



Unit Plan: What happened in the end? (6 weeks)

Rationale

Pupils start this unit by exploring traditional tales and build on any prior knowledge they may have. The unit offers a captivating introduction to storytelling for children who may not have a secure understanding of how traditional tales are structured. By immersing them in well-known narratives, the unit aims to lay the foundation for story-based language. The focus is on building familiarity with narrative structures and characters. It encourages the cultivation of listening skills and comprehension. Through interactive activities and play, children will have the opportunity to explore the themes and characterisation of the selected tales to foster a love for storytelling and imaginative play.

Core Texts	Everyone welcome texts	Enrichment
		<p>To watch a Chinese Stir Fry being made and eat some (CNY 10th Feb)</p> <p>Make and eat Porridge</p> <p>Written outcomes</p> <p>Mark making Name writing; tracing, copying then independently</p>
Physical development	Maths	Links to NC areas
<ul style="list-style-type: none"> • Can I move in a range of ways? • Can I go up steps and stairs or climb up apparatus? • Can I use one handed tools and equipment? • Can I use a comfortable grip with good control when holding pens and pencils? • Can I show a preference for a dominant hand? • Can I put on my coat and do up the zip? 	<ul style="list-style-type: none"> • Can I recite numbers past 5? • Can I understand that the last number reached when counting tells you how many there are in total? • Can I show numbers using my fingers? • Can I link numerals and amounts? • Can I experiment with my own symbols and marks? • Can I make comparisons between objects relating to size, length and weight? • Can I talk about and explore 2D and 3D shapes? Can I link numerals and amounts? <p>W1 &2 Number 3 W3 &4 Number 4 W5 Number 3 or 4 W6 Comparing objects</p>	<ul style="list-style-type: none"> • PSHE • Geography • Art • Science

Unit Sequence of Lessons - What happened in the end? (6 weeks)

Week	Area of Learning	Learning Challenge	Outcomes	Adaptive Teaching
W/B 8 th Jan and 15 th Jan 1 and 2 The Three Little Pigs	Communication and Language	Can I enjoy listening to longer stories? Can I remember much of what happens? Can I use a wider range of vocabulary? Can I understand a question or instruction that has two parts? Can I use longer sentences of four to six words. Can I use talk to organise myself and my play Can I express a point of view when talking about right and wrong in relation to the stories? Can I understand 'why' questions, like: "Why do you think the Pig made the house out of bricks?	Verbal discussions Sequence the story Draw the Three Little Pigs and recite some of the story	Sentence stems I can see..... I think the..... The little pig is....
	Personal, Social and Emotional Development	Can I select and use activities and resources with help? Can I play with other children? Can I follow rules and understand why they are important?	W1 To learn 'On a cold and Frosty'	
	Understanding the World	Can I use all my senses to explore? Can I explore different materials? Can I talk about what I see using a wide vocabulary?	W2 To learn 'This Little Piggy went to market'	
	Expressive Art and Design	Can I take part in simple and pretend play? Can I sing Songs? Can I explore different materials freely? Can I join different materials and explore different textures? Can I create closed shapes and begin to use these to represent objects? Can I draw with increasing detail?		
W/B 22 nd Jan and 29 th Jan 3 and 4 Goldilocks and The Three Bears	Communication and Language	Can I enjoy listening to longer stories and can I remember much of what happens? Can I use a wider range of vocabulary? Can I understand a question or instruction that has two parts? Can I use longer sentences of four to six words? Can I use talk to organise myself and my play? Can I express a point of view when talking about right and wrong in relation to the stories? Can I understand 'why' questions, like: "Why do you think the Goldilocks ate the porridge?	Verbal discussions Make Porridge Sequence the story To learn the Goldilocks song	Sentence stems. I can see..... I think..... The porridge is....

	<p>Personal, Social and Emotional Development</p> <p>Understanding the World</p> <p>Expressive Art and Design</p>	<p>Can I select and use activities and resources with help? Can I play with other children? Can I follow rules and understand why they are important?</p> <p>Can I use all my senses to explore? Can I talk about what I see using a wide vocabulary. Can I talk about the differences between materials? Can I talk about the changes I notice?</p> <p>Can I take part in simple and pretend play? Can I sing Songs? Can I explore different materials freely? Can I create closed shapes and begin to use these to represent objects? Can I draw with increasing detail?</p>		
<p>W/B 5th Feb and 15th Feb</p> <p>5 and 6</p> <p>The Three Billy Goats Gruff</p>	<p>Communication and Language</p> <p>Personal, Social and Emotional Development</p> <p>Understanding the World</p> <p>Expressive Art and Design</p>	<p>Can I use a wider range of vocabulary? Can I understand a question or instruction that has two parts? Can I use longer sentences of four to six words. Can I use talk to organise myself and my play? Can I listen and respond to stories? Can I begin to understand and follow the school rules? Can I express a point of view when talking about right and wrong in relation to the stories? Can I understand 'why' questions, like: "Why did the goats want to cross the river?"</p> <p>Can I select and use activities and resources with help? Can I play with other children? Can I follow rules and understand why they are important?</p> <p>Can I use all my senses to explore? Can I talk about what I see using a wide vocabulary. Can I talk about the differences between materials? Can I talk about the changes I notice?</p> <p>Can I take part in simple and pretend play? Can I sing Songs? Can I explore different materials freely? Can I create closed shapes and begin to use these to represent objects? Can I draw with increasing detail?</p>	<p>Verbal discussion</p> <p>Make bridges inside and outside</p> <p>Sequence the story</p> <p>To learn the song W1 'The Grand old Duke of York' W2 'Humpty Dumpty'</p> <p>To eat a Chinese Stir Fry</p> <p>To make an 'I love you!' card for Valentines day</p>	<p>Sentence stems</p> <p>I can see.... I can taste... I like..... I don't like....</p>