary such as high, low, fast and slow to describe a dance.

Art	RE	Music	Geography/History
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will produce an illustration for their story. <p>Key Skills:</p> <ul style="list-style-type: none"> Identify and make primary and secondary colours. Make marks and explore line and tone. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will become more aware of their own and others sense of belonging valuing difference and diversity. <p>Key Skills:</p> <ul style="list-style-type: none"> Think about aspects of identity shown in the community and family and the choices they make. Listen to religious stories about who we are and talk about some beliefs linked to these stories. Discover that some objects are special because they can help us answer the question “who am I?” 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> The children will begin to understand pitch using movement, our voice and instruments to create animal chants and sounds. <p>Key Skills:</p> <ul style="list-style-type: none"> Understand if a melody goes up, down or stays on the same note. Start to use the pitched percussion to show changes in pitch. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to name and identify physical and human features in the school grounds. Create a timeline showing when they were born to present day. <p>Key Skills:</p> <ul style="list-style-type: none"> Name and identify human and physical features. Understand chronological order. Explain what changes over time.
Computing	PSHE	DT	MFL
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children watch clips of video about animals and know how to use Hector. Children will complete an acceptable use charter. <p>Key Skills:</p> <ul style="list-style-type: none"> Children use technology respectfully and safely. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will make a class charter and explore their place within the classroom and school community through circle time. The children will participate in team building activities, using natural materials to create dens. <p>Key Skills:</p> <ul style="list-style-type: none"> Understand the school charter and school rules. Understand their place within the school. Understand they have a voice within the school and class context. Develop trust and co-operation with their peers 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will design, plan and create a product fitting the criteria for The Three Little Pigs. <p>Key Skills:</p> <ul style="list-style-type: none"> Design purposeful product Follow a design brief; communicate ideas verbally and through drawings. Using a range of materials to construct structures, exploring and reflecting on their strength and stability 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will count to ten in French. <p>Key Skills:</p> <ul style="list-style-type: none"> Children will complete the register in French. Children will count to ten in French through number games.