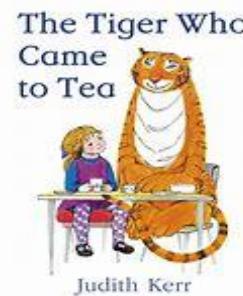


Week 1
WB 25.10.21
National Food



The Tiger
who
came to tea



Week 5&6
WB 22.11.21
Houses &
homes

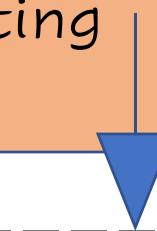


The Three
Little Pigs

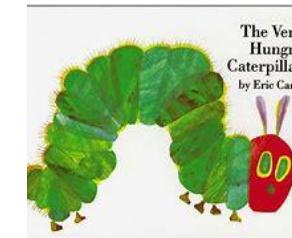


Week 2 –
WB 01.11.21
Food around
the world

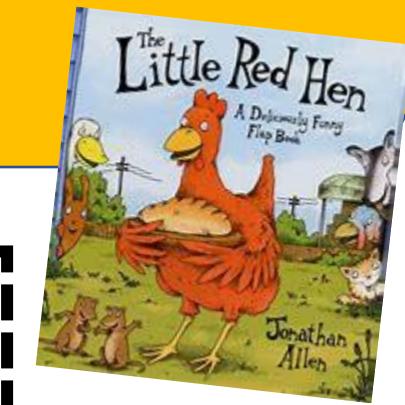
Week 3 – WB
08. 11. 21
Healthy
Eating



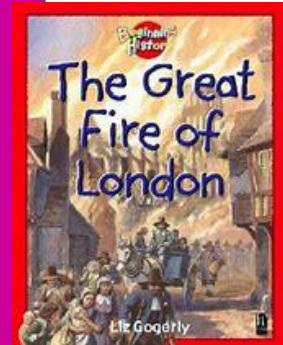
The Very
Hungry
Caterpillar



Week 4 – WB
15.11.21
The Little Red
Hen



Week 7&8
WB 6.12.21
The Great fire
of London



Personal, Social and Emotional Development	Communication and Language
<ul style="list-style-type: none"> ▪ Sharing likes/dislikes in food. ▪ Discussion about 'The Tiger who came to Tea' story: How do you think Sophie felt when she saw the tiger? Do you like tigers? Would you like a tiger to come to your party? Why/why not? ▪ Do you think the tiger should have eaten all the food? Why/why not? ▪ Create circle time and discuss different food around the world. ▪ Discuss why we need to stay healthy and explain what things you need to eat and drink. Explain we can eat chocolate and sweets but in moderation. ▪ Making healthy sandwiches. ▪ Talking about why it is important to be a good friend. Do the children think the other animals were being a good friend to the Little Red Hen? Why/Why not? ▪ Discussing the different characters in the story. What was their behaviour like? Why? Why do you think they might not want to help the Little Red Hen? ▪ Talking about feelings of the characters and how they change. Encourage children to ask the pigs questions about how they felt during different parts of the story. Can they tell the children how they felt when the wolf blew their houses down? Did they feel like giving up? ▪ Explore and look at different objects you can find at home. ▪ Talking about the different people that live in their home. ▪ Talk about how the people who lived during The Great Fire of London may have felt. What could they have done to protect themselves? ▪ Talk about why a firefighter's job is important. 	<ul style="list-style-type: none"> ▪ Roleplaying British tea time/ tea party. ▪ Re-telling the story. Can you change the ending? ▪ Thinking of some amazing adjectives to describe the tiger. ▪ Playing 'Who am I' – Say the description of the food and children to match the country. ▪ Making paper pizza. ▪ Talking about healthy/unhealthy food. ▪ Creating tasty plate. ▪ Creating farm animal puppets to support singing the song: Old McDonald. ▪ Solving riddles about farm animals. What am I? Explore new vocabulary to describe familiar farm animals. ▪ Look at different buildings in the local area. Ask the children to describe one thing they have noticed about the structure of the buildings using a well-formed sentence for example "I can see...because..." ▪ Retell the story with the children. Ask them to use different voices and expressions, such as a 'Big Bad Wolf' voice. ▪ Talk about the different sounds found at home, for example, snoring, boiling or talking. The children recognise the sounds and identify where in the house they are found. ▪ Talk about their own home and the different rooms they have and the objects found in those rooms. ▪ Retell the events of The Great Fire of London using role play and important historical key words. ▪ Explore non-fiction books about fire, fire safety, The Great Fire of London and the emergency services.
Physical Development	
<ul style="list-style-type: none"> ▪ Can you move your body like a tiger? ▪ Making bunting, with flags alternative between Union flags and photos of food grown in the local area. ▪ Designing a healthy food plate for the tiger. ▪ Playing 'tiger Says' game (in the style of Simon Says). ▪ Role playing 'Spaghetti restaurant'. ▪ Moving in a range of ways: skipping, hopping, crawling. ▪ Going for a walk in our local community. ▪ Using Animals available and making them mucky. How can we get them clean? Give them a good wash using soapy water. 	

