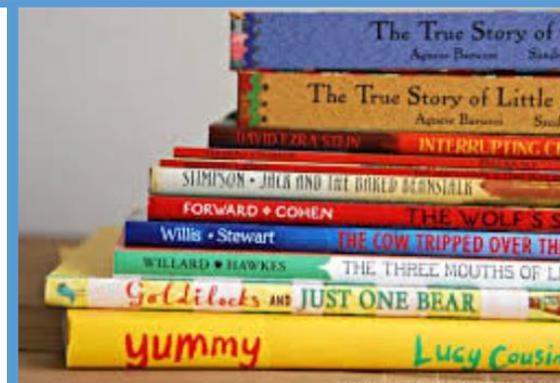




# EYFS Autumn 2-

## Once upon a time...

Through the top of 'Once Upon a Time' the children will have opportunities to explore a variety of traditional tales and traditional nursery rhymes focusing on 'The Three Little Pigs', 'Three Billy Goats Gruff' and 'The Jolly Christmas Postman'. We will be finding out about different materials to make houses and bridges and what kind of homes other people around the world live in. We will be using the Beebots to programme different routes over bridges and to different houses. Before Christmas, we will all be taking part in the Christmas production; learning lines and songs to perform to the parents. The new topic vocabulary will enhance our speaking and understanding of the topics. We will consolidating Phase 2 phonics by beginning to build simple words and captions around pictures.



Theme	Beware of the Troll	I'll Huff and I'll Puff	It's the Most Wonderful Time of the Year!
Possible Learning Challenges	<ul style="list-style-type: none"> <li>Can you build a bridge for the goats to safely cross over?</li> <li>Can you find the troll?</li> <li>Can you plan and build a trap for the troll?</li> <li>Can you write a list of clues the troll left behind?</li> <li>Can you draw a picture of what you think the troll looks like?</li> </ul>	<ul style="list-style-type: none"> <li>Can you build a house for the three little pigs?</li> <li>Can you draw a map of the three pigs houses?</li> <li>Can you draw the big bad wolf?</li> <li>Can you write the cvc words from the story?</li> <li>Can you spot Phase 2 tricky words in the story?</li> </ul>	<ul style="list-style-type: none"> <li>Can you build a bike for the Jolly Postman?</li> <li>Can you write a letter to Santa?</li> <li>Can you design a stamp for a letter?</li> <li>Can you design a snowman?</li> <li>Can you design and make a new toy for Christmas?</li> </ul>
Focus Texts Other texts to explore during story times:	<ul style="list-style-type: none"> <li>The Three Billy Goats Gruff</li> <li>Ugly Duckling</li> <li>Gingerbread Man</li> <li>Rumpelstiltskin</li> <li>Puss in Boots</li> </ul>	<ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Little Red Riding Hood</li> <li>Jack and the Beanstalk</li> <li>Goldilocks and the Three Bears</li> </ul>	<ul style="list-style-type: none"> <li>The Jolly Christmas Postman</li> <li>Dear Santa- Rod Campbell</li> <li>We're Going on an Elf Chase- Martha Mumford and Laura Hughes</li> <li>What the Ladybird Heard Christmas- Julia Donaldson</li> </ul>

