

## Unit planner: What happened in the end? FS1 6 weeks

<p><b>Key Concepts:</b> Conflict, friendship, justice, fairness, morals and choices</p>	<p><b>Intent:</b> To provide opportunities to look at different traditional tales and understand the difference between right and wrong and the consequences of actions.</p>	
	<p><b>Starter:</b> Set up the home corner to reflect the traditional tales <b>Outcome:</b> Children to act out familiar scenes.</p>	
<p><u>Communication and Language (Nursery)</u>  <b>Listening, attention and understanding</b>            Enjoy listening to longer stories and can remember much of what happens.            Can find it difficult to pay attention to more than one thing at a time.            Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".            Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"            Can the child answer simple 'why' questions?  <b>Speaking</b>            Use a wider range of vocabulary.            Sing a large repertoire of songs.            Know many rhymes, be able to talk about familiar books, and be able to tell a long story.            Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.            May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'            Use longer sentences of four to six words.            Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.            Can start a conversation with an adult or a friend and continue it for many turns.            Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p><b>Subject:</b></p>	<p><b>Key Vocabulary:</b></p>
<p><u>PSED(Nursery)</u>  <b>Self regulation</b>            Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.            Develop their sense of responsibility and membership of a community.            Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.            Increasingly follow rules, understanding why they are important.            Do not always need an adult to remind them of a rule.            Develop appropriate ways of being assertive.            Talk with others to solve conflicts.            Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  <b>Managing self</b>            Show more confidence in new social situations.  <b>Building relationships</b>            Become more outgoing with unfamiliar people, in the safe context of their setting.            Play with one or more other children, extending and elaborating play ideas.            Begin to understand how others might be feeling.            Does the child take part in other pretend play with different roles - being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?  <u>Physical Development (Nursery)</u>  <b>Gross motor skills</b>            Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.            Go up steps and stairs, or climb up apparatus, using alternate feet.            Skip, hop, stand on one leg and hold a pose for a game like musical statues.            Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p><b>PSED Continuous across all areas</b></p> <ul style="list-style-type: none"> <li>• ELFing with the children to gather evidence through photos and notes to be put into learning journeys.</li> <li>• Can I play alongside other children to act out a familiar tale?</li> <li>• Can I say who is my favourite character and why?</li> <li>• Can I talk about what creatures or things that frighten me?</li> <li>• Can I talk about who I live with?</li> <li>• Can I say if Goldilocks was good or naughty?</li> </ul>	<p>Good, bad, naughty, scared, brave, rules</p>
<p><b>Communication and Language Continuous across all areas</b></p> <ul style="list-style-type: none"> <li>• Can I listen carefully to the stories and answer questions/ talk about what happened?</li> <li>• Can I follow instructions to make porridge?</li> <li>• Can I explain how I made my porridge?</li> </ul> <p>ELF with the children in the home corner, take photos and notes to put in their learning journeys as evidence.</p>	<p>Repeated refrains from the stories:            'I'll huff and I'll puff 'til I blow your house down'            'Who goes trip trap over my bridge'            Who's been eating, sitting, sleeping</p>	
<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>• Can I pretend to be happy, sad, frightened or angry like the characters?</li> <li>• Can I use materials to make a bridge like the 3 Billy Goats?</li> <li>• Can I use materials to make houses for the 3 Little Pigs?</li> <li>• Can I play instruments to match the characters in the stories?</li> <li>• Can I sing 'When Goldilocks went to the house of the bears'?</li> </ul>	<p>Feelings, fold, stick, join, strong, weak, instrument names, loud, quiet, rhythm</p>	
<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Can I record myself talking like the characters in the stories.</li> <li>• Can I take a selfie of me pulling a happy, sad or frightened face?</li> <li>• Can I find a material that cannot be blown over and a material that can?</li> <li>• Can I follow instructions to make porridge?</li> </ul>	<p>Ingredients, saucepan, mix, bowl, spoon, cooker, microwave, hot, cold, runny, thick, delicious, taste, breakfast, cereal, change, different</p>	
<p><b>PD</b></p> <p>Can I balance on a 'bridge'            Can I move like a bear, wolf, troll?            Can I say why it's important to wash my hands before cooking?</p>	<p>Balance, crawl, tip toe, stomp, germs, healthy</p>	
<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• 3 Little Pigs</li> <li>• 3 Billy Goats Gruff</li> <li>• Goldilocks and the three bears</li> </ul>	<p><b>Maths links:</b></p> <ul style="list-style-type: none"> <li>• See Maths overview</li> <li>• Size vocabulary linked to stories</li> <li>• Positional language linked to stories</li> <li>• What is 3?</li> </ul>	
<p><b>Enrichment:</b>  <b>Trips:</b> Visit from the goat farmer  <b>School environment:</b> Visit the staffroom and kitchens to see where food is prepared in school. Meet the kitchen team.</p>		

Start taking part in some group activities which they make up for themselves, or in teams.

Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

#### **Fine motor skills**

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Start to eat independently and learning how to use a knife and fork.

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and toothbrushing.

### Understanding the World (Nursery)

#### **Past and Present**

Begin to make sense of their own life-story and family's history.

#### **People, culture and Communities**

Show interest in different occupations.

Explore how things work.

Continue to develop positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

#### **The Natural World**

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

### Expressive Art and Design (Nursery)

#### **Creating with materials**

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Explore colour and colour-mixing.

#### **Being Imaginative & expressive**

Take part in simple pretend play, using an object to represent something else even though they are not similar.

