

Nursery Planning – Three Billy Goats Gruff -Non-fiction Term: Spring 2 2023

Com & Lang	Physical D	Literacy	Mathematics	Und the World	Ex Arts & Design
<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because). (Range 5) Wk1</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. (Range 6) Wk1</p>	<p>Creates lines and circles pivoting from the shoulder and elbow. (Range 5)</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (Range 5) Wk1</p>	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (Range 5)</p> <p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by the activity. (Range 6) Wk1</p>	<p>Chooses items based on their shape which are appropriate for the child's purpose. (Range 5)</p> <p>Responds to both informal language and common shape names. (Range 5) Wk1</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. (Range 5)</p> <p>Enjoys joining in with family customs and routines. (Range 5)</p>	<p>Uses available resources to create props or creates imaginary ones to support play. (Range 5) Wk1</p>
<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)</p> <p>Beginning to understand why and how questions. (Range 5) Wk2</p>	<p>Shows a preference for a dominant hand. (Range 6)</p> <p>Begins to use anticlockwise movement and retrace vertical lines. (Range 6)</p> <p>Begins to form recognisable letters independently. (Range 6) Wk2 & Wk5</p>	<p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). (Range 5)</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom. (Range 5)</p>	<p>Shows awareness of shape similarities and differences between objects. (Range 5)</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. (Range 5) Wk2</p>	<p>Shows interest in different occupations and ways of life indoors and outdoors. (Range 5) Wk1 & Wk2</p> <p>Knows that information can be retrieved from digital devices and the internet. (Range 5)</p>	<p>Continues to explore colour and how colours can be changed. (Range 5)</p> <p>Developing an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. (Range 5) Wk2</p>
<p>Builds up vocabulary that reflects the breadth of their experiences. (Range 5)</p> <p>Extends vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. (Range 6) Wk3</p>	<p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (Range 5)</p> <p>Uses simple tools to effect changes to materials. (Range 6)</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (In this case labels). (Range 5) Wk2 & 3</p> <p>Talks about events and principal characters in stories and suggests how the story might end. (Range 5)</p>	<p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. (Range 5) Wk3</p> <p>Attempts to create arches and enclosures when building, using trial and improvement to select blocks. (Range 5)</p>	<p>Shows care and concern for living things and the environment. (Range 5)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Range 5)</p>	<p>Uses tools for a purpose. (Range 5)</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. (Range 6) Wk3</p>
<p>Listens to familiar stories with increasing attention and recall. (Range 5)</p> <p>Able to follow a story without pictures or props. (Range 6)</p> <p>Uses talk to explain what is happening and anticipate what might happen next. (Range 5) Wk4</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention. (Range 6) Wk3</p> <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance hands and body to stabilise. (Range 5)</p>	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings. (T4W Character labelling innovations) (Range 5)</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. (Range 5)</p>	<p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. (Range 5)</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities. (Range 5) Wk4</p>	<p>Talks about why things happen and how things work. (Range 5) Wk3 & Wk4</p> <p>Knows that information can be retrieved from digital devices and the internet. (Range 5)</p>	<p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (Range 5)</p>
<p>Questions why things happen and gives explanations, asks who, what, when, how? (Range 5)</p> <p>Able to use language in recalling past experiences. (Range 5)</p> <p>Talks more extensively about things that are of particular importance to them. (Range 5)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (Range 6) Wk5</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. (Range 6)</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. (Range 6) Wk4</p>	<p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. (Range 5)</p> <p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words Wk4 & 5</p>	<p>Begin to recognise numerals 0 to 10. (Range 5)1</p> <p>Links numerals with amounts up to 5 and maybe beyond. (Range 5)</p> <p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). (Range 5)</p> <p>Beginning to recognise that each counting number is one more than the one before. (Range 5) Wk5</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. (Range 5)</p> <p>Recognises and describes special times or events for family or friends. (Range 5)</p> <p>Remembers and talks about significant events in their own experience. (Range 5) Wk5</p>	<p>Begins to build a collection of songs and dances. (Range 6) Wk4</p> <p>Experiments and creates movement in response to music, stories and ideas. (Range 5)</p> <p>Creates sounds, movements, drawings to accompany stories. (Range 5) Wk5</p>

Weeks	Com & Lang	Physical D	Literacy	Mathematics	Und the World	Ex Arts & Design
Week 1 Hook and World Book Day Kindness-Compassion	T4W-HOOK-The Trolls Lair-New roleplay The children will receive a letter from the Troll, stating he has gone away for a while...can the children look after his home under the bridge? Mind Map- Adults to scribe children's original thoughts in mind map style. What do the children already know or think about trolls? Do the children know anything about the story 'Three Billy Goats Gruff'?	Mark-making & drawing Can the children draw pictures to try to explore what they think the 'Troll' looks like from the 'Troll's Lair' role play area in our classroom? Put all the different troll picture ideas together to review as a whole class. What to the children notice, are there any major similarities? Are there any troll representations that they like the best, why?	World Book Day- Thursday 2nd March Share stories with the 'Hair' theme set by TEAM Trust. 1. My Hair By Hannah Lee 2. The Mega Magic Hair Swap! By Rochelle Humes 3. Don't touch my hair By Sharee Miller What do they like about story times? Children to discuss which 'Hair themed' books they liked the best? And why? Adult to scribe and draw children's ideas about why they like the different books?	Shape – 2D focus Exploring 2D shapes to create representations from the story 'Three Billy Goats Gruff' Could they design a Troll/Troll's face or a goat or a bridge and hills? Can they name any 2D shapes? Can the children use the small wooden mosaic block shapes to create these representations? What do they notice about the differences between the shapes? Can they talk about their basic features after the adult's input? What kind of shapes are not in this set? (round-circular)	Kindness –Compassion/Empathy Theme – Fri 3rd March- Reflection for the Troll, show empathy Listen to the story- https://www.youtube.com/watch?v=7m8XJ10-FZY Encourage the children to help the adults to create props for the 'Troll's Lair' role play under the bridge. Could the children think about how they could help the Troll??? How could we help the Troll to be a kinder character? Maybe the children will suggest to make him some food? This could make him happier and not have to be so mean and angry towards anyone or any animal that approaches the bridge over where he lives? Maybe the children will suggest something to help make the bridge less noisy??? This could mean anyone crossing the bridge would not keep disturbing him???	
Week 2 Labelling a Troll-Physical attributes	Reading the story The Three Billy Goats Gruff Can the children predict the events (if they are not familiar with the story)? Can the children remember and join in with the repeated refrains? What is the main repetitive phrase? What do the children think about this story book version? Do they have a favourite part and why? What do they think the Troll would do next/after?	Labelling a Troll Can some of the children practise writing a few of the letter type shapes or /words to add a few simple labels to the Troll picture? Or can they draw a Troll picture, trying to include all the main body parts? *Literacy writing-can the children start to mimic some of the adult's writing or try to copy some of the adult's drawings?	Start learning the non-fiction text map about a Troll 'Labelling a Troll'. Encourage the children to work in small groups to repeat the words, following the flow of the pictures and symbols. Can the children begin to copy the actions using their hands and body movements to explain the labels to describe the Troll? *Review as a class. *Facial features *Body features *Colours Can the children remember and ascribe any meanings to the signs, symbols and words?	Shape -3D focus Exploring and talking about different 3D shapes including large and mini geometric solid shapes. Looking at small, medium and large versions. Can the children explore creating representations of the characters from the story or try and create a bridge using the mini 3D geometric solid shapes? What do they think of the shapes as they feel them, do any children think the shapes remind them of anything? Introduce the children to some 3D shape language within play in the Maths groups.	Colour Exploration – Process Art- Holi Hindu Festival –Celebrate colour/Spring/Love March 7-8th 2023 Look up some simple information to explain Holi Websites such as; What is the festival of Holi? - BBC Bitesize Allow the children to explore a variety of resources including foam, paint, paper (white and black), brushes, rollers, masking tape, modelling dough, small pipes cleaners, rolling pins. Set up the room with most tables used and designed for create to explore and create as they desire with no pre-set ideas on any outcomes. Capture the children's process, ideas and thoughts as they create. Once the children have had sufficient time over the week to explore, review the children's outcomes? What did they enjoy using the most? Did they have set ideas on what they wanted to do or not? Peer reviews, what do they think about each other's creations?	
Week 3 ASSESSMENTS Labelling a Troll-Personal Characteristics	Word Wall Focus on key words for the children to learn their meaning. Three Billy Goats Gruff story related words = Curious Intelligent Bridge Stream Fresh Meadow Terrified Creaking Fierce	Herby Troll dough food Can the children snip the fresh herbs with scissors and use different modelling tools with the dough? Can the children explore what kind of green herby food creations they can make for the Troll?	'Labelling a Troll'. Encourage the children to work in small groups to repeat the words, following the flow of the pictures and symbols. Can the children copy the actions using their hands and body movements to explain the labels to describe the Troll? *Personality traits	Measures-Weight-Using goats/pebbles/3Dshapes Children to explore using scales and the resources stated above to work out the heavier or lighter side? Could also hold in hands to feel the weight difference to compare objects. In the groups, can they share their thoughts and opinions on what they think and why to the other children?	Internet Information on Goats Discussion what do the children want to know or learn about goats? Use informative websites such as RSPCA to find out about goats? https://www.rspca.org.uk/ To help look up welfare/diet/environment needed.	Paper plate Troll craft Using a variety of resources including different types of papers/card/material and collage materials to design and create bespoke Troll faces. Encourage the children to put their own individual thoughts and ideas into how the Troll will look?

<p>Week 4 ASSESSMENTS</p> <p>Geography themed week-Aquatics</p>	<p>Listen & Play-Radio</p> <p>EYFS: Listen and Play - The Billy Goats Gruff https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-billy-goats-gruff/zr3yt3</p> <p>*Listen to the sounds from the scenery and the animals. Pause each time for the children to guess the sounds before they are revealed.</p> <p>*Then listen to the radio version of the story. Can the children join in every time with the children speaking in story on the repeated refrains 'Trip-trap, trip-trap, trip-trap'? What do the children think to this version versus the story book shared with them, any major differences?</p>	<p>Balancing over the bridge</p> <p>Set up the outside area, creating obstacles and bridges for the children to act out being the goats crossing the stream over the bridge in our main themed story 'Three Billy Goats Gruff'.</p> <p>Encourage the children to work out the best way to move their bodies to go over or under the obstacles.</p> <p>Can the children showcase balancing skills when necessary and at different levels?</p> <p>Can the children adapt their movements including; hopping, jumping, skipping, tiptoeing, jogging, crawling and marching.</p>	<p>Text Map Innovations</p> <p>Now the children are familiar with the full non-fiction text map encourage them to start adding innovations.</p> <p>Children to work in small groups to discuss the possible options of what other characters or animals they could label about?</p> <p>What type of physical attributes and personal qualities would they have ?</p> <p>Could they think about labelling one of the goats from the story?</p> <div data-bbox="1121 709 1567 1060" data-label="Image"> </div>	<p>Shape– Bridge construction</p> <p>Children can work in pairs as well as individually. Using a wide selection of construction materials for children to think creatively and logically into making a successful and strong bridge.</p> <p>Resources including; Duplo Lego, Small Lego, Mobilo, Rainbow arch shapes and Wooden blocks etc.</p> <p>Can three small world animal goats stand onto of the bridge without it collapsing?</p> <p>Can the children build horizontally as well as vertically, with the task of balancing bricks/blocks to create a stable bridge for the 'Three Billy Goats Gruff' to cross?</p> <p>Can the children use trial and error to help them strengthen their bridge design ideas?</p> <p>Can the children draw out their plans using paper, pencils and clip boards?