Poems/songs	Baa Baa Black shee, Two Little Dicky Birds, A Sailor went to Sea	Jack and Jill went up the hill, The Grub Old Duke of York, Row Row Row Your Boat, Hey Diddle Diddle	Jingle Bells, Rudolph the Red Nosed Reindeer, Frosty the Snowman, Band Aid Nativity Songs.
Moving images	Trolls	Babe	Arthur Christmas Buddy the Elf Muppets Christmas Carol
Topic Word Bank	Bridge, troll, trip trapping, suspension bridge, wanted poster, villain, sequence, repeating, clues, suspicious	Plan, Design, concrete, straw, hog, traditional, tale, huff and puff, Grimes Brothers, construction	Nativity, Jesus, manger, stamp, Postman, St Nicolas, thankful, sleigh, stocking, shepherd, Frankincense, Myrrh
Role Play Areas	Construction/building role play	Home corner- House of the Three Pigs	Elf Workshop
Events	Troll Destroying the Classroom	Traditional Tales day	Nativity
Communication and Language Listening, Attention and Understanding, Speaking	<p>Communication and language Three and Four Year olds- Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Built upon by: Teaching Input and Activities AL: Listening to the story of The Three Billy Goats Gruff. AL: Discuss alternative endings to the story of The Three Billy Goats Gruff.</p>	<p>Communication and language Three and Four Year olds- Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Use longer sentences of four to six words</p> <p>Built upon by: Teaching Input and Activities AL: Listening and responding to the story of The Three Little Pigs with ideas AL: Discuss how to best build a house for the Three Little Pigs. AL: TFW Three Little Pigs</p>	<p>Communication and language Three and Four Year olds- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play.</p> <p>Built upon by: Teaching Input and Activities AL: Listen to the story of the Jolly Postman AL: Talk about who you might send a letter to and who you might receive a letter from.</p>
Continuous Provision	<p>Puppets of the Three Billy Goats Gruff to retell story Mask of The Three Billy Goats Gruff to retell the story. Non-fiction books about goats to share knowledge Use Three Billy Goats/Three Little Pigs story sacks in story times - modelling how to use the puppets - leave in the provision for children to independently repeat the play/reenactment of the story with their friends</p>	<p>Puppets of The Three Little Pigs to retell story. Masks of The Three Little Pigs to retell the story. Role play construction area to discuss the building of houses. Use Three Billy Goats/Three Little Pigs story sacks in story times - modelling how to use the puppets - leave in the provision for children to independently repeat the play/reenactment of the story with their friends Place various building materials in the small world area alongside non-fiction about bridges/houses - what is the best material to build with?</p>	<p>Puppets of the story of the Jolly Postman for children to use to retell the story. Catalogues of toys for children to discuss what they would like for Christmas. Mystery presents for children to discuss what might be in them Letters and postcards along with a postbox in the writing area - who will you send this letter to and why?</p>

<p>Personal, social and Emotional Development Self-Regulation Managing Self Building relationships</p>	<p><b>Personal, social and Emotional Development Birth to Three-</b> Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  Teaching Input and Activities AI: Working together to tidy the mess the troll has made. Discuss with one another why the troll may have done this and how he feels? AL: Introduction of 'feelings books' explore happy and sad.</p>	<p><b>Personal, social and Emotional Development Birth to Three-</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Show more confidence in new social situations.  Teaching Input and Activities AI: Working together to build house for the Three Little Pigs</p>	<p><b>Personal, social and Emotional Development Birth to Three-</b>  Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.  Teaching Input and Activities AL: Discussions in small groups about experience of Christmas AL: Discussions about different ways to show gratitude. AI: What have you got to be thankful for?</p>
<p>Continuous Provision</p>	<p>Challenges to sort different objects with friends. Challenges to build bridges with different materials with friends.</p>	<p>Opportunities to build together, sharing resources and collaborating in role play. Games and jigsaws to share and work together. Building challenges in the small world, 'can you build a brick house for...?'</p>	<p>Opportunities to write thank you cards.</p>
<p>Physical Development Gross Motor Skill Fine Motor Skills</p>	<p><b>Physical Development Birth to Three-</b> Use a comfortable grip with good control when holding pens and pencils. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Built upon by: Teaching Input and Activities AL: Movement/ exploration and team games. AL: Focus on pencil grip for handwriting.</p>	<p><b>Physical Development Birth to Three-</b> Use one-handed tools and equipment, for example, making snips in paper with scissors. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Built upon by: Teaching Input and Activities AL: Moving and balancing. AL: Focus on pencil grip for handwriting. AI: Using knives and forks appropriately to eat lunch.</p>	<p><b>Physical Development Birth to Three-</b> Use a comfortable grip with good control when holding pens and pencils Use one-handed tools and equipment, for example, making snips in paper with scissors.  Built upon by: Teaching Input and Activities AL: Movement and co-ordination. AL: Focus on pencil grip for handwriting. AL: Use paint brush effectively mastering the skills that have been taught.</p>
<p>Continuous Provision</p>	<p>Fine-motor skills opportunities for: Threading, weaving, Playdough, posting slotting, sewing, building, sorting making constructing Using knives and forks appropriately to eat lunch. Building bridges/ bridges Extra materials in the playdough area to make trolls - goggly eyes etc</p>	<p>Fine-motor skills opportunities for: Threading, weaving, Playdough, posting slotting, sewing, building, sorting making constructing  Gross-motor skills opportunities for: Bikes, balls, climbing, throwing, swinging, dancing. Large construction blocks/balancing equipment to build tracks/bridges/trails for the children to negotiate and practise their balancing.</p>	<p>Fine-motor skills opportunities for: Threading, weaving, Playdough, posting slotting, sewing, building, sorting making constructing Making Christmas paper chains. Wrapping presents using scissor control and sellotape. Making snowmen out of white playdough Christmas bauble drawing/colouring and cutting - attaching sequins etc</p>

	<p>Drawing characters from the story The Three Little Pigs - pig photos for reference</p> <p>Opportunities for children to trace letters in different formats - rice, foam, chalk, chalk pens,</p> <p>Cut and stick characters from the story of TTLP.</p> <p>Gross-motor skills opportunities for: Bikes, balls, climbing, throwing, swinging, dancing.</p> <p>Adult to lead children in a team game of football with the aim of scoring a goal by kicking a ball.</p>		<p>Using different mediums to stick and create a large Christmas tree in the classroom</p> <p>Gross-motor skills opportunities for: Bikes, balls, climbing, throwing, swinging, dancing.</p> <p>Adult to model using a hula hoop to spin, roll, jump into etc.</p>
<p>PE Sessions</p>	<p>Implement Get Set 4 PE: Fundamentals: Unit 1</p> <p>In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p> <p>Learning Objectives-</p> <ul style="list-style-type: none"> <li>To develop balancing whilst stationary and on the move.</li> <li>To develop running and stopping.</li> <li>To develop changing direction.</li> <li>To develop jumping and landing.</li> <li>To develop hopping and landing with control.</li> <li>To explore different ways to travel.</li> </ul> <p>Assessment Criteria</p> <p>I am confident to try new challenges. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I use movement skills with developing balance and coordination when playing games.</p>		
<p>Literacy Comprehension Word Reading Writing</p> <p>The Fundamentals of English are built into the classroom setting daily by use of high quality adult interactions</p>	<p><b>Literacy Three to Four</b></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some letters accurately.</p> <p>Teaching Input and Activities</p> <p>AI: Drawing a bridge for the goats to cross labelling with initial sounds.</p>	<p><b>Literacy Three to Four</b></p> <p>Recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Teaching Input and Activities</p> <p>AL: Label different parts of a pig using initial sounds.</p> <p>AL- Label different parts of a house using initial sounds.</p>	<p><b>Literacy Three to Four</b></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some letters accurately.</p> <p>Write some or all of their name.</p> <p>Teaching Input and Activities</p> <p>Purposeful writing opportunity:</p>

<p>with children. Children are consistently questioned and introduced to new vocabulary throughout the day. This is underpinned by meaningful Literacy lessons that's are explored through various ways to entice and excite the children.</p>	<p>AI- Draw a picture for what happens next to the goats. Label if possible.</p> <p><b>Purposeful writing opportunity:</b>  AL: Writing clue for finding the troll that destroyed the classroom (this could be mark making that the children are then able to speak about and explain).</p> <p>AL: Make a wanted poster to find the troll to put around the school.  AI: Drawing a troll a troll to make out of clay.</p>	<p>AI- Draw a house to build in the large construction. Begin morning challenge- learning to write name using cursive handwriting.</p> <p><b>Purposeful writing opportunity-</b>  AL: Learn Three Little Pigs Story in Talk For Writing style to perform for Parents- children to re-write the story for a class book.  AI: List writing for best materials to build a house.</p>	<p>AI- List of things we would like for Christmas  AL- Writing a letter to Santa to deliver at the post office.  AL- Nativity practice  AL- Writing invitations for parents to come to Nativity (copied)</p>
<p><b>Continuous Provision</b></p>	<p>Writing area:  Wanted poster templates  Three Billy Goats Gruff Template.</p> <p>Opportunities for children to trace letters in different formats - rice, foam, chalk, chalk pens,</p>	<p>Writing area:  Three Little Pigs word maps, pictures of pigs, pictures of wolves.</p> <p>Opportunities for children to trace letters in different formats - rice, foam, chalk, chalk pens,</p> <p>Provide shopping listing in home corner for the Three little pigs.</p>	<p>Writing area:  Christmas cards  Card writing prompts  Christmas word mat</p> <p>Opportunities for children to trace letters in different formats - rice, foam, chalk, chalk pens,</p>
<p><b>English</b></p>	<p><b>Composition</b>  Use the story sack for Oral composition.  Oral composition - retelling The Three Little Pigs story using Talk for Writing - shared drawing/writing</p>	<p><b>Composition</b>  Use the story sack for Oral composition.  Letter to the Troll from the Little BGG.  Oral composition (shared write) Children to compose a letter back to the LBGG from the Troll to apologise for his behaviour.</p>	<p><b>Composition</b>  Oral composition (shared write) - post card to Santa and elves to deliver to Post Office.  Children to write their own letters to Santa.</p>
<p><b>Exploratory</b>  About the pig's houses - how can we describe them? Why do they fall down?  Introduce material names/descriptions to children- remember with actions I.e. strong with strong arms</p>	<p><b>Exploratory</b>  About the troll - Why won't he let them across the bridge? What does the troll's house look like?  About the BGG -  What do the BGG want to get to the fresh green grass?  Hot seating - a child to be the troll/little BGG/Daddy BGG.</p>	<p><b>Exploratory</b>  What do we know about Christmas?   What stories do we know from where the characters in TJCP are from?</p>	
<p><b>Presentational</b>  Teacher to model reading The Three Little Pigs  Copies of the text/story sack to be available for the children to retell the story.</p>	<p><b>Presentational</b>  Teacher to model reading The Billy Goats Gruff.  Copies of the text/story sack to be available for the children to retell the story.  Freeze frame - what happens in the different parts of the story.</p>	<p><b>Presentational</b>  Teacher model 3 things I love about Christmas.</p>	

