

EYFS Curriculum Maps



Ruby's Worry by Tom Percival



Through the teaching of this book the children in Reception may experience some, all or more than these classroom experiences as part of the Early Years Foundation Stage Statutory Framework

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Engage in storytime.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Develop their own narratives and explanations by connecting ideas or events.

Mathematics

Alongside our White Rose Mathematics Programme for Early Years:
The book contains a wide range of examples to explore and discuss concepts relating to time.
Children discuss their daily routines and mathematical vocabulary related to this such as first, next, then, morning, afternoon, evening, night, minute, hour, day, week, month, year.
There are also opportunities to explore language related to size and capacity with words and phrases such as not very big, small, grow, bigger, enormous, barely fit, filled up, shrink, barely there.

Opportunities to explore contexts through consolidations and challenges.

Literacy

Understand the five key concepts about print:
• print has meaning and can have different purposes
• we read English text from left to right and from top to bottom
• the names of the different parts of a book
• page sequencing
• read and understand simple sentences.
Use phonic knowledge to decode regular words and read them aloud accurately.
Demonstrate understanding when talking with others about what they have read.
Use some of their print and letter knowledge in their early writing.

Physical Development

- 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.
 - Show a preference for a dominant hand.
- Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Personal, Social & Emotional Development

Time for talk and activities that allow children to develop self-confidence in talking about:
• themselves,
• their lives,
• their families,
• things of immediate interest to them.

Understanding the World

Investigate and research animals, including their behaviour, physical features, food, habitats and some are not.

Communication and Language

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Physical Development

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Personal, Social & Emotional Development

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Understanding the World

Investigate and research animals, including their behaviour, physical features, food, habitats and some are not.

The Gigantic Turnip by Aleksei Tolstoy



Through the teaching of this book the children in Reception may experience some, all or more than these classroom experiences as part of the Early Years Foundation Stage Statutory Framework

Physical Development

- 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.
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Personal, Social & Emotional Development

Time for talk and activities that allow children to develop self-confidence in talking about:
• themselves,
• their lives,
• their families,
• things of immediate interest to them,
• significant personal memories and experiences.

Understanding the World

Children investigate growing through the growth of the turnip in the story.
Children grow own seeds and vegetables in the setting.
Developments are recorded using iPad and in a growing diary.
Cookery is used as a chance to explore changes in materials; what happens to the vegetables when they are boiled? What happens to the soup when it is blended?
Children make bread rolls to eat with the soup, what happens to the flour when water is added? What happens when the rolls are left to prove? How do they change when they are cooked?

Expressive Arts and Design

Use different vegetables for printing to create different sizes, shapes, patterns and effects.
Explore a selection of vegetables shown in the book and others to give children opportunities to experiment with paint and water, exploring shades of colour and working on large sheets of coloured paper.
Add collage for light and texture. The vegetables can be cut and glued for children to make detailed observations in paint and pencil.
Investigate the art of Giuseppe Arcimboldo. Use vegetables to make collages and floor sculptures or photographs of vegetables to make different pictures.
Use felt to make finger puppets of the story characters or make stick puppets to re-enact the story.

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Spring Term

Yucky Worms

Through the teaching of this book the children in Reception may experience some, all or more than these classroom experiences as part of the Early Years Foundation Stage Statutory Framework

Physical Development

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 - Use a comfortable grip with good control when holding pens and pencils.
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Personal, Social & Emotional Development

Time for talk and activities that allow children to develop self-confidence in talking about:
• themselves,
• their lives,
• their families,
• things of immediate interest to them.

Understanding the World

Investigate and research animals, including their behaviour, physical features, food, habitats and some are not.

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
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Physical Development

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Personal, Social & Emotional Development

While reading the book the children will take part in talk and activities that allow them to develop self-confidence in talking about:
• themselves,
• their lives,
• their families,
• things of immediate interest to them,
• significant personal memories and experiences.

Understanding the World

Children will be encouraged to talk about plot and present events in their own lives and through group discussions. They will be able to explore the fact that other children do not always enjoy the same things, and will be encouraged to be sensitive to this, and will be encouraged to explore the similarities and differences between themselves and others, through sharing likes and reactions to different experiences.
They will also be encouraged to explore the similarities and differences between themselves and other people who work in science, technology and engineering.
They will use construction toys such as Lego and Duplo to make their own robots, space stations and/or spacecrafts.
The children will also take part in baking activities.

Expressive Arts and Design

Children will use materials in the creative areas to enable the children to:
• draw themselves,
• draw their families,
• draw their hobbies and interests
Children will be able to use pencils and paints to draw simple pictures and photographs of things that the children live to enable them to engage in creating representations of their own for display and celebration throughout the environment.
Children can engage in learning and singing songs related to the themes in the book such as:
• Familiar nursery rhymes for example, 'Hey Diddle, Diddle' and 'Twinkle, Twinkle Little Star'
• Specific space songs including 'SpaceMen' by Sam Ryder.

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Autumn Term

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Spring Term

Communication and Language

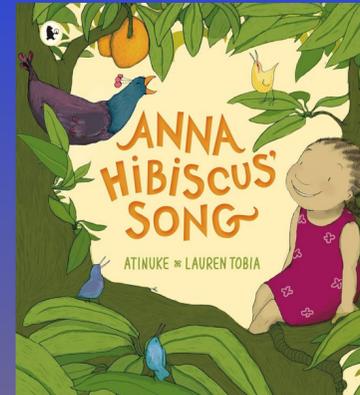
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- Develop their own narratives and explanations by connecting ideas or events.

Mathematics

Alongside our White Rose Mathematic Programme for Early Years:

- Use hands to explore counting in 5s and 10s.
- Look at odd and even numbers by making a street of houses with odd on one side and even on the other.
- Use home role play area to match patterned socks and count these in twos when pairs are made.
- Use questions and tally charts to capture personal data, such as hair colour, eye colour, shoe size and use bar charts to record findings.

Anna Hibiscus' Song by Atinuke & Lauren Tobia



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- Demonstrate understanding when talking with others about what they have read.
- Use some of their print and letter knowledge in their early writing.
- Write some letters accurately.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.

Physical Development

- 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.
- Show a preference for a dominant hand.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Suggested tools:

- pencils for drawing and writing
- paintbrushes
- scissors
- knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Handle equipment and tