

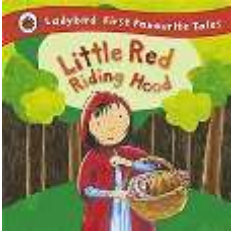
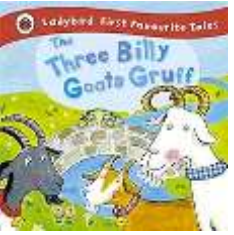
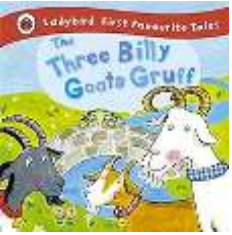


Manor Park First School

Term- Spring 1 2024

Once upon a time


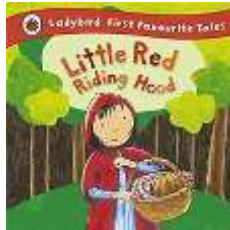
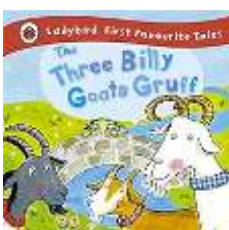
Blue- Caterpillars Green- Butterflies (school starters)

	<u>Week 1</u>	<u>Week 2</u>	<u>Weeks 3&4</u>		<u>Week 5</u>	<u>Week 6</u>
Focus text Events	Happy New year! How did you celebrate? How do others celebrate? 				Safer Internet Day (6th Feb) 	Chinese New Year (Sat 10th Feb) 
Jigsaw (Personal Social and Emotional Development)	Focus- Challenge Weekly celebration- Stay motivated when doing something challenging	Focus- Never giving up Weekly celebration- Keep trying even when it is difficult	Focus- Setting a goal Weekly celebration- Work well with a partner or in a group	Focus- obstacles and support Weekly celebration- Have a positive attitude	Focus- Flight to the future Weekly celebration- Help others to achieve their goals	Focus- Footprint awards Weekly celebration- Are working hard to achieve their own dreams and goals
Physical development (also see expressive arts and design)	<p><u>Fine motor</u></p> <p>Develop manipulation and control (one handed tools). Holds mark making tools with thumb and all fingers. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand Use a comfortable grip with good control when holding pens and pencils.</p> <p><u>Gross motor</u></p> <p>Use large and small motor skills to do things independently Use large-muscle movements to wave flags and streamers, paint and make marks</p>					

Start taking part in some group activities which they make up for themselves, or in teams
 Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm

<p>Squiggle whilst you wiggle</p> <p>Focus- developing gross and fine motor skills (see Expressive Arts and Design)</p>	<p>Week 1 Recap- up wiggle down wiggle</p> <p>Teach- the circles- clockwise and ant iclockwise</p>	<p>Week 2 Recap- up wiggle down wiggle</p> <p>Teach- the circles- clockwise and ant iclockwise</p>	<p>Week 3 Recap-side to side wiggle</p> <p>Teach- left side- two circles</p>	<p>Week 4 Recap-side to side wiggle</p> <p>Teach- left side- two circles</p>	<p>Week 5 Recap- crossover wiggle</p> <p>Teach- Teach- right side- two circles</p>	<p>Week 6 Recap- crossover wiggle</p> <p>Teach- Teach- right side- two circles</p>
<p>Gross motor activities</p>	<p>Children will have their own Gingerbread Man (a beanbag). They will be challenged to keep the beanbag on their head while travelling around.</p> <p>We will re-enact the story, exploring the different ways that the characters move in the story. Can they think of other ways that they could move?</p>		<p>Children will be encouraged to move in different ways through the forest by providing different obstacles. Can they show different ways to jump over a stream made from fabric or climb over rocks made from wooden blocks? They will be asked to share their ideas and try out different approaches</p> <p>Hide and seek- one child is to be the wolf whilst the other children hide. Can they be found?!</p> <p>Children will play 'What's the Time Mr/Ms Wolf?' together. They will explore the different kinds of steps that they can make towards the wolf, for example on tiptoes or making giant steps. They will also try jumping, skipping or hopping</p>		<p>We will play a variety of team games such as 'Troll Chase!' We will place hoops in the playground which are the 'safe islands' in the river where the troll cannot catch them. Someone will be the troll. The group of children move around the space until the troll comes out of hiding and tries to catch as many children as they can.</p> <p>Together, the children will be encouraged to use our outdoor resources to create a line of stepping stones (the bridge). They will be encouraged to step across these like they are crossing over the bridge. They will be challenged to move across the bridge in a variety of ways, for example they will tiptoe so that they do not wake the troll!</p> <p>We will play Three Billy Goats Gruff Follow My Leader over the bridge and move up, over and down apparatus in different ways. We will encourage children to take turns at leading.</p>	

