

# SPRING TERM 1 2024



WEEK 1&2  
WB: 08/01/24

WINTER



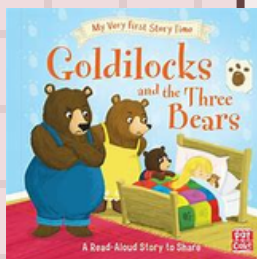
WEEK 3  
WB: 22/01/24  
LITTLE RED  
RIDING HOOD



WEEK 4  
WB: 29/01/24  
THREE BILLY  
GOATS GRUFF



WEEK 5  
WB: 05/02/24  
GOLDILOCKS &  
THE 3 BEARS

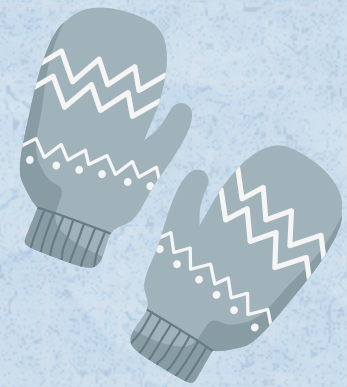


WEEK 6  
WB: 12/02/24  
JACK & THE  
BEAN STALK





# Hello WINTER



## C&L

Teach children the winter vocabulary such as, 'cold, freezing, snow, frost, frozen, slippery and chilly' using pictures.

## PSED

Winter Walk - Using a winter wonder checklist, go on a walk to the park and tick off everything you can see on and off the list

## PD

Cut and stick winter clothing activity.

## LITERACY

The Gruffalos Child - Read the Story to children, explain the 5 key print concepts. Discuss the story, extending vocabulary.

## UW

Exploring ice with winter animals frozen inside. As a group discuss what the children can feel (hot/cold) and the animals that they can see.



## EAD

Children will be singing '5 Little Snowmen' Nursery rhyme using props



## MATHS

### Snowballs counting

Write the numbers 1- 5 on each pair of A5 paper. Place a basket full of snowballs in the middle. Use the tweezers to put the correct number of snowballs on each piece of paper.





# Little Red Riding Hood

## C&L

We will be creating a wolf storytelling chair. Children will sit in the chair and tell stories about wolves as well as make their story predictions.

## PSED

Children will read the story together and talk about the character's feelings. Can children identify the character's feelings? Can they talk about times when they have experienced these feelings too?

## PD

Follow the path sheet. Follow the path using a pencil control sheet.

## Literacy

Children will Read "The little Red Riding Hood" story. the children will discuss What food little red riding hood has packed for her Grandma. There will be a basket and food pictures. The children will cut the food and fill in the basket.

## UW

Children will explore a forest tuff tray. Can they identify different textures?

## EAD

Let children choose one of the mats of 'The Little Red Riding Hood' story. Then let them design a missing feature in the picture with playdough i.e., a cape, a wolf etc.

## Maths

The children will read 'The Little Red Riding Hood' story. Then they will sequence the story cards in order using terminology like: 'first The Little Red Hood went through the forest then she met a wolf...'

# Three Billy Goats Gruff

## PSED

The children will read the story and talk about their emotions.  
Can the children express how they're feeling?

## C&L

The children will listen attentively when reading 'Three Billy Goats Gruff' story. Then they will re-call the story in their own words using the pictures in the book for support.

## PD

The children will cut a mask picture.  
During outdoor play, the children will wear the mask and re-call the story.

## Literacy

The children will listen to the story and listen for the sounds they can hear in the words.  
Can they hear the first sound?  
Can they clap the syllables?

## Maths

Using a small world farm setup, the children will subitise numbers 1 to 3 and as a challenge, 1 to 5. Have some numerals laid out and use toy goats to create a concrete link to the story.

## UW

We will plant some grass seeds in different conditions in the Nursery (Some in the light, some in a dark place, some watered little, and some more. Ask the children which grass the Billy Goats would prefer, and why.

## EAD

Using drums or tambourines, the children will try to keep a steady beat to represent the goats trip-trap footsteps. Can the children change the speed and volume of the beat as they switch between the different goats? How can they use their instrument to show the troll?



# Goldilocks & The Three Bears

## PSED

Children will sit in a big circle to read the story. Can they recognise the high frequency words in the story. What is the moral of the story.

## C&L

A toy bear will be hidden around the setting. Children will find Bear Baby and describe where he is hidden using a variety of positional language.

## PD

Children will make porridge together, and make large stirring movements with the spoon. Children can then use a spoon to feed themselves a small bowl of porridge.

## Literacy

As you read the story, or other bear related stories, draw attention to parts of the book, such as the front cover, and how the book should be handled and used.

## Maths

Goldilocks and the Three Bears counting game.  
(subitising)

## UW

Firstly the children will familiarise themselves with the 'Goldilocks and the 3 Bears' story. The role play area will be set up with 3 distinct size chairs, 3 bowls and spoons and 3 teddies. The children will describe what they can see.

## EAD

Goldilocks and the Three Bears Stick Puppets!  
Children will cut the picture of a bear and make a puppet stick.  
The children will use their imagination and decorate their puppets.



# Jack & The Beanstalk

## PSED

We will create a castle role-play area with the children. Can they find resources to put in the castle? They could also think of castle rules for everyone to follow.

## C&L

We will read the story of 'Jack and the Beanstalk'. Children will try and re-tell the story.

## PD

One child is a giant who is sleeping under the climbing frame. The other children imagine and pretend to climb up the climbing frame as if they are climbing up a beanstalk. They must hurry before the giant catches them.

## Literacy

We will read 'The Giant and the Beanstalk' story, pause at intervals and ask the children to count 1, 2, or 3 syllables of a word for e.g., clap 'giant' 1 syllable or recognise words with the same initial sound for e.g., c.c.c.climb and c.c.c. clever etc.

## Maths

Children will explore different heights of beanstalks and will use the correct terms to describe them.  
e.g. tall/short etc

## UW

A Beanstalk pencil control Activity sheet.

## EAD

We will make green handprints by painting one hand blue and one hand yellow. The children perform the 'magic trick' of rubbing their hands together to make green!