- Encouraging the children to work together in teams to create windmills in the block/construction area.
- Learning about the crops which are grown on the farm. Use these and chop them up safely to make a healthy vegetable soup.
- Retell the story with the children and encourage them to experiment with different movements during different times of the story. Can they think of a different movement for each character to help retell the story?
- Place lolly sticks, wooden blocks and twigs in the sand tray. Can the children build small world houses?
- Practice fine motor skills, including building and hammering skills.
- Make play cement and add some wooden bricks, blocks and diggers for the children to build their own walls and houses.
- Act out a pretend fire and have a drill. Discuss what the children would do in this situation and how the children can move safely in this situation.
- Create ‘flame hats’ using craft materials.

Literacy	Maths
<ul style="list-style-type: none"> ▪ Draw a picture of a tiger. Can you label it? ▪ Writing a shopping list of things you might buy for your tea party! ▪ Write a book review or discuss it with a grown up. What did you like about this story? What didn't you like? ▪ Draw pictures of the food that tigers might like to eat. Can you label them? ▪ Matching pictures with names of different food, include flags. ▪ Creating a spice board for spices around the world. ▪ Introducing new names of fruits and vegetables using flash cards. ▪ Creating a simple recipe for a sandwich. ▪ Make bread with the children, encourage them to try it and express their likes and dislikes. ▪ Encourage the children to taste some different types of bread and say which is their favourite. ▪ Children to think about what each character could be saying in different parts of the story and write full sentences in speech bubbles. ▪ Create a poem about the wolf, using words to describe the wolf. ▪ Children to bring in photos of their own home and write about what your home looks like. ▪ Use family stick puppets to create and retell familiar stories. ▪ Draw a picture of a fire station and label the things you are familiar with. ▪ Create a timeline of The Great Fire of London. 	<ul style="list-style-type: none"> ▪ Creating repeating patterns using pictures of food. Can you describe the pattern? ▪ Practicing counting by giving out amounts of food to the toys/teddies. ▪ Problem solving – “There were 5 cakes, the tiger ate 3. How many are left?” ▪ Cutting mangoes in different shapes. ▪ Popcorn counting game. ▪ Matching numerals to quantity. ▪ Cutting shapes of different fruits using different materials and sorting them accordingly. ▪ Vegetable shape sorting game. ▪ Adding with strawberry seeds. ▪ Provide weighing scales for the children to explore the weights of different fruit and vegetables. ▪ When making recipes like bread, encourage the children to help measure and count the different ingredients. ▪ Matching stalks to numeral on the carrots. ▪ Tell the children the pigs in the story liked to collect objects in groups of three. Ask the children if they can notice and find a matching group of three in the classroom. ▪ Play a dice game to encourage knowledge of numeral to quantity. Children roll a dice and make a house with the number of blocks shown. ▪ Create big and small sandcastles. ▪ Look at house numbers to encourage counting in 2s ▪ Use 2D shapes to create a fire engine ▪ Match the number of fire hats to the amount in the fire station.

Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ▪ Exploring British Seasonal foods. ▪ Creating a fact file about tigers. What do they eat? Where do they live? ▪ Researching where tigers come from. What is their habitat? How are they suited to the place that they live? ▪ Fish and chip shop role play/ cooking activity. ▪ Baking simple pizza using bread, tomato ketchup and cheese. ▪ Food sorting game. ▪ Creating Mr Potato using different pretend food. ▪ Looking at some of the produce that farm Animals provide for us. For example: milk, cheese, yoghurt, wool, chicken etc. ▪ Looking at the life cycle of a chicken. ▪ Discussing who works at the farm? What are these people called? What do they wear and what is their role? ▪ Look at an aerial view of the local area and ask the children to spot where the pigs might build their houses. ▪ Design a house for all 3 pigs to live in. What would you need to include? ▪ Look at different animal homes. ▪ Explore the ‘Builders Site’ role play area. ▪ Look at the five senses and discuss which sense would be strongest during a fire. 	<ul style="list-style-type: none"> ▪ Painting a picture of a tiger. Using different equipment to experiment with textures for the tiger’s fur. You could use paint, wool, cotton wool, tissue etc. ▪ Singing the song “10 Party Cakes” – there were 10 party cakes sitting on a plate, 10 party cakes sitting on a plate, tiger said yum, tiger said scrum, there are 8 party cakes sitting on a plate... ▪ Using playdough to make different food around the world. ▪ Creating a food collage using different materials to create healthy eating. ▪ Use percussion instruments to make the sound of the different parts of the story. Encourage the children to think about which instrument would be best for the different characters and actions, as well as how they should be played (quiet/loud, slow and fast). ▪ Use puppets to retell the story of ‘the Three Little Pigs’. ▪ Collage three houses using various materials ▪ Recreate your front door and house using junk modelling ▪ Look at wallpaper and practice printing; patterns. ▪ Use instruments and voice sounds to create noises from a fire, for example, ‘crack’, ‘bang’ or ‘pop’ ▪ Role play a real fire and create props to help ‘put it out’.