

**We will help our friends to learn to:**

<b><u>Communication</u></b>	<b><u>Physical</u></b>	<b><u>Personal, Social, Emotional</u></b>
<p>To role play events from The Three Little Pigs in their play</p> <p>Understand 'why' questions, like: "Why did the wolf huff and puff?"</p> <p>To use talk to organise ideas, describe events, and explain simple cause and effect.</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>To move in a range of ways e.g. skip, hop, stand on one leg and hold a pose</p> <p>To use one-handed tools with growing control, confidence, and safety (e.g., scissors, glue spreaders, paintbrushes, pens) (e.g., scissors, glue spreaders, paintbrushes, pens).</p>	<p>Remember rules without needing an adult to remind them</p> <p>Support children to recognise feelings in themselves and others and to link them to events</p> <p>Talks about how the characters in The Three Little Pigs might be feeling and responds based on what they think each one needs or wants.</p>

<b><u>Literacy</u></b>	<b><u>Number</u></b>
<p>Count or clap syllables in a word</p> <p>Name the characters in a story and start to sequence events correctly.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Name 2D shapes and combine them to make new ones</p>



**Key Vocabulary**

Huff, puff, blow, build, stack, house, home, tall, strong, high, low, big, small, window, door, sticks, straw, leaves, bricks, hard, soft, mix, patterns, colour names.

**Adaptive teaching and a Total Communication approach will include:**

**Visual support / real objects** (e.g., story props such as straw/sticks/bricks, small houses, a toy wolf and pigs, picture symbols, mark-making and colouring resources)

**Gestures / actions** (e.g., acting out building/stacking, knocking at the door, huffing and puffing, blowing, mixing, pointing to high/low and big/small)

**Signing (BSL)** (key signs linked to the story, e.g., pig, wolf, house, door, blow, help, scared, big, small),

**The World**

Name different types of homes, notice what homes are made from, like bricks, stone, wood.

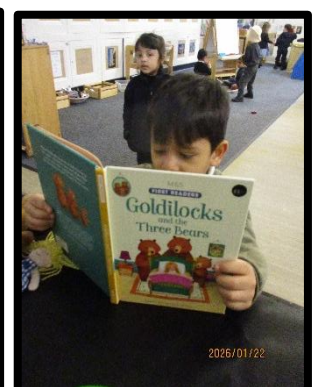
Talks about why things happen and how things work for examples cause and effect toys

**Expressive Arts**

Begin to develop stories using small world equipment

Decide which materials to use and how to join them

[https://www.youtube.com/watch?v=WR4L\\_t6IAfc](https://www.youtube.com/watch?v=WR4L_t6IAfc)



## Key experiences:

### Forest Area: Build homes for the Three Little Pigs

Children will use natural materials (e.g., sticks, leaves, mud, straw/grass) to design and build houses. They will test which materials feel strong/weak and hard/soft, and talk about how to make a home taller, stronger, and safer (e.g., adding a door/window, stacking carefully). Children will use story language as they build (e.g., “build a strong house,” “huff and puff,” “blow”).

### Physical Games (What’s the Time Mr Wolf / Hide and Seek / Red Light, Green Light)

Children will take part in chasing and stopping games that support counting, listening, turn-taking, and following rules. They will practise gross motor skills (running, stopping, changing direction safely) and use positional and number language (e.g., fast/slow, near/far, stop/go, 1–10).

### Huff and Puff Painting

Children will mix powder paint colours and use blowing techniques to move paint across paper, practising controlled breathing (“huff and puff”) and observing how the paint spreads. They will describe what they see using simple descriptive language (e.g., lines, swirls, patterns, wet/dry, light/dark, more/less).

### Block Play: Build homes for the Three Little Pigs and retell the story

Children will use blocks to create enclosures and homes for the pigs, then add small-world characters to retell or invent story scenarios. They will develop cooperative play by sharing resources, taking on character roles, and building together. Some children will create simple narratives using repeated phrases and story vocabulary.



## Ways to help at home:

**Active:** Go on a local walk identifying different types of homes

**Creative:** Make a model house out of packaging to practice cutting, joining skills and learning about using scissors safely

**Encourage:** Talk with your child about different homes on your walk, using words like big/small, high/low, windows, doors etc.

**Share:** Please send in photos from your local walk (any interesting homes you spot), and/or your child’s finished model house.



## Key dates:

**Supporting Learning at Home Sessions:** Thursday 15th January/Thursday 29th January 9am-10am

**Sensory Explorers Workshop:** Tuesday 27<sup>th</sup> January and 3<sup>rd</sup> February 9am–10am

**Half-Term** 16/02/26 – 20/02/26 Children return to school On 23/02/26

**World Book Day:** Thursday 5th Mar 2026 children can come dressed as their favourite story character

This week, the children have thoroughly enjoyed exploring the story of Goldilocks and the Three Bears. This traditional tale has provided a rich starting point for learning, drawing children into a world of imagination, language, and creative play.

Goldilocks and the Three Bears is a wonderful story for developing early understanding of opposites and descriptive language. The children enjoyed discussing “too hot” and “too cold,” “too hard” and “too soft,” etc. The three different sized bears also supported our early maths learning, as children compared size and explored ordering and matching. The repetitive phrases helped children to remember familiar parts as they retold the tale in their own words.

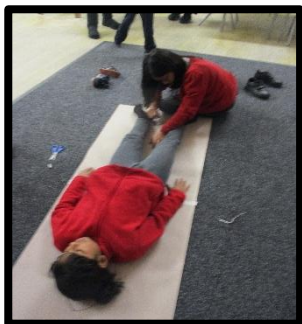
**Indoors:** In the writing area, children created their own versions of the story. They chose characters and props to draw and used their developing phonological knowledge to label their work. This supports early writing and helps children understand that marks, symbols, and letters carry meaning.

The children made porridge using oats and milk. They followed a simple recipe, measured ingredients, and engaged in a range of sensory experiences through touch, taste, and smell. Children then added honey and talked about how it changed the flavour and texture.

In the creative area, we focused on developing fine motor skills through a variety of tools and materials, while exploring how to join and construct resources together. Children created their own story props for the Goldilocks and the Three Bears, making both 2D and 3D items including chairs and beds for the bears, as well as puppets of the characters. These props were then used to retell the story.



Our Old Palace Club friends helped us to make large characters from the story, which the children loved using in their role play and story retelling.



### Outdoors:

Outdoor learning brought the story to life, the children collected natural materials such as sticks, twigs, and leaves to make “porridge” for the bears. They acted out parts of the story and added their own ideas. For example, some children thought Goldilocks might be hungry, so they made food for her and “sent” it to her. Others worked together to create full menus for all the characters.

During block play, the children worked carefully as a team to carry and place blocks to build enclosures. They added beds and chairs and acted out the story together. They also extended the storyline with their own changes, such as Goldilocks going to the shop to buy honey for the bears.