</p>	<p>Geography Week-Aquatics</p> <p>Research the differences between streams, rivers, seas and oceans??? Simple facts.</p> <p>What kind of water element is featured in our main story this Term?</p> <p>As a stream is featured in our story 'The Three Billy Goats Gruff', focus on this; What Is A Stream In Geography? - WorldAtlas</p> <p>*Use different blue materials for children to hold and move to mimic the flow of the stream. *Use sounds of water for children to listen to as they move with the material.</p> <p>Water Stream Sound Free Sound Effects Ambient Sounds (freesoundlibrary.com)</p> <div data-bbox="2059 898 2496 1115" data-label="Image"> </div>	<p>Song: The goats came marching</p> <p><i>The goats came marching one by one, Hurrah, hurrah The goats came marching one by one, Hurrah, hurrah The goats came marching one by one – The little one stopped, to bask in the sun, Then they all came marching, Over the rickety bridge.</i></p> <p><i>The goats came marching two by two, Hurrah, hurrah The little one stopped, to look at the view...</i></p> <p><i>The goats came marching three by three, Hurrah, hurrah The little one stopped, to sit by a tree... Then they all came marching, Over the rickety bridge.</i></p>
<p>Week 5</p> <p>Non-fiction Text Map Innovations</p>	<p>Circle time-Relationships linked to PSED</p> <p>Talk about and share their thoughts on friendships within the group. Has anyone bonded with and made any new friends or are closer to some other children than they were?</p> <p>Can the children reflect on what kind of things they like about their friends?</p> <p>*Can some of the children ask each other questions about their experiences...what would they like to know more about from their friends?</p>	<p>T4W-Check what children remember???</p> <p>Adult to scribe each child's exact language.</p> <p>Writing-Each child to produce an 'Individual text map'</p> <p>Can the children draw their innovated text map?</p> <p>Some children may be able to try and write some letters or small words if possible.</p> <p>Can the children draw and try to label a character in a similar format with their innovated ideas?</p>	<p>Easter Egg Hunt</p> <p>Can the children search the outdoor area to find all the different types of chocolate and numeral and shape themed eggs?</p> <p>All eggs put together to look at and sort? How many chocolate/numeral/shape eggs? What colours, numerals and shapes are there?</p>	<p>Number– Hide and reveal numbers-using IWB –Can children guess the numerals from parts?</p> <p>Can children distinguish between numerals and then begin to practice writing the numbers. Can children distinguish between numerals from clues given visually and orally. Can they help to practice writing the numerals and look at/ show different representations using various resources? Can the children represent numerals using wooden mosaic block shapes? Resources =Use Number Blocks, sticks, Numicon, mosaic block shapes, a large die and uni-fix cubes to match numerals to quantities.</p>	<p>Ramadan-Muslim festival</p> <p>Research and look into what, how and why the Muslims celebrate Ramadan?</p> <p>Discuss fasting and what it means? Discuss the different religious beliefs/actions.</p> <p>Look at the beginning and the end activities/celebrations.</p> <p>*Moon craft activities.</p> <p>Compare and contrast with Easter celebrations for Christians?</p> <p>Looking at ways families celebrate. Which times are special and why?</p> <p>Can the children reflect on what they do at Easter time to celebrate, does anyone go to Church with their family?</p>	<p>Musical story telling</p> <p>Working in small groups can the children use instruments; including coconut shells for the 'trip-trapping' sounds of the hooves of the goats when re-creating and re-telling the story in their own words?</p> <p>Can the children use their bodies for movements to express the events of the story as well?</p> <p>What other instruments might the children decide to use to help describe the story?</p>

