

Aire – Spring 1 Medium Term Plan



Key: **Reception** **Nursery** **All**

Once Upon a Problem/Tales with a Twist - What can traditional tales teach us about choices and consequences?

How can stories help us think differently about familiar characters?

	Focus Book	Key Vocabulary	Key Questions	
Week 1/2	Jack and the Beanstalk - <i>How do our choices affect what happens?</i> Jack and the Baked Beanstalk - <i>Can characters behave differently than we expect?</i>	enormous, climbed, giant, magic, brave, escape	What did the characters choose to do? What happened after they made that choice? Was that a good or bad choice? What is the character like? Did the character do something surprising? Was the character kind or unkind?	Why did the character make that choice? What could they have done differently? How do our choices change what happens next? Did the character act how you expected? Why did the character behave that way? Can characters change in stories?
Week 3/4	The Three Little Pigs - <i>What can we learn from stories?</i> The Three Little Wolves and the Big Bad Pig - <i>What happens when a story takes a new turn?</i>	build, strong, huff, safe, clever, destroy	What happened in the story? What did the character do that was good or bad? What did the character learn? What was different in this story? What surprised you? What would you change in the story?	What message does the story give us? What did the character learn from their actions? What can this story teach us about real life? What is a special book? How is this story different from the original? What does the twist make you think about the characters? How does a twist change the meaning of the story?
Week 5/6	Little Red Riding Hood - <i>How do we know who to trust?</i> Little Red - <i>How can stories help us see things from another point of view?</i>	forest, basket, stranger, worried, brave, rescue	Who was kind in the story? Who helped and who didn't? How did the character feel when someone was unkind? How did the character feel? What would you do if you were in the story? Can stories show different ideas?	How do you know someone is safe? What does the story teach us about trust? Can you always trust what someone says? How does the character see things differently? What does the story make you think about the other side? How can stories help us understand others?

Provision Enhancements

Inside							Outdoors		Visits/ Visitors and Events
Mark-making/creative	Role-play area	Investigation Station	Small world	Playdough	Sensory tray	Fine Motor table	Sand/mud/water	Mark making	
1. Draw your favourite fairy tale character <i>(speech bubbles)</i> 2. Create a castle <i>(rectangles and triangles from scrap paper)</i> 3. Decorate a gingerbread man outline <i>(buttons, collage materials)</i> 4. Make a magic wand <i>(sticks, star cut-out, and feathers, sequins)</i> 5. Draw a beanstalk and add leaves <i>(green paper and glue)</i> 6. Make a crown <i>(card, foil, and sequins)</i>	<i>Fairy Tale Cottage</i> <ul style="list-style-type: none"> Add: Cloaks, crowns, baskets, soft toy wolves or pigs, story props Sign: <i>"Can you act out a fairy tale?"</i>	Focus: Materials, problem-solving <ul style="list-style-type: none"> Straw, sticks, bricks (for building and testing strength) Waterproof vs non-waterproof materials (linked to "Three Little Pigs") Magnets and metal objects (linked to "Jack and the Beanstalk" treasure)	1-2 Three Little Pigs houses, add unexpected characters or props (e.g., a dragon in the pig's house!) 3-4 Jack and the Beanstalk, add unexpected characters or props (e.g., a dragon in the pig's house!) 4-5 Little Red Riding Hood Forest, add unexpected characters or props (e.g., a dragon in the pig's house!)	1-2 Can you make a gingerbread man? <i>(Brown playdough, buttons, googly eyes)</i> 3-4 Can you make a wolf or a pig? <i>(Add animal parts like ears, tails, etc.)</i> 5-6 Can you make three different-sized bowls for the Three Bears? <i>(Use playdough to compare size—small, medium, large—and talk about capacity or ordering by size)</i>	1–2 Sensory Base: green split peas or lentils with dried leaves <ul style="list-style-type: none"> <i>Enhancements: golden coins,</i> 3–4 Sensory Base: Straw, <ul style="list-style-type: none"> <i>Enhancements: scoops and tongs</i> 5–6 Sensory Base: Red and black water beads with forest leaves and twigs <ul style="list-style-type: none"> <i>Enhancements: wolf paw prints</i> 	1–2 Tweezer Sort – Straw, Sticks, Bricks Children use tweezers to sort small items (e.g. straw pieces, lolly sticks, mini bricks or cubes) into trays labelled for each material from <i>The Three Little Pigs</i> . 3–4 Threading Beanstalks Thread green pasta onto pipe cleaners to build a beanstalk for <i>Jack and the Beanstalk</i> . 5–6 Paperclip Castle Chains Children link coloured paperclips together to build chains for castle decorations or Rapunzel's hair.	<i>Frozen Treasure Hunt</i> <ul style="list-style-type: none"> Add: Ice blocks with natural items or gems inside, tools for breaking and melting Focus: Problem-solving, sensory exploration	1-2 Build fairy tale houses using sticks, leaves, and pebbles <i>(Three Little Pigs-style building challenge)</i> 3-4 Create icy patterns with chalk and water <i>(Use wet chalk to draw frosty designs on pavement)</i> 5-6 Make character trails with natural materials <i>(Children create paths or homes for story characters using outdoor items)</i>	- Journey within the local area e.g. a walk around the local area. - Visit to the St Michaels Mount - Chinese New Year celebrations - Visit a library/ visitor from library. - Local Author/ story teller to visit the school or class to read a story to the children

Area of Development	<div><div></div>Continuous Provision (CP) Approaches and enhancements</div> <div>These approaches support child-led exploration and spontaneous language development:</div>	<div><div></div>Adult-Led Approaches</div> <div>These approaches support structured language development and targeted teaching:</div>	Nursery Intended Outcomes	Reception Intended Outcomes
Communication & Language	<div>Listening</div> <ul style="list-style-type: none">Story baskets with props for children to retell and remember stories independently.Small-world setups based on familiar tales (e.g. Jack and the Beanstalk) to encourage listening and joining in with peer storytelling.Cosy book corners with longer stories and soft seating to promote sustained listening. <div>Attention</div> <ul style="list-style-type: none">Story-themed sensory trays (e.g. beans and golden eggs for Jack and the Beanstalk) to encourage switching between listening and doing.Outdoor storytelling circles with natural props to support focused listening and discussion.Independent story stations with headphones and audio books to build attention span. <div>Understanding</div> <ul style="list-style-type: none">Role play areas themed around stories (e.g. castle for Jack, forest for Little Red) to support acting out and retelling.Story maps and sequencing cards available in provision for children to talk through what happened.Loose parts play to recreate story scenes and discuss events. <div>Speaking</div> <ul style="list-style-type: none">Story stones and puppets for children to answer “who?”, “what?”, and “where?” questions during play.Nursery rhyme walls with visual prompts to support joining in and remembering words.Drawing and mark-making areas with story prompts to encourage sentence building and storytelling.Small-world setups with characters from stories to support joining ideas using “and”.	<div>Listening</div> <ul style="list-style-type: none">Guided story sessions with recall questions like “What happened first?”Phonics and carpet sessions with visual aids to support careful listening.Assemblies and longer stories with pauses for prediction and discussion. <div>Attention</div> <ul style="list-style-type: none">Small group story discussions with visual props to maintain focus.Turn-taking games linked to story themes (e.g. passing a golden egg while retelling Jack’s story).Problem-solving discussions during story time (e.g. “What should Little Red do?”) to build sustained attention. <div>Understanding</div> <ul style="list-style-type: none">Adult-led role play with modelling of story language and actions.Story retelling using puppets and props with adult prompting.Concept-based questioning during stories (e.g. “Why did Jack climb the beanstalk?”). <div>Speaking</div> <ul style="list-style-type: none">Structured storytelling sessions where children answer “who?”, “what?”, “where?” questions.Repetition of nursery rhymes with actions to support memory and fluency.Sentence starters and prompts during story time to encourage joining ideas with “and”.Show and tell sessions linked to story themes (e.g. “Bring something from your garden like Jack’s beans”).	<div>Listening</div> <div>I can listen to a story and remember what happened.</div> <div>I can listen to my friends and join in their talk.</div> <div>I can listen carefully when someone is reading a longer story.</div> <div>Attention</div> <div>I can switch between listening and doing something else.</div> <div>I can stay focused when we talk about stories..</div> <div>Understanding</div> <div>I can talk about what happened in a story like Jack and the Beanstalk.</div> <div>Speaking</div> <div>I can answer questions like “who?”, “what?”, and “where?” about stories.</div> <div>I can say simple sentences to talk about what’s happening.</div> <div>I can join in with Nursery Rhymes and remember some of the words.</div> <div>I can start to join my ideas using “and” when I talk about stories like Jack and the Beanstalk.</div>	<div>Listening</div> <div>I can listen carefully during carpet time, phonics, and assemblies.</div> <div>I can listen to stories and understand what is happening.</div> <div>Attention</div> <div>I can concentrate during group and independent tasks.</div> <div>I can stay focused when we talk about problems in stories like Little Red Riding Hood.</div> <div>Understanding</div> <div>I can use talk to act out stories and pretend play, like being Jack or Little Red.</div> <div>I can explain what I’m thinking and describe what I’m doing.</div> <div>I can talk about things that happened before, using words like “yesterday” or “last week”.</div> <div>I can use full sentences to share ideas and respond to others in conversations.</div>
Personal, Social & Emotional	<div>Self-Regulation</div> <ul style="list-style-type: none">Emotion-themed small world play using <i>The Colour Monster</i> figures alongside fairy tale characters (e.g. the sad Giant, angry wolf) to help children talk about how they feel.Cosy corners or sensory spaces decorated like fairy tale forests or castles, offering quiet reflection and self-soothing opportunities.Books and puppets in provision featuring fairy tale dilemmas (e.g. Jack feeling scared, Little Red feeling worried) to prompt emotional talk.Mirrors and emotion cards in dressing-up areas where children can explore how characters might feel (e.g. “How does the wolf feel when he’s left out?”). <div>Managing Self</div> <ul style="list-style-type: none">Tidy-up routines built into fairy tale role play (e.g. “Let’s tidy the pigs’ house before the wolf comes!”) to encourage responsibility.Visual prompts for rules like “kind hands” and “kind words” displayed in themed zones (e.g. castle rules, forest rules).Turn-taking games in construction and small world areas (e.g. building the pigs’ houses together or crossing the troll’s bridge).Snack time routines themed around fairy tales (e.g. choosing porridge like Goldilocks or fruit from Jack’s garden) to promote independence. <div>Building Relationships</div> <ul style="list-style-type: none">Role play and small world setups exploring friendships and family (e.g. Little Red and Grandma, Jack and his mum).Group snack time with prompts like “Who would you share your magic beans with?” to encourage social talk.Family-themed provocations using fairy tale families (e.g. the Three Bears, the Three Little Pigs) to prompt discussion.Outdoor play with shared equipment and fairy tale challenges (e.g. “Can you help your friend cross the bridge like the goats?”) to practise cooperation.	<div>Self-Regulation</div> <ul style="list-style-type: none">Circle time discussions using emotion puppets and fairy tale scenarios (e.g. “How did Jack feel when the beanstalk grew?”).Stories about emotions like <i>The Colour Monster</i> or <i>Ruby’s Worry</i>, paired with fairy tales to explore feelings in context.Calm-down strategies taught using fairy tale characters (e.g. “Let’s breathe like Little Red hiding from the wolf”).Songs and rhymes about feelings and fairy tale characters (e.g. “If you’re happy and you know it, stomp like the Giant”). <div>Managing Self</div> <ul style="list-style-type: none">Carpet sessions introducing rules and routines through fairy tale storytelling (e.g. “What rules would the Three Bears have?”).Social stories about making good choices, linked to fairy tale dilemmas (e.g. “Should Goldilocks go into the house?”).Group games to practise turn-taking and problem-solving (e.g. “Help Jack pack his bag for the adventure”).Praise and celebration routines linked to fairy tale achievements (e.g. “You climbed the beanstalk just like Jack!”). <div>Building Relationships</div> <ul style="list-style-type: none">Circle time to talk about fairy tale families and friendships (e.g. “Who helps Little Red in the story?”).Stories and role play exploring empathy and kindness (e.g. “How could the wolf be a better friend?”).Small group discussions about special people and fairy tale characters (e.g. “Who would you invite to your fairy tale tea party?”).Guided play modelling respectful communication and conflict resolution (e.g. “Let’s help the pigs talk to the wolf kindly”).	<div>Self-regulation:</div> <div>I can talk about how I feel.