

Word Flower 1

Grandma

Girl

Hide / Hiding

Sleep / Sleeping

Hungry



Expressive Arts and Design Focus

Being Imaginative and Expressive 42m – Develop ideas and experiences within imaginary play

Provocations;

Role Play environments to support children to develop ideas further and props to accompany these environments;

- Cottage for Grandma- Bed, covers, pillow, kettle, plates / cups.

- Forest within forest school – binoculars, maps, baskets, wolf ears, cape, maps, flowers,

- Bakery –sized bowls, spoons, mixers, recipe books, ingredients, weighing scales.

Adults Role – Adults model ways to use the role play props and story lines. Adults to verbalise and demonstrate how to develop ideas and transition from a starting point to a next step / direction – with children, within the play!

Personal, Social and Emotional Development Focus

Building Relationships 42m Plays with others and shares what they are using with help.

Provocations;

Resources which involve, encourage and support sharing and turn taking – water wheels in water tray, role play resources for – fire, police etc

Open backed small world house to encourage collaboration.

Talking tube telephones which require two people to work.

Marble Tree, Kerplunk, Hedgehog game, Incey Wincey Spider game

Adults Role – Play partner to model and support sharing / shared play. Facilitation of language/sign, to aid children's communication around sharing.

Communication and Language Focus

Listening, Attention and Understanding 42m –Understands simple prepositions – 'in, on, under'.

Speaking 36m – Starting to use 'what / where'.

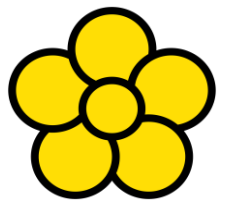
Provocations; Boxes, baskets, bridges etc – for children to hide toys in on and under, within hide and seek mini games adults to support.

Visual images of in, on, under for reference.

'Where's Wally' style books – children to spot Wally.

Adults Role : Organise hide and seek games – emphasise 'where' within 'Where are you? and places for children to hide which incorporate 'in, on and under' prepositions.

Daily hide of Big Bad Wolf around the classroom.



Word Flower 2

Cottage

Path

Bake / Baking

Chop / Chopping

Angry

Understanding the World Focus

The natural World 42m Shows an interest in different occupations.

Provocations;

Dressing up role play area - Enhanced dressing up opportunities – hats, bags, scarves, shoes, outfits etc – books / images to inspire.

Bakery Role Play area – linked with play dough – images of baker / watch 'real life baker' in action.

Adults Role – Adults to make explicit different occupations - within sharing of books, watching in IWB, etc. Adults support children to understands some of the basic responsibilities linked to different occupations.

Adults to engage in conversations and explorations about occupations, i.e. people children know, family members etc.

Mathematics Focus

Shape – 42m Creates spacial patterns.

48m Creates linear repeating patterns.

Provocations;

Pattern stations – various ways for children to create own patterns.

Creating a pattern tile for Grandma's kitchen – spotty, stripy, zigzag, wavy, curly, dotted etc.

Patterns within gestures, songs, actions.

Adults Role- Create pattern stations to support children in developing their familiarisation with different patterns. Provide tiles for pattern making – Grandma's kitchen.

Model creating patterns – verbalise as we go!

Learning Intentions

07.11.23

'Little Red Riding Hood'

Moving the learning forwards from...

-Children's interest in pathways.

-Children have enjoyed exploring rainbows and colour.

Children's continuing to reference 'The wolf' from story focus upon The Three Little Pigs, two weeks ago.

Interest in insects and animals found in the natural world.

Interest in counting / numerals.

Provision prompts/ Together Times

Books:- Little Red Riding Hood, Non-fiction bakery / recipe books, Non-fiction woodland animals / insect books

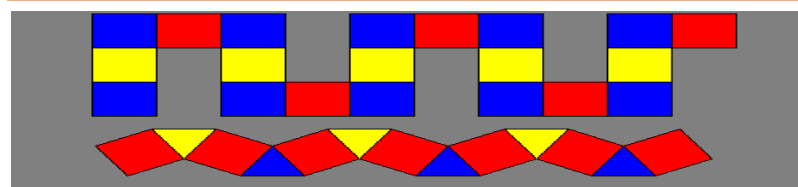
Songs:- Rainbow song, Incey wincey spider,

Baking - Jam tarts, cakes,

Counting opportunities – foods into baskets for Grandma

Red Day – everything red!

Pattern Making – songs, gestures, actions - repeated



Physical Development Focus

Gross motor skills – 48m Gives new physical challenges a go and is aware of own safety.

Fine Motor skills – 36m Uses simple marks, including lines, curves and circular movements...

Provocations;

Explore a range of obstacle courses from Little Red Riding Hood's house to Grandma's house to which involve challenging terrains of travelling; in, on and under. Staff to support children in considering safety before explorations. Physical challenges within Forest School – hill, steps, rope lines etc.

Taking pencil for a walk - Creating patterns using simple marks, lines, spots, zigzags, curly patterns etc.

Adults Role – Set up pattern stations – making marks in a range of mediums, with fingers in rice, flour, washing up liquid etc as well as paint, charcoal, etc.

Support children to identify dangers. Model physical responses to obstacle courses.

Literacy Focus

Reading -42m – Talks about characters and events in books / stories.

Provocations;

Little Red Riding Hood – puppets and small world characters.

Reading books in different spaces – recreating the story in different ways, using a range of props for retelling the story.

Story map making / reading.

Role Play – retelling the story of Little Red Riding Hood.

Adults Role – Provide opportunities to read and repeat reading of Little Red Riding Hood, helping children to 'get to know the characters.

Adults to dress up as Wolf, Grandma and Little Red Riding Hood to inspire children to talk about the main characters from the story.

Adults to guide children in creating own story maps to take home – zig zag books.

Display story sequence – including main events and characters.