Physical Development	<p>Gradually gain control of their whole body Stand on one leg and hold a pose</p> <p>Children will balance whilst stationary and on the move.</p>	<p>Begin to run, jump climb etc with support Skip, hop, stand on one leg and hold a pose</p> <p>Children will develop their running and stopping skills.</p>	<p>Gradually gain control of their whole body Can run confidently and change direction</p> <p>Children will develop their changing direction skills.</p>	<p>Begin to run, jump climb etc with support Skip, hop, jump, stand on one leg and hold a pose</p> <p>Can jump with both feet off the ground at the same time</p> <p>Children will develop jumping and landing skills.</p>	<p>Begin to run, jump climb etc with support Skip, hop, stand on one leg and hold a pose</p> <p>Children will develop hopping and landing with control skills.</p>	<p>Begin to run, jump climb etc with support Skip, hop, jump, stand, on one leg and hold a pose</p> <p>Children will develop hopping and landing with control skills.</p>
Phonics	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Identify an object when given the initial sound. Say the initial sound in a given word.</p> <p>-sound out words whilst reading and giving instructions</p> <p>-adults to model the Pip and Pap sounding out method, encouraging children to join in</p> <p>-listen for initial sounds and be able to identify them through sorting a range of items</p> <p>-play a range of games which build upon children’s listening skills</p> <p>-listen to a range of stories and poems which rhyme and be encouraged to identify the words which rhyme</p> <p>-clap out syllables in words- from names, key vocabulary etc</p> <p>-We will play initial sound phonics games in small groups. For example, we will create a river using blue fabric on the ground, add some stepping stones and place a troll by one of the stepping stones. Children will take it in turns to have a picture card and say the initial sound that they can hear. They can then cross the river.</p>					
Communication and Language, Writing, Reading	<p>2-3 years Confidently put 2/3 words together. Frequently asking questions. Learn new words rapidly and use them in communicating. Begin to talk about familiar books. Communication and Language- Listening, Attention and Understanding</p>					

	<p>Enjoy listening to longer stories and can remember much of what happens Can understand simple questions about 'who', 'what' and 'where' Can understand action words</p> <p>Speaking Use a wider range of vocabulary. Understand a question or instruction that has two parts Use longer sentences of four to six words.</p> <p>Comprehension Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Listen to a story and comment on the events</p> <p>Writing Attempt to write their name in a way that they or others can recognise Discuss the marks they make, e.g. "this says car"</p>		
<p>Literacy- reading Communication Language Writing Activities throughout the half term</p>	<p>Children will be able to retell the story adding actions to it. They will be taught key makaton signs and will help to create a story map as a prompt to help them to retell the story. As their skills develop, they will be encouraged to retell the story to a small audience, drawing upon key story language and vocabulary.</p> <p>Children will be asked a range of 'I wonder...' questions in order to generate discussion and thinking. For example, 'I wonder how the Gingerbread Man is feeling?'</p> <p>Children will be encouraged to make predictions about what might happen next.</p> <p>Story maps and story props will be in areas of the classroom for the children to use to retell the story. Adults will model the structure of the story and vocabulary.</p> <p>Children will be encouraged to draw their own story maps</p> <p>Children will learn about the author of the story and how books are made. Adults will model how books are handled and that we read from left to right</p> <p>Sequence the story and then retell it using picture cards as prompts</p>		
<p>Literacy-reading/phonics Communication Language Writing</p>	<p>Weeks 1&2 The Gingerbread Man</p> 	<p>Weeks 3&4 Little Red Riding Hood</p> 	<p>Weeks 5&6 The Three Billy Goats Gruff</p> 

who it might be.

Wanted posters- children will make wanted posters to look for the sneaky fox. They will be encouraged to give meaning to the marks they have made and will be prompted to think carefully about their drawings so that their drawings can begin to be interpreted by others.

What is a bakery? (**Knowledge and Understanding of the World**) Who works there? What do they do? Children will create a bakery in the role play area and create their own salt dough bakery items. To encourage a range of mark making opportunities the children will have recipe templates, receipts, shops signs etc.



