

	Week 1 Zog and The Flying Doctors	Week 2 Each Peach Pear Plum	Week 3 Goldilocks and the Three Bears	Week 4 The Gingerbread Man	Week 4 Little Red Riding Hood	Week 5 The Three Billy Goat's Gruff
Learning Outcomes	Use descriptive language to describe characters and settings. Sequence events from the story and retell using props and visuals. Develop empathy by discussing how characters help others and work as a team.	Recognize rhyming pairs and use them in speech. Develop empathy by identifying emotions in characters. Sequence characters and events from the story.	Understand empathy by discussing how Goldilocks' actions affect others. Compare sizes using mathematical language. Retell and sequence the story with props and visuals.	Understand cause and effect through the story. Develop fine motor skills and explore material changes in baking. Use sequencing and descriptive language to retell the story.	Develop awareness of safety and trust. Use descriptive language to describe characters and settings. Compare and sort objects by size and weight.	Solve problems and build teamwork skills. Explore bridge structures and their properties. Compare and sequence the sizes of the goats.
Key Vocab Inc. 10 Books Tier 2	Expert, seize, cure Dragon, princess, knight, doctor, patient, rescue, medicine, brave, helpful, soar, swoop, heal, cure, illness.	Peep, plum, spy, rhyme, sequence, character, peek, spotted, glimpse, perched, nestled, wander, tangle.	Wonder, Delicious, growled, big, medium, small, porridge, bears, empty, explore, gentle, surprise, cautious.	Chased, pranced, scampered, gingerbread, mix, bake, catch, trick, clever, quick, danger.	Snarled, pounced, burst, basket, stranger, forest, wolf, caution, rescue, woods.	Bridge, gobbled, gnashed, troll, trip-trap, goat, greedy, challenge, threaten, gruff.
Key Questions	How do Zog and the doctors help others? What makes a good team? How would you describe Zog? What problem did they solve in the story?	What do you think this character is feeling? Can you find two words that rhyme?	How do you think the bears felt when they saw their porridge was eaten? Can you find the biggest and smallest object?	Why did the Gingerbread Man run away? What happened after he met the fox?	What should Little Red Riding Hood have done when she met the wolf? How would you describe the wolf?	How did the goats solve their problem? Which goat was the biggest?
Activities	Character Description Writing: Write sentences describing Zog and the doctors using adjectives.	Rhyme Detective: Listen for rhymes and match rhyming word cards (e.g., "plum" and "drum").	Goldilocks Role-Play: Act out the story using props. Size Sorting: Sort bowls, chairs, and beds	Baking Gingerbread: Measure, mix, and bake gingerbread men. Runaway Obstacle Course: Outdoor	Stranger Danger Discussion: Discuss safety choices and trusted adults.	Bridge Building Challenge: Use blocks and materials to build bridges and test their strength.