</div> <div>I can wait for a short time when I need something.</div> <div>I can tidy up the things I’ve used.</div> <div>I can follow the rules in nursery.</div> <div>Managing Self:</div> <div>I can explore and play with confidence.</div> <div>I can use the visual timetable to know what is happening next.</div> <div>Building Relationships:</div> <div>I can come into nursery by myself.</div> <div>I can talk about my family.</div> <div>I can be friendly with other children.</div>	<div>Self-regulation:</div> <div>I can talk to someone or calm myself down when I feel very upset.</div> <div>I can feel proud when I achieve something.</div> <div>I can follow the rules in school.</div> <div>Managing Self:</div> <div>I can follow the rules and help others do the same.</div> <div>I can feel proud of what I can do.</div> <div>I can do things by myself like getting my dinner, asking for help, or getting a drink.</div> <div>I can choose healthy food at lunchtime.</div> <div>Building Relationships:</div> <div>I can play with my friends in and out of the classroom.</div> <div>I can build relationships and have a special friend.</div>

Physical Development	<p>Gross Motor</p> <ul style="list-style-type: none">Outdoor play with bikes, scooters, climbing frames, and tree stumps to build strength and coordination — children can pretend to ride through the forest like Little Red Riding Hood or escape from the wolf.Sand and water play with scooping, pouring, digging, and lifting — children can dig for golden eggs or build castles for fairy tale characters.Music and movement zones with scarves, ribbons, and instruments — children can dance like Jack climbing the beanstalk or stomp like the Giant.Construction areas with crates and large blocks — children can build houses for the Three Little Pigs or bridges for the Billy Goats Gruff.Nature walks and obstacle trails — children can crawl under “tunnels” like the wolf sneaking through the woods or climb “beanstalks” made from ropes and crates.Soft play shed with tunnels and large foam blocks — children can act out fairy tale journeys, crawling through caves or hiding from dragons. <p>Fine Motor</p> <ul style="list-style-type: none">Mark-making stations with chunky crayons, chalks, and paintbrushes — children can draw fairy tale characters or scenes like castles, forests, and beanstalks.Playdough tables with rolling, pinching, and squeezing tools — children can create magic beans, crowns, or fairy tale creatures.Snack time with opportunities to practise spoon use and self-feeding — children can serve themselves “porridge” like Goldilocks or “fruit from the Giant’s garden.”Cutting stations with spring-loaded scissors and adult support — children can cut out masks for the wolf, crowns for royalty, or leaves for a beanstalk.Loose parts play with threading, tweezers, and small manipulatives — children can thread “magic necklaces,” build “bean towers,” or decorate “fairy wings.”	<p>Gross Motor</p> <ul style="list-style-type: none">Guided movement sessions (e.g. scarf dance, action songs) — children can act out fairy tale stories like climbing the beanstalk, skipping through the forest, or dancing at the ball.Adult-led climbing and balancing challenges — children can “cross the troll’s bridge” or “climb the castle wall” with adult support and safety modelling.Music sessions with clapping, stamping, and body percussion — children can stomp like giants, tiptoe like mice, or gallop like horses from fairy tales.Targeted outdoor challenges — prompts like “Can you crawl under the tunnel like the wolf?” or “Can you balance like the Three Billy Goats?” help build control and core strength. <p>Fine Motor</p> <ul style="list-style-type: none">Dough Disco sessions using multisensory techniques — children can squeeze and roll dough to make fairy tale props like magic beans or golden eggs.Adult modelling of tool use (e.g. scissors, pencils, tweezers) — children can be guided to create fairy tale puppets or props for storytelling.Guided mark-making sessions — children can draw scenes from <i>Jack and the Beanstalk</i> or <i>Little Red Riding Hood</i>, focusing on grip and control.Structured cutting tasks — children can cut out fairy tale characters, shape “bean leaves,” or design “castle windows” with one-to-one support.	<p>Gross Motor: I can put on my own coat (but I might need help to do it up). I can put on my own shoes. I can walk up and down stairs with control and balance. Fine Motor: I can use a four-finger grip to hold mark-making tools. I can build using construction toys like Duplo and Mobilo I can use scissors with more independence.</p>	<p>Gross Motor: I can move my body with strength, balance and coordination. I can dance to music and show different movements. Fine Motor: I can hold my pencil with a good grip. I can use tools like scissors with growing skill.</p>