Children will be asked to make their own Gingerbread Man. We will ask a range of questions such as what will he/she look like? Once made, can you tell a story about them? What happens and the beginning/middle/end of the story?

Role play area- children to reenact the story

We will talk about different foods that we would take to Grandmas and will then create lists.

We will play listening games. A child will sit in the middle of a circle and will cover their eyes. An adult will hold up a picture of either Grandma or the wolf and point to another child who says 'It's only me Grandma/the wolf,' in an appropriate voice. The blindfolded child has to guess who spoke

We will create a story washing line where the children will peg up images from the story in order. Once complete, they can retell the story.

Children will be asked to talk about their favourite part or character in the story. They will be asked to explain why this/they are their favourite. They will then be asked to draw a picture to show their favourite character or part of the story

Our role play area will become Grandma's house. Children will be encouraged to retell the story

We will create a list by thinking about the things that help us to feel better. What could Red Riding Hood do to help make Grandma feel better? Children will then be encouraged to make their own list by drawing and making marks (**link with Personal Social and Emotional Development and Physical Development**)

will focus on the marks that the children make and how they give meaning to these. Our older children may begin to talk about the sounds that they can hear in words. Practitioners will show them letters with a link to our schools Pip and Pap phonics scheme.

We will create small world areas for the children to have plenty of opportunities to retell the story to friends. We will focus on them being able to retell the story in order and speak in full sentences. Practitioners will model using different voices for the characters.



We will place images from the story and will ask the children to place them in order of the story. We will ask a range of questions such as what happened at the beginning of the story? What happened next? What did the troll say?

using the story props and character masks.

A river will be created outside. Children will be challenged to work together to get across the river. They will be encouraged to use a range of resources in order to be successful. The focus will be on taking turns, working together and communicating with one another. **(Links with Personal, Social and Emotional development).**

Children will be encouraged to write a message to the fox.

We will show the children images from the story and will discuss what the characters might be saying. Children will be encouraged to speak in full sentences with adults modelling this. Once they have talked about this, they will be able to draw a picture and make marks to represent what the character said.

Sensory play- what is ginger? Can you make a gingerbread man?



We will create a Small world of the story for children to be able to retell it using vocabulary from the text

Children will use a range of resources to make a wolf's den. They will be encouraged to work together as a team, listening to one another's ideas. Once complete, they are to use the den as a 'wolf lookout.' Adults will add binoculars and clipboards for the children to record what they see

Speech bubbles will be added to the story characters. We will discuss what the characters might say and the children will be encouraged to make marks and give meaning to them to explain what they might say.

We will create story making areas with a focus on children developing their story language and vocabulary



We will create our own story booklets where the children can either make marks and draw based on one of our three focus texts or make up their own story.



We will provide the children with a range of mark making materials for them to draw the story, draw the characters and make marks to represent the story.

We will provide large brushes and watery green, brown and blue paint to encourage mark making on a large scale. We will encourage the children to talk about the marks they are making and challenge them to make trails to show the goats' route over the bridge.



We will visit our library and will look for recipe books. We will talk about how they are different from fiction books. We will take some back to our classroom to look more closely at.



We will draw pictures of trolls and will then use playdough to create them (linked with Expressive Arts and Design). The children will be asked to tell us about the troll that they have made with a focus on using descriptive language.



Supporting texts

The Elves and the shoemaker
The Enormous Turnip
Hansel and Gretel

Jack and the beanstalk
The Little Red Hen
Cinderella

The Three Little Pigs
Goldilocks and the three bears
Sleeping Beauty

Maths- Caterpillars

React to changes of amount in a group of up to three items.
Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
Recites some number names in sequence
Beginning to recite numbers past 5.
Beginning to show finger numbers up to 5.
Beginning to recognise numerals of personal significance.
Beginning to categorise objects according to properties such as shape or size.
Beginning to use positional language.
Notice patterns and arrange things in patterns.
Climb and squeezing selves into different types of spaces
Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Children will take part in a range of activities to help to support and develop their mathematical understanding. We will-