	Using Talk for Writing to perform a retelling of the story as a class.		
Phonics	<p><b>Literacy Three to Four-</b> 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.</p> <p>Built upon by: Teaching Input and Activities</p> <p>Phase 2 AL: CVC words building Learning of phase 2 tricky words. AL: Labelling the different parts of a pig/wolf with initial sounds.</p>	<p><b>Literacy Three to Four-</b> 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. <b>Built upon by: Teaching Input and Activities</b></p> <p>Phase 2 AL: CVC words building Learning of phase 2 tricky words. Phase 2 sounds and tricky words in writing area.</p>	<p><b>Literacy Three to Four-</b> 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.</p> <p>Built upon by: Teaching Input and Activities</p> <p>Phase 2 AL: Caption writing Assessment- Phase 2 phonics and tricky words Phase 2 sounds and tricky words in writing area.</p>
Continuous Provision	Phase 2 sounds and tricky words in writing area.	Phase 2 sounds and tricky words in writing area.	Phase 2 sounds and tricky words in writing area.
<p>Mathematics</p> <p>Underpinned by White Rose Maths and Number blocks</p> <p>Number Numerical Pattern</p>	<p><b>Mathematics Three to Four</b></p> <p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p> <p><b>Built Upon by: Teaching Input and Activities</b></p> <p>White Rose Maths Autumn Part 2 Phase 3 It's Me 1,2, 3 AL: Learning the composition of numbers to 5. Well stocked and set up numeracy area with a daily intended task.</p>	<p><b>Mathematics Three to Four</b></p> <p>Build on previous learning: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p><b>Built Upon by: Teaching Input and Activities</b></p> <p>AL: Children will be able to talk about the composition of numbers to 5. AL: Children will talk about one more and one less with numbers to 5. AL: Children will be able to make 5.</p>	<p><b>Mathematics Three to Four</b></p> <p>Previous learning: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p><b>Built Upon by: Teaching Input and Activities</b></p> <p>AL: Children will be able to talk about the composition of numbers to 5.</p>

		<p>AL: Children will begin to add and subtract to 5.  AL: One more one less.  AL: Time - My Day,  Well stocked and set up numeracy area with a daily intended task.</p>	<p>AL: Children will talk about one more and one less.  AL: Children will be able to make 5.  AL: Children will begin to add and subtract to 5.  AL: One more one less.  AL: Time - My Day.  Well stocked and set up numeracy area with a daily intended task.</p>
<p>Continuous Provision</p>	<p>Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop.  Teach children to solve a range of jigsaws of increasing challenge.  Find 2D shapes within 3D shapes, including through printing or shadow play.  Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern.  Sing counting songs and number rhymes and read stories that involve counting</p>	<p>Play games which involve counting.  Play games which involve quickly revealing and hiding numbers of objects.  Encourage children to show a number of fingers 'all at once', without counting.   Provide 'staircase' patterns which show that the next counting number includes the previous number plus one.  Sing counting songs and number rhymes and read stories that involve counting</p>	<p>Play card games such as snap or matching pairs with cards where some have numerals, and some have dot arrangements.  Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.  Sing counting songs and number rhymes and read stories that involve counting</p>
<p>Understanding the World</p>	<p><b>Understanding the World Birth to Three children will-</b>  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  Continue developing positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>		
<p>Intention and Teaching input/ activities.</p>	<p>Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Talk about the differences between materials and changes they notice.   <b>Built Upon by: Teaching Input and Activities</b>  AI: Programme BeeBots to go over a bridge.  AL: Use Ipad to video children performing Three Billy Goats Gruff performances.  AL: Planting grass seeds in various conditions to grow.  ECP: Children to observe growing grass.  ECP: Painting snow and ice (weather permitting!)  Paint ice cubes to observe melting.  AL: Explore Bonfire night</p>	<p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.  Begin to understand the need to respect and care for the natural environment and all living things.   <b>Built Upon by: Teaching Input and Activities</b>  AL: Exploring different houses and different materials used to build housing.  AI: Use paint on Ipad to design a house for the Three Little Pigs.  AL: Explore what kind of people look after pigs (pre-learning for farm topic).  ECP: Using the mud kitchen hunting for different seeds etc.  AL: Explore the festival of Diwali</p>	<p>Talk about members of their immediate family and community.  Continue developing positive attitudes about the differences between people.   <b>Built Upon by: Teaching Input and Activities</b>  AL: Baking mince pies- understanding how a oven works.  AI: Programming BeeBots to get to where the Jolly Postman needs to post his letters.  AL: Exploring Christmas around the world.  Exploring Hannukah  AL: The Story of the Nativity.  ECP: Characters from the Nativity to use in small world.</p>