Literacy	<p>Comprehension</p> <ul style="list-style-type: none">Story baskets with props and puppets from familiar fairy tales (e.g. <i>Jack and the Beanstalk</i>, <i>The Three Little Pigs</i>) to encourage joining in with repeated refrains and retelling.Listening stations with audio versions of longer fairy tales and headphones to support sustained listening.Rhyme walls and song stations featuring fairy tale rhymes (e.g. “Fee-fi-fo-fum”, “Who’s afraid of the big bad wolf?”) to support singing and repetition.Book corners with themed displays and fairy tale books for children to explore favourites and talk about what they liked or didn’t like. <p>Word Reading</p> <ul style="list-style-type: none">Name recognition activities using fairy tale-themed name cards (e.g. “Jack’s name bean”, “Red’s basket label”) to support identifying their own name.Clapping syllables in character names (e.g. “Gold-i-locks”, “Bean-stalk”) to explore rhythm in spoken words.Letter hunts in fairy tale scenes (e.g. “Find the letter hiding in the castle”) to support grapheme recognition. <p>Writing</p> <ul style="list-style-type: none">Drawing and mark-making stations with fairy tale prompts (e.g. “Draw the Giant’s castle”, “Make a map for Little Red”) to encourage meaningful marks.Name writing areas with themed prompts (e.g. “Write your name on a magic bean”, “Sign your fairy tale scroll”) to support early writing.Construction and small world zones with clipboards and pencils for children to label their creations (e.g. “This is the pig’s brick house”).	<p>Comprehension</p> <ul style="list-style-type: none">Guided story sessions with fairy tales and twisted versions (e.g. <i>Jack and the Jellybean Stalk</i>) followed by discussion: “What did you like? What was different?”Vocabulary building during storytelling (e.g. “What does ‘enormous’ mean?” when describing the Giant).Book prediction activities using front covers and blurbs (e.g. “What do you think will happen in <i>The Wolf’s Story</i>?”).Story sequencing using props or pictures to retell tales like <i>Little Red Riding Hood</i>. <p>Word Reading</p> <ul style="list-style-type: none">Phonics sessions using fairy tale-themed flashcards and games (e.g. “Find the sound hidden in the forest”).Blending games with VC and CVC words linked to stories (e.g. “Can you blend ‘pig’, ‘mud’, ‘hut’?”).Common exception word hunts in fairy tale texts (e.g. “Can you spot ‘the’, ‘to’, ‘no’ in <i>The Gruffalo’s Child</i>?”). <p>Writing</p> <ul style="list-style-type: none">Guided writing sessions where children write simple CVC words linked to stories (e.g. “Write ‘pig’, ‘bed’, ‘fox’ from <i>The Three Little Pigs</i>”).Letter formation practice using fairy tale prompts (e.g. “Write the Giant’s name in big letters”).Story scribing where children dictate their own fairy tale endings and adults model writing.Writing challenges like “Can you write a label for Jack’s bag?” or “Write a message to the wolf”.	<p>Comprehension: I can sing lots of rhymes and songs. I can listen to longer stories. I can join in with parts of stories and rhymes I know well. Word Reading: -I am beginning to recognise my own name with support. -I am beginning to recognise rhythm in spoken words by clapping syllables. Writing: I can add marks to my drawings. I can make a mark that means my name to me.</p>	<p>Comprehension: I can talk about my favourite books and rhymes. I can say what I liked or didn’t like about a story. I can understand new words in stories. I can use the front cover or blurb to guess what a book might be about.. Word Reading: I can continue to read individual graphemes (letters sounds). I can blend simple sounds into VC or CVC words. I can read a few common exception words matched to the school’s phonic programme. Writing: I can write letters for the first and last sounds in words. I can build and write simple CVC words.</p>
