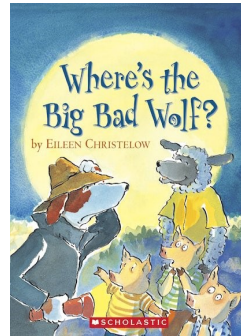


EYFS -Spring 1-Reading Focus & Cross curricular Links

Communication and Language

- The children explore the three little pigs 'brick house' in our role play area.
- The children create a story map to retell the story of 'Where's the Big Bad Wolf'.
- The children explore Goldilocks' house in our role play area.
- The children will take turns to take on the role of Goldilocks and say 'there's somebody sleeping in my bed!'. Another child will take on the role of little bear and listen carefully to guess who said the words.



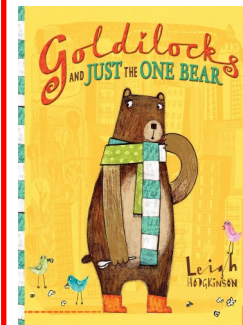
Personal, Social and Emotional Development

- The children will learn about the importance of telling the truth and discuss during circle time activities how the wolf can make amends with the three little pigs (by apologizing).
- The children talk about a teddy that is very special to them during a whole class circle time. We will host a whole class teddy bears picnic.

Cultural Capital and

Memorable Experiences

- The children create a den in the forest school for the three little pigs to shelter from the big bad wolf.
- The children role play the story of 'Goldilocks and Just the One Bear' and perform it to the class audience.



Physical Development

- The children act out the story of 'Where's the Big Bad Wolf' using their bodies. For example, stretching up high and climbing ladders to build the house for the three little pigs.
- Talk with the children about why porridge is a healthy breakfast food. The children identify other breakfast foods that are also healthy.
- The children use tweezers to find objects and characters from the story inside a tray of porridge. The children record the pictures they find with a tick.

Math's

- The children order a selection of sticks according to their length, longest to shortest. They measure the length of the sticks using non-standard units (cubes).
- The children use tweezers to place the correct number of bears onto each Goldilocks numeral.
- The children explore capacity with porridge oats, discussing which bowl can hold the most oats.

Understanding the World

- Children build houses for the three little pigs in the forest school and investigate the properties of the materials.
- The children follow instructions to make and taste porridge and add an addition of their choice, e.g honey.

Expressive Arts and Design

- The children create masks for the big bad wolf and the three little pigs using paper plates.
- Children work in the 'Three Little Pigs Building Site' to build new houses for the pigs.
- The children use construction materials to create a bed for baby bear in Goldilocks' house. They investigate which materials are most suitable.

Literacy

- The children write a list of alternative building materials for the three little pigs
- The children write a thank you letter to Goldilocks in role of little bear to say thank you for the porridge.

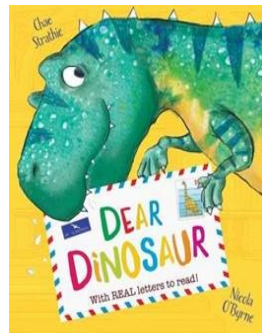
Communication and Language

- The children design their own dinosaur and describe the dinosaur they have designed..
- The children explore the story of the 'crunching, munching caterpillar' through the use of a story sack. They take on the role of different characters in the story and help to act the story out.
- The children will engage in a listening and attention game where they will observe objects from the story and identify which object has been removed when their eyes have been closed.

EYFS -Spring 2-Reading Focus & Cross curricular Links

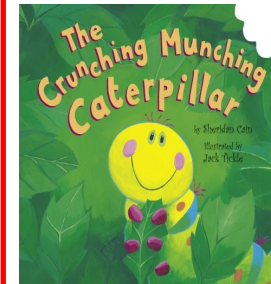
Personal, Social and Emotional Development

- The children pass a dinosaur egg around the circle and ask the children what they would do if they saw a real dinosaur. Encourage the children to take turns and to listen to one another.
- The children hunt for mini beasts in the outdoor area and talk about ways in which they can care for these animals.



Cultural Capital and Memorable Experiences

- The children create their own dinosaur fossils out of salt dough.
- Whole Class trip to Hallhill farm to observe other animals at different stages in their life cycle.



Physical Development

- The children investigate the 'dinosaur swamp' and use tweezers to free dinosaurs that are stuck in the mud. They clean their dinosaurs with small brushes.
- The children will discuss what the caterpillar dreamt of in the story. The children will think about a dream they once had and using chalk draw their dream on the playground on a large scale.
- The children create a 'life cycle of a butterfly' dance. They work in pairs to create movements to represent each stage of the life cycle.

Math's

- The children compare the sizes of dinosaur footprints in the outdoor area. They measure the size of the footprints using non-standard units (cubes).
- Children paint butterflies that are symmetrical by painting one side of the butterfly and folding it in half.

Understanding the World

- The children make dinosaur nest crispy cakes with dinosaur eggs on top.
- The children program their bee bot to enable it to move around the dinosaur world.
- The children 'grow their own butterfly'. They watch as the class caterpillar turns into a butterfly and then set it free.

Expressive Arts and Design

- The children use paper mache to create their own dinosaur egg. They decorate their own dinosaur egg to share with their peers during show and tell.
- The children learn and perform the song 'The Caterpillar Who Wished He Had Wings' to the tune of 'I'm a Little Teapot'.

Literacy

- The children take on the role of Max and write a card to the T-rex to show that they are 'dino pals forever'.
- The children create a story board showing the crunching, munching caterpillar turning into a butterfly.