

Autumn 2 – Once Upon a Time



| Week Beginning | 06.11.23 Week 1 | 13.11.23 Week 2 | 20.11.23 Week 3 | 27.11.23 Week 4 | 4.12.23 Week 5 | 11.12.23 Week 6 | 18.12.23 Week 7 | |
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| Focused Story |  |  |  |  |  |  |  | |
| Adult-Led Activity | <p>To make sandwiches for Grandma</p> <p>Exploring different body movements linked to fireworks (Bonfire Night)</p> | <p>Collecting leaves to construct a beanstalk.</p> <p>Playing 'hide and seek' with golden eggs.</p> | <p>Taste session: making and trying porridge.</p> <p>To bring in favourite teddy bear from home.</p> | <p>To use construction to make our own bridge.</p> <p>Growing a pot of grass for the goats to eat.</p> | <p>Making a Gingerbread Man.</p> <p>Races to see who can run as fast as the Gingerbread Man.</p> | <p>To construct houses using straw, sticks and bricks.</p> <p>Family Fairy tale Day – Sharing a picnic with families.</p> | <p>Christmas week – Christmas crafts and songs.</p> | |
| Intent Implementation Impact | <p>Intent: For the children to make sandwiches and to follow instructions by doing so.</p> <p>Implementation: Linking with the</p> | <p>Intent: In an outdoor environment, collect leaves which the children are to place within a line to make their own beanstalk. To</p> | <p>Intent: For the child to make and try porridge – linked to the focused story.</p> <p>Implementation: Demonstrating</p> | <p>Intent: To construct bridges for the children to walk over.</p> <p>Implementation: To give the children ideas what we</p> | <p>Intent: For the child to make their own gingerbread man.</p> <p>Implementation: Discussing how the bakers made a</p> | <p>Intent: For the children to use various materials to make their own houses.</p> <p>Implementation: Provide the</p> | | |

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| | <p>focused story, Little Red Riding Hood, to discuss what Grandma's favourite sandwiches may be. To then demonstrate to the children how to make a sandwich and allow the children to independently make their own.</p> <p>Impact: For the child to develop independence skills whilst also developing their fine motor skills too. The child will then be allowed to eat the sandwich, allowing them to decide whether they liked it or not.</p> | <p>then walk along the beanstalk made.</p> <p>Implementation: Encourage the children to collect leaves, discussing how a beanstalk grows tall so the children need to collect lots of leaves to make theirs reach the sky. Mirror how to walk along it, copying popular refrains from the story.</p> <p>Impact: For the children to work on following instructions, developing their gross and fine motor skills and also copying refrains from the story.</p> | <p>how to make porridge and linking to popular refrains from the story, discussing temperature and taste. To then allow the child to try the porridge.</p> <p>Impact: Giving the child independence in their food tastes, encouraging them to use cutlery and allowing them to understand aspects from the story.</p> | <p>could use to construct a bridge and allow them to use their imaginations to make one themselves.</p> <p>Impact: The children being able to balance to walk across a bridge For them also to use their gross motor skills to manoeuvre items.</p> | <p>gingerbread man in the story and then following with the opportunity for the child to make their own.</p> <p>Impact: Creating an awareness of body parts that the gingerbread needs e.g. legs to run, eyes to see.</p> | <p>materials needed to the children and ask how we should build the houses using the items. Invite a wolf along to see if he can 'blow the houses down'.</p> <p>Impact: Allowing the children to understand why the wolf could blow the houses down in the story.</p> | | |
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| | <p>Intent: To make large scale movements linked to fireworks, allowing the child to express themselves to music.</p> <p>Implementation: Demonstrating to the child various ways that we could move our bodies and allowing them to either copy or have creative flow over the movements they make.</p> <p>Impact: For the child to express themselves, clapping and dancing to music.</p> | <p>Intent: For the child to pay hide and seek with golden eggs, taking turns doing so but working as a team to find them.</p> <p>Implementation: To pass a magic bean around the circle to decide whose turn it is. The child will then work with an adult, discussing propositional language, to decide where to hide it. The other children will then work together to find the golden egg, working as a team.</p> <p>Impact: For the children to work together as a team, developing their friendships to achieve a goal.</p> | <p>Intent: For the child to bring in their favourite teddy bear from home.</p> <p>Implementation: To discuss in circle time why the teddy bears are special to us. To introduce size e.g. is the teddy big like daddy bear or small like baby bear?</p> <p>Impact: To encourage communication and sentence use in a group setting. To also allow the children to feel proud about their bears.</p> | <p>Intent: To grow a small container of grass.</p> <p>Implementation: To discuss how the goats wanted to cross the bridge for some green grass. To then follow on by allowing the children to grow their own pot of grass using soil and grass seed.</p> <p>Impact: Creating an awareness of how grass grows from a seed and for the children to follow simple instructions by doing so.</p> | <p>Intent: To have races with the other children, using refrains from the story.</p> <p>Implementation: To talk about the gingerbread man running fast and then allowing the children to become to gingerbread man themselves. Talk about running away from the people trying to eat him and singing 'Run run as fast as you can'. Who can run away the fastest?</p> <p>Impact: For the children to use their gross motor skills to run and embedding the knowledge from the story, encouraging those language skills.</p> | <p>Intent: To have a family day within the setting linked to fairy tales e.g. Prince and Princess day.</p> <p>Implementation: To invite families into the setting and to allow the children to do activities with them such as making sandwiches and cakes to share with their parents.</p> <p>Impact: For the children to share their knowledge of fairy tale stories with their families.</p> | | |
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| Focused Nursery Rhymes | I'm a Little Teapot | Five Plumb Peas | When Goldilocks went to the House of the Bears | London Bridge | The Gingerbread Man. | This Little Piggy | | |
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