Mathematics	<p>Subitising</p> <ul style="list-style-type: none">Fairy tale treasure hunts using natural objects (e.g. golden eggs, magic beans) grouped in 3s and 4s to encourage subitising and visual pattern recognition.Dice games in small world areas (e.g. roll to help Jack climb the beanstalk or cross the troll’s bridge) using dot patterns up to 5.Story-themed counting mats (e.g. “How many pigs are hiding?” or “How many bowls of porridge?”) to match numbers to groups.	<p>Subitising</p> <ul style="list-style-type: none">Guided subitising sessions using dot cards and fairy tale props (e.g. “How many magic beans do you see?”) to build instant recognition.Matching games with dice patterns and fairy tale characters (e.g. “Match the number to the pigs in the story”).Story-based subitising (e.g. “Goldilocks has 3 bowls – can you show that in different ways?”).	<p>I can make groups of 3 and 4 using natural objects. I can explore how numbers are made of parts using stories. I can subitise 3 and 4 in different patterns. I can count actions like claps and jumps.</p> <p>Mass and Capacity</p>	<p>Subitising I can subitise up to 5 using dice patterns. I can match numbers to groups up to 5.</p> <p>Counting, Ordinality & Cardinality I can count in order and see the staircase pattern.</p>

	<p>Counting, Ordinality & Cardinality</p> <ul style="list-style-type: none">• Action counting games like “Jump like Jack” or “Clap like the Giant” to count movements and build cardinality.• Fairy tale number lines (e.g. stepping stones across the river or beanstalk rungs) to explore counting in order and staircase patterns.• Role play counting prompts (e.g. “How many bricks do the pigs need?” or “How many steps to Grandma’s house?”) to support one-more understanding. <p>Composition</p> <ul style="list-style-type: none">• Loose parts play with magic beans, jewels, or buttons to explore number bonds (e.g. “Can you show 5 using different parts?”).• Fairy tale sorting trays (e.g. “Make 6 using 5 and a bit more”) with themed manipulatives like crowns, leaves, or coins.• Castle building challenges using blocks to show how numbers are made of parts (e.g. “Build a tower with 3 red and 2 blue blocks”). <p>Comparison</p> <ul style="list-style-type: none">• Small world setups with unequal groups (e.g. “Does the wolf have more food than the pigs?”) to compare quantities.• Snack time maths (e.g. “Who has more grapes?” or “Can you make your plate equal to your friend’s?”) to use comparison language.• Fairy tale matching games (e.g. “Match the number of beans to the number of steps Jack climbs”) to explore equal and unequal sets.	<p>Counting, Ordinality & Cardinality</p> <ul style="list-style-type: none">• Adult-led counting songs (e.g. “1, 2, 3 – climb the beanstalk with me!”) to reinforce number order.• Ordinality games (e.g. “Who was first to cross the bridge?” or “Which pig built their house second?”).• One-more challenges using fairy tale props (e.g. “Jack has 4 beans, what if he finds one more?”). <p>Composition</p> <ul style="list-style-type: none">• Number composition stories (e.g. “Jack has 5 beans – 2 are magic, 3 are normal”) to explore part-whole relationships.• Guided maths tasks using manipulatives to show “5 and a bit” for numbers 6 and 7 (e.g. “Can you build 6 using 5 golden coins and 1 silver?”).• Fairy tale maths mats with visual prompts to explore number bonds and combinations. <p>Comparison</p> <ul style="list-style-type: none">• Adult-led comparison games (e.g. “Who has more treasure – the Giant or Jack?”) using real objects.• Maths talk prompts during stories (e.g. “Did the wolf eat more than one pig?” or “Are the bowls equal in size?”).• Sorting and matching activities to reinforce “more than”, “fewer than”, and “equal to” using fairy tale items.	<p>I can say which object is heavier or lighter using buckets and natural items. I can balance objects using seesaws or planks. I can fill and empty containers in water/sand/mud play. I can compare how much containers hold using jugs and scoops.</p>	<p>I can say which number is one more than the last.</p> <p>Composition I can explore the number 5. I can show how 6 and 7 are “5 and a bit”.</p> <p>Comparison I can compare groups and make them equal. I can use words like “more than”, “fewer than”, and “equal to”.</p> <p>Mass and Capacity Compare mass I can say which object is heavier or lighter. I can use words like “heavier” and “lighter” when I compare things. Find a balance I can use a balance scale to find out which object is heavier. I can make both sides of the scale equal. Explore capacity I can fill and empty containers. I can say if something is full, empty, or half full. Compare capacity I can compare how much different containers hold. I can say which container holds more or less</p>