	<p>Story Sequencing: Arrange pictures of key events in order.</p> <p>Role-Play Rescue Missions: Act out scenes where Zog and the doctors help patients.</p> <p>Create a Medicine Bag: Design and label items Zog might carry to help others.</p> <p>Design Your Own Dragon: Use craft materials to create and decorate a dragon.</p>	<p>Emotion Explorers: Use puppets to role-play emotions and scenarios.</p> <p>Story Sequencing: Arrange story picture cards in order.</p> <p>Creative Collage: Use scissors and glue to make a character collage.</p> <p>Small World Play: Recreate the story using small-world props.</p>	<p>by size (big, medium, small).</p> <p>Porridge Taste Test: Make porridge and compare preferences.</p> <p>Story Map Creation: Draw or stick images to create a story map.</p> <p>Emotion Masks: Make masks to show characters' emotions.</p>	<p>activity to reenact the Gingerbread Man running away.</p> <p>Story Map: Sequence pictures and discuss cause-and-effect events.</p> <p>Decorating Gingerbread: Use icing and sweets to decorate baked gingerbread.</p> <p>Material Exploration: Discuss how ingredients change during baking.</p>	<p>Character Description: Use adjectives to describe characters (e.g., "The wolf is big and scary").</p> <p>Forest Adventure Role-Play: Act out scenes using costumes and props.</p> <p>Basket Sorting: Sort objects by size or weight (e.g., items in Little Red's basket).</p> <p>Safety Posters: Design posters about stranger danger.</p>	<p>Troll Role-Play: Act out scenes with troll masks and props.</p> <p>Size Comparison: Compare toy goats by size and sequence them.</p> <p>Problem-Solving Discussion: Discuss how the goats solved their problem.</p> <p>Caption Writing: Write simple captions for story pictures.</p>
Enhancements	<p>Dragon and doctor props in the role-play area.</p> <p>Story-themed sensory tray with bandages, toy medical tools, and dragon figures.</p>	<p>Rhyming cards in the reading corner.</p> <p>Puppets and props in the sensory tray.</p>	<p>Sensory tray with oats, spoons, and bowls.</p> <p>Role-play area with story-related props.</p>	<p>Baking tools in the role-play area.</p> <p>Gingerbread puzzles for sequencing.</p>	<p>Forest-themed sensory tray with logs, leaves, and bark.</p> <p>Role-play costumes for the wolf and Little Red Riding Hood.</p>	<p>Loose parts for outdoor bridge building.</p> <p>Troll puppet for storytelling.</p>
ELG Links	<p>PSED: Work collaboratively and show concern for others.</p> <p>Literacy: Use descriptive language and sequence events in writing.</p>	<p>PSED: Show sensitivity to others' needs and feelings.</p> <p>Literacy: Recognize rhyme and rhythm in spoken language.</p>	<p>CL: Listen to and talk about stories.</p> <p>Maths: Explore size and comparison.</p> <p>Literacy: Sequence events in a story.</p>	<p>UW: Understand properties of materials and how they change.</p> <p>PD: Handle tools safely with increasing control.</p>	<p>PSED: Show awareness of safety and trust.</p> <p>Literacy: Use descriptive language in storytelling.</p>	<p>Maths: Explore size and sequencing.</p> <p>EAD: Use materials to create props and structures.</p>

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	<p>CL: Listen and respond to questions about the story. EAD: Use creative materials to design props.</p>	<p>PD: Use scissors and tools safely.</p>		<p>Literacy: Retell a story using sequencing language.</p>	<p>Maths: Explore size and comparison.</p>	<p>Literacy: Write captions for story events.</p>
<p>Small Steps</p>	<p>Communication and Language: Develop vocabulary related to helping and healing.</p> <p>PSED: Discuss feelings of characters and importance of teamwork.</p> <p>Literacy: Begin writing simple descriptive sentences about characters.</p>	<p>Communication and Language: Continue to develop phonological awareness by listening for rhymes in stories.</p> <p>Personal, Social, Emotional Development (PSED): Talk about how others show feelings and respond to their emotions.</p> <p>Physical Development (PD): Use scissors with increasing control and precision.</p>	<p>PSED: Show an awareness of others' perspectives by discussing how the bears feel.</p> <p>Communication and Language (CL): Develop listening skills by retelling familiar stories in sequence.</p> <p>Maths: Compare objects and use terms like big, medium, and small.</p>	<p>Understanding the World (UW): Notice differences and changes (e.g., dough to baked gingerbread).</p> <p>Physical Development (PD): Use tools like rolling pins and cutters with increasing confidence.</p> <p>Literacy: Recognize cause-and-effect language in storytelling.</p>	<p>PSED: Understand the importance of following safety rules and trusting adults.</p> <p>CL: Use descriptive language to explain ideas about characters and settings.</p> <p>Maths: Sort and compare objects by size, weight, or type.</p>	<p>Maths: Compare objects using terms like big, medium, and small.</p> <p>EAD: Create and test structures using different materials.</p> <p>CL: Retell stories with sequence and expression.</p>

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Other Curriculum Areas:

Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
See EYFS Maths Yearly Overview						

Music	BBC Bring the Noise When the Cold Wind Blows – EYFS/Early Stage – Activity Plans Session 1 – Understanding the song Session 2 – Parachute Game Session 3 – Winter Soundscape (sessions to be broken down in to smaller sessions where appropriate)					
PE	Get Set 4 PE – Fundamentals: Unit 2 Refine fundamental movements; hopping, galloping, skipping, sliding, changing direction, balancing and running			Get Set 4 PE - Dance: Unit 2 Develop body strength, co-ordination, balance and agility Progress towards a more fluent style of moving, with developing control and grace		
PSED 2 nd Week Goldilocks	Hello Hello (No Outsiders) - I know in my class we are not all the same / I know we are different / I know I can make friends with different people / I know how to make friends. Feelings and perspectives of others. How does Goldilocks feel? How do the bears feel? How does the family feel? How does the bear feel? Ask for help Share resources, ideas and take turns.					