	<p>Hide wolf cut-outs around our setting and invite children to find them. We will encourage them to describe their locations using positional language. We will then challenge the children to take turns to hide a wolf and describe to their friends how to find it. We will use Five-Frame resources and playdough. Children will talk about how many objects they have inside their 5 frame.</p> <p>We will play a Little Red Riding Hood hide and seek game, with an emphasis on counting to ten. One child will be Little Red Riding Hood and will hide whilst the other children are the Wolf. they will count to ten and then go and find Little Red Riding Hood.</p> <p>Children will look at different sizes of Little Red Riding Hood with a focus on developing their understanding and language of size.</p> <p>We will have baskets of different shapes and size pebbles so children can explore concepts of weight and capacity.</p> <p>We will use small world resources with a focus on the children counting to see how many are there. We will reinforce one-to-one correspondence and identify that the last number tells us the total. We will then ask the children to close their eyes whilst we rearrange the animals and take one away. We will challenge the children to count how many are there are now and identify whether the amount has changed.</p> <p>We will sit in a circle and create a 'farm' space using wooden blocks or small world fences. We will encourage the children to help count out animals into your 'farm', identifying the total amount.</p> <p>We will explore positional vocabulary with the children by placing the gingerbread person in different places, such as on top of the chair, under the chair and next to the chair.</p> <p>We will show the children up to five gingerbread people and will each them a song to the tune of 'Ten Green Bottles': 'Five gingerbread men lying on a tray. We will take a gingerbread man away each time, encouraging the children to count how many are left and talk about how there are fewer each time one runs away.</p> <p>We will play 'What's the Time, Mr Troll?' One child will be the troll and the other children have to shout 'What's the time, Mr Troll?' The troll answers with a time up to 12 o'clock and the children must take that many steps towards the troll. When the troll shouts 'Dinner time!', they all run back to the start before the troll catches one of them for dinner!</p> <p>We will show the children different objects and will ask them to order them by size from the smallest to the largest.</p>					
<p>Maths- Butterflies</p>	<p>Week 1 <u>Number 3- subitising</u> Children will learn to recognise 3 dots, like they see on a die, without counting them. <u>Subitising 3 –Different Patterns</u> Children will continue to recognise 3 objects without counting them, this time in different arrangements.</p> <p>Children will learn to recognise when there are 3 dots, even if they are different</p>	<p>Week 2 <u>Numeral 3</u> Children are introduced to what the numeral 3 looks like and learn what it represents <u>Composition of 3</u> Children are introduced to the idea that numbers are made up of smaller numbers and they will begin to explore what smaller numbers the number 3 is composed of. <u>Recognise triangles</u> Children learn that triangles are 2-D</p>	<p>Week 3 <u>The number 4</u> Children focus on subitising 4 objects. They are able to discuss what they see and how they see objects <u>Numeral 4</u> Children are introduced to what the numeral 4 looks like and match the numeral 4 to the quantity <u>Recognise squares and rectangles</u> Children learn that squares and rectangles are 2-D</p>	<p>Week 4 <u>Composition of 4</u> Children will continue to explore how numbers are composed of smaller numbers. In this lesson, they will explore what numbers make up the number 4.</p>	<p>Week 5 <u>The number 5</u> Children focus on subitising 5 objects. <u>Numeral 5</u> Children are introduced to what the numeral 5 looks like and match the numeral 5 to the quantity. <u>Recognise pentagons</u> Children learn that pentagons are 2-D shapes that have 5 sides. They are asked to identify them by counting their sides.</p>	<p>Week 6 <u>Composition of 5</u> Children explore the composition of number 5</p>