<p>Understanding the World</p>	<p>Past and Present</p> <ul style="list-style-type: none">• Fairy tale small world play with old-fashioned props (e.g. carriages, cottages, spinning wheels) to help children explore what life was like “a long time ago.”• Role play areas set up as old shops or homes (e.g. Grandma’s cottage from <i>Little Red Riding Hood</i>) to compare old and new.• Photo displays showing fairy tale settings vs. modern environments (e.g. castles vs. houses) to prompt talk about past and present.• Loose parts play with “old” and “new” items (e.g. wooden vs. plastic tools) to support sorting and discussion. <p>People, Communities and Culture</p> <ul style="list-style-type: none">• Fairy tale walk maps where children spot familiar signs and shops on their way to “Grandma’s house” or “Jack’s market.”• Transport-themed small world (e.g. carts, horses, and modern vehicles) to explore how characters travel and how children get to nursery.• Story corner displays showing fairy tales from different cultures (e.g. <i>The Greedy Frog</i>, <i>The Magic Paintbrush</i>) to prompt comparisons.• Festival table with New Year items and fairy tale books from around the world to explore celebrations and storytelling traditions. <p>The Natural World</p> <ul style="list-style-type: none">• Winter nature trays with ice, snow, leaves, and sticks — children can explore materials like the ones found in fairy tale forests.• Outdoor exploration of trees and plants — children can look for “beanstalks,” “magic leaves,” or “wolf tracks.”• Animal-themed small world (e.g. forest animals from <i>The Gruffalo</i> or <i>Little Red Riding Hood</i>) to talk about habitats and seasonal changes.• Sensory play with melting ice and natural materials to explore change and texture in a fairy tale forest setting.	<p>Past and Present</p> <ul style="list-style-type: none">• Story-based discussions about life “in the past” using tales like <i>Jack and the Beanstalk</i> or <i>The Elves and the Shoemaker</i>.• Sorting activities with old vs. new objects (e.g. “Would the Giant use this?”) to introduce vocabulary like “a long time ago.”• Timeline games using fairy tale characters to explore sequencing and historical language. <p>People, Communities and Culture</p> <ul style="list-style-type: none">• Circle time discussions about how fairy tales are told in different countries (e.g. <i>Little Red Riding Hood</i> in Europe vs. <i>Lon Po Po</i> in China).• Comparing traditions using New Year celebrations and fairy tale storytelling from different cultures.• Guided map activities where children trace how characters travel (e.g. “How did Jack get to the market?” vs. “How do you get to nursery?”).• Story comparisons to explore similarities and differences in characters, settings, and morals across cultures. <p>The Natural World</p> <ul style="list-style-type: none">• Winter walks to observe seasonal changes and describe what children see, hear, and feel — linked to stories like <i>Jack Frost</i> or <i>The Snow Queen</i>.• Guided ice exploration with adult questioning (e.g. “What happens when the ice melts?”) to support scientific thinking.• Animal fact sessions linked to fairy tale creatures (e.g. wolves, bears, goats) to explore habitats and adaptations.• Plant observation using fairy tale prompts (e.g. “What would Jack’s beanstalk look like in winter?”) to discuss growth and change.	<p>Past and Present I can tell if something is old or new. I can recognise old and new things like cars, shops, and photos. People, Communities and Culture I can spot signs and shops I know when I go for a walk. I can talk about how I get to nursery and what vehicles I see. The Natural World I can notice changes in the weather in winter. I can explore ice and snow and talk about what happens when it melts. I can look closely at plants and trees and talk about what I see. I can talk about animals I might see in the forest. I can use my senses to explore natural things like leaves, sticks, and stones.</p>	<p>Past and Present I can talk about important people from the past. I can talk about things that happened a long time ago. I can use words like “in the past” and “a long time ago”.</p> <p>People, Communities and Culture I can learn about how people live in other countries. I can talk about what is the same and different in other countries. I can talk about different stories people love and how they are the same or different. I can talk about how people celebrate special times like New Year or festivals. I can say how fairy tales are told in different parts of the world. I can talk about religious stories I have heard. I can use and understand some religious words like God, prayer, and worship. I can say how I feel about the stories I hear. I can name a special book like the Bible. I can say what religious stories teach people, like being kind or saying thank you.</p> <p>The Natural World I can describe what I see, hear, and feel outside in winter. I can talk about how the seasons change and what happens in winter. I can explore materials like ice and talk about how they change. I can name some animals that live in cold places or forests. I can talk about how plants grow and change over time. I can explore natural environments like forests and mountains in stories.</p>