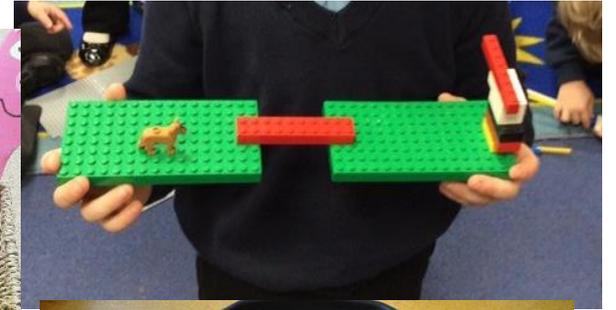
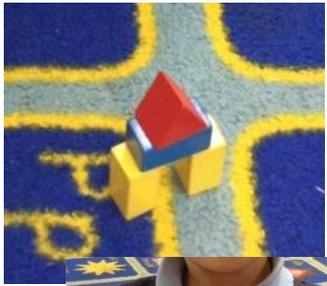
<p>Continuous provision</p>	<p>Performing the children retelling the story the 3 little pigs for parents during story time. Puppets in reading area and tuff trays Freeze water with glitter and small world animals in water tray. Playing with ice frozen in the mud kitchen. Diwali art crafts Turkey crowns craft</p>	<p>Non-fiction books about building/ different types of houses.</p>	<p>Christmas trees Christmas cards Pretend presents Nativity costumes.</p>
<p>Expressive Arts and Design Creating with Materials Being Imaginative and Expressive</p>	<p><b>Expressive Arts and Design Three to Four</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Join different materials and explore different textures.  AI: Drawing of the troll, what do you think he looks like? AL: Trollify yourself- cut out face and trolls hair, stick together to make yourself into a troll.</p>	<p><b>Expressive Arts and Design Three to Four</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.  AI: making house out of large construction/Lego/Duplo etc. AI: Painting pictures of pigs/ wolves. AI: Retelling the story of The Three Little Pigs using puppets.</p>	<p><b>Expressive Arts and Design Three to Four</b> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.  AL: Making Christmas decorations. AL: Map drawing for the Jolly Christmas Postman. AI: Designing a snowman AL: Snowy landscape painting/collage, in the style of Van Gough.</p>
<p>Continuous Provision</p>	<p>Troll pictures on a large scale using cardboard boxes etc. Goat pictures using a variety of different types of pigs as stimuli. Different drawing implements for drawing. Googly eyes etc in playdough area to make trolls. Draw a troll and paint it using different shades of green.</p>	<p>Drawing pig pictures using a variety of different types of pigs as stimuli. Wolves pictures using a variety of different drawing media to create greys. Colouring of pigs and wolves in correct colours. Cut and stick characters from the story of TTLP.</p>	<p>Making snowmen out of white playdough. Christmas list for Santa Cut and stick shapes to make Christmas cards. Continue to develop cutting tape skills by wrapping 'Christmas' presents. Add white or black to red and green to make Christmas wrapping paper. Christmas baubles, colour mixing Christmas baubles using addition symbols.</p>
<p>Well-being</p>	<p>AL: What animals are dangerous to us? What can we do to keep ourselves safe?</p>	<p>AL: Exploring stranger danger.</p>	<p>AL: Being thankful. How can we show we are grateful for the gifts we receive?</p>

KEY AL - Adult Led

AI - Adult Initiated

AL- Adult Led

ECP - Enhanced Continuous Provision



Three Pigs/ Three Billy Goats Gruff





# Christmas