	sizes.	shapes that have 3 sides. They are asked to identify triangles by counting their sides	shapes that have 4 sides. They are asked to identify them by counting their sides.			
Understanding the world objectives	<p>Talk about the differences between materials and changes they notice. (Snow, Ice melting)</p> <p>Notice differences between people. (culture wheels, family days/ photos)</p> <p>Beginning to plant seeds and care for growing plants.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore how things work</p> <p>Show interest in different occupations</p> <p>Plant seeds and care for growing plants</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>					
Understanding of the World	<p>Weeks 1&2</p> <p>We will explore the season of winter through the following activities-</p> <p>We will set up a large activity tray with a winter theme, using white and blue fabrics, bubble wrap for 'snow', tinfoil for a 'frozen lake'. We will add small world trees, houses and figures. We will introduce the children to new 'winter' vocabulary such as icicles and frosty.</p> <p>We will add cornflour gloop to a large activity tray for the children to use their fingers or tools to make patterns and marks within the gloop.</p> <p>We will teach the children winter facts and provide them with experiences to match these facts, for example we will take them outside on a cold day and encourage them to talk about what they can see, hear, smell and touch. We will encourage them to think about and describe signs of winter, such as</p>		<p>Weeks 3&4</p> <p>We will explore the season of winter through the following activities-</p> <p>We will Have ice melting in the water tray outside with the small world tractors and cars to drive through. We will discuss the weather and the experiences that the children have had/are having.</p> <p>We will talk about how birds can sometimes find it difficult to find food in the winter and think of ways that the children can help the birds. We will make a simple bird feeders by threading hooped cereal onto a pipe cleaner, joining the ends to make a hoop and attaching this to the trees outside.</p> <p>We will take the children on a winter walk and create a map to show their journey. We will ask the children to describe their route. We will then make maps of our school grounds as we explore it. We will then draw</p>		<p>Weeks 5&6</p> <p>We will explore the season of winter through the following activities-</p> <p>Staff will drop a bag of cotton wool 'snowballs' all over the floor and ask the children if they can collect them up using tweezers. We will discuss what snow is.</p> <p>We will create a snowflake tinker tray of wintery small parts by filling each section of a metal bun tin with cotton buds, gemstones, large sequins, washers and cotton wool balls. We will provide the children with empty picture frames so that they can place and move the small parts within the frame to create a winter snowflake picture. Children will observe pictures of wintery scenes to help support them.</p> <p>We will freeze some small world snow animals in ice cubes. The children can discuss with one another how they could</p>	

frosty surfaces or being able to see their breath.

We will ask “what is ginger?” and “where does it come from?” Children will find out where ginger comes from. They will use all of their senses to explore ginger by creating a sensory station using fresh and grounded ginger. Children will be given magnifying glasses to explore. They will use a pestle and mortar to grind down ginger.

Children will be able to access a range of resources to be able to move water from one area to another in order to make their own river. A focus will be on developing their communication and language and personal and emotional skills.

We will discuss what a river is and will look at a map of the world and talk about the sea, streams and puddles

We will grow our own ginger with a focus on how we look after plants. Children will help to grow our own ginger and watch it grow over the forthcoming weeks.

Children will use natural resources to make a gingerbread man. Recipe cards will be provided for the children to use.



Children will draw around one another and use a range of resources in order to make a gingerbread person.

a map of the way to Grandma’s house.

We will have a forest picnic. We will make picnic food and will enjoy it in our woodland area.

We will talk about stranger danger and how children can help to keep themselves safe.

In our woodland area, children will be encouraged to use a range of natural resources to create traps to stop the wolf!

We will learn about wolves and where they live. We will talk about animals in captivity and the role that zookeepers play to help to care for them.

We will go on walks where we will look at trees and will try to identify them. We will talk about the woods and will spend time exploring them.

We will talk about nature and the importance of looking after it. We will discuss ways that we can help to take care of the world around us. We will look for changes in the seasons.

We will take part in bark rubbing activities.

In the mud kitchen, children will explore making different foods for Grandma.

We will draw the trees in Little Red Riding Hood’s forest and decorate them using leaves, sticks and seeds that we find.

free the animals. They will then work together to do so.

We will challenge the children to make a meal for the goats in the mud kitchen. We will provide them with leaves, sticks, mud, seeds and grass.

We will learn about goats and the role that people have in taking care of them.

We will grow grass with a link to our focus text. We will observe how it grows and talk about how we care for plants.

We will learn about bridges and create our own. We will provide builder tools and hats so that the children can take on the role of builders. We will add clipboards so that they can make marks and draw their own pictures of bridges (link with Writing).



We will collect and decorate leaves using paint and create lead confetti using our hole punches.



We will take the children outside and encourage them to collect natural materials to make a new bridge for the goats to cross. We will talk about which materials might work best. Do they think feathers or leaves would make a good bridge? Which materials would be good for building a strong and sturdy bridge?

We will learn about Chinese New Year and how it is celebrated. We will watch a clip about how a family celebrates. We will encourage the children to talk about the things that they saw.

We will make a range of crafts to celebrate-



We will read the story of 'The Great Race' to learn about the zodiac characters.

Discovery RE Learning intentions

Notice differences between people. (culture wheels, family days/ photos)
 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
 Notice differences between people.