Expressive Arts & Design	<p>Creating with Materials</p> <ul style="list-style-type: none">• Drawing stations with fairy tale prompts (e.g. “Draw the Giant’s castle” or “Make a map for Little Red”) to encourage simple pictures and storytelling through art.• Art tables with collage materials like pom-poms, glitter, and fabric scraps to decorate fairy tale characters or scenes (e.g. crowns for royalty, magic wands).• Loose parts and junk modelling to build fairy tale props (e.g. bridges for Billy Goats, houses for the pigs) using different materials.• Painting areas with natural colours and textures to recreate forest scenes or magical landscapes.• Self-portrait stations where children can draw themselves as fairy tale characters (e.g. “What would you look like as a hero or a witch?”). <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none">• Role play areas themed around fairy tales (e.g. Grandma’s cottage, castle banquet, troll’s bridge) to encourage imaginative storytelling and acting out familiar tales.• Nursery rhyme and song stations with fairy tale-themed rhymes (e.g. “Fee-fi-fo-fum”, “Who’s afraid of the big bad wolf?”) to support singing and memory.• Music corners with instruments and fairy tale soundtracks for children to explore beat and movement.• Dance and movement zones with scarves and ribbons for children to hop, skip, and twirl like fairy tale characters.• Cultural music listening stations featuring songs from around the world that link to global fairy tales (e.g. African drumming for <i>Anansi</i>, Chinese flute for <i>Lon Po Po</i>).	<p>Creating with Materials</p> <ul style="list-style-type: none">• Guided drawing sessions where children add detail to fairy tale characters (e.g. “Let’s draw the wolf’s sharp teeth or Jack’s magic beans”).• Adult-supported building tasks using recycled materials to create fairy tale settings (e.g. “Can you build the pigs’ houses with different materials?”).• Tool-use modelling (e.g. scissors, glue sticks, hole punchers) during fairy tale craft activities like making crowns, masks, or story books.• Art appreciation sessions exploring fairy tale illustrations from around the world and discussing materials used.• Revisiting creations to improve or add detail (e.g. “Can you add a chimney to your pig’s house?” or “Let’s add glitter to your magic wand”). <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none">• Storytelling sessions where children make up their own fairy tales and act them out with props and costumes.• Action song sessions with fairy tale themes (e.g. “Dance like the Giant”, “Skip like Little Red”) to explore movement and rhythm.• Music-making activities using instruments to create soundscapes for stories (e.g. stomping for the Giant, tiptoeing for the wolf).• Cultural music and dance sessions exploring songs and dances from different countries linked to fairy tales.• Group creative sharing where children present their artwork or performances to peers (e.g. “Show us your troll dance!” or “Tell us about your castle drawing”).• 	<p>Creating with Materials</p> <p>I can draw simple pictures like potato people. I can name what I’ve drawn and draw things I remember. I can add more to my pictures and creations, like pom-poms or glitter. Being Imaginative and Expressive I can include things I’ve done in my role play. I can talk about music I like or don’t like. I know and sing lots of nursery rhymes. I can listen to songs from different cultures.</p>	<p>Creating with Materials</p> <p>I can draw and paint pictures with more detail. I can build and make things using different materials. I can safely build with a purpose and talk about what I made. I can choose tools and explain how I used them to make something. I can draw pictures of animals like those from the Arctic or Antarctic. I can go back to my ideas and make them better. I know that different materials can be used to make art. I can explore art from different places around the world. Being Imaginative and Expressive I can make up my own stories and play them with friends. I know songs and dances from around the world. I can join in with songs and remember some of the words. I can do action songs with movements. I can move in different ways to music, like hopping or skipping. I can make music and understand what a beat is. I can share my creative ideas and work with others.</p>
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