Discovery RE Theme: Christmas
Key Question: How do people celebrate?
Religions: Islam and Judaism

Week 1

Children will learn about the New Year and will discuss how/if they

Week 2

Children will learn about Chinese New Year

Week 3

Children will continue their learning around Chinese New year and will learn how

week 4






Children will learn about how people celebrate the start of Spring

Week 5

Children will continue to learn about how some people celebrate Spring

Week 6

Children will learn about Hindu festival of colour

	celebrated and celebrations around the world		this is celebrated			
Expressive Arts and Design/FMS activities	<p>Explore their voices and enjoy making sounds. (loud, quiet, fast, slow)</p> <p>Manipulate and play with different materials using various tools like scissors, cutters, hammers</p> <p>Make marks intentionally. (in flour, sand, pens, crayons, paint etc)</p> <p>Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools</p> <p>Explore different materials, using all their senses to investigate them</p> <p>Explore mixing paint to create new shades and colours</p> <p>Join in with songs and rhymes, making some sounds</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>					
Expressive Arts and Design/FMS activities	<p>Children will be asked to add the gingerbread man's buttons on using pom poms and tweezers? This activity will help to develop their fine motor skills.</p>  <p>We will decorate Gingerbread using chalks, pens and pencils with a focus on developing children's fine motor skills (drawing and peeling stickers)</p>  <p>We will follow a salt dough recipe (link with</p>	<p>We will make get well soon cards for Grandma with a focus on the children developing their mark making skills.</p> <p>We will develop children's fine motor skills by using playdough to make flowers for Grandma.</p> <p>children will paint a picture of the wolf and Little Red Riding Hood</p>  <p>We will listen to wolves howl and talk about why they make these sounds. Can we make the same sounds?</p> <p>Children will make their own capes using fabric, markers and paint.</p> <p>We will make our own story characters using a range of resources.</p>	<p>To develop scissor skills, children will take part in the following activities-</p> <p>Children will be able to visit the 'snipping station' to develop their scissor skills</p>   <p>We will explore percussion instruments to make the sound of the different billy goats</p>			

them writing their own recipes afterwards). They are to use the rolling pin and cutter to create their own Gingerbread Man. They are to then decorate them.

Children will be challenged to use paintbrushes and water to trace over the gingerbread people and make them disappear. (adults will draw Gingerbread people using chalk).

Can you rescue the gingerbread man from the river? The Gingerbread man will be in water. Children will use small nets to help catch him.

Using felt tips, children will follow the mark making lines (straight, curled, zigzag lines) to follow the gingerbread man.

Children link musical instruments with the story. Which instrument matches running, which matches the sound of the river?

Children will learn new songs about the gingerbread man.

Children will make wolf masks using a range of resources



We will create Little Red Riding Hood's forest by creating different shades of green and brown. We will then paint using our fingers, brushes and a range of other resources

We will draw through observation (pictures of wolves). We will use a range of mark making tools to draw a wolf.

We will learn songs about the story of Little Red Riding Hood. We will add musical instruments to these songs and will perform them to our friends.

To develop scissor skills, children will take part in the following activities-

crossing the bridge. We will encourage the children to think about which instrument would be best for the different billy goats and how they should be played (quiet, loud, slow or fast).

We will create our own trolls using a range of materials.



We will make small bridges using lolly pop sticks and cups. Once complete, we will see if our goats can cross over them.



Developing scissor skills through-
 Can you follow the gingerbread man path by cutting along it?
 Can you make your own Gingerbread person?
 Can you snip the playdough to help you to make your own Gingerbread person?



Can you make the river by cutting tissue paper into small pieces?

Children will take part in other scissor activities-



We will make snowflakes



We will experiment with red powder paint and will then use it to create pictures and marks.

We will make bridges using a range of materials.



We will make troll masks and will take on the role of the troll from the story (link with Communication and Language).



We will explore different ways of moving to demonstrate the different characters in the story. For example, they could sneak over the bridge like a goat, stomp like the troll, run and leap like the goats and climb like the troll.

We will explore how to mix the colour green and create different shades of green to paint



Children will develop their fine motor skills by ripping up paper to create their own gingerbread man



We will make gingerbread playdough with the children and add loose parts for them to decorate a gingerbread man

green grass for the goats.

We will encourage the children to explore printing by using small world goats, brown paint and large pieces of paper.

We will provide large pieces of paper for children to create their own Three Billy Goats Gruff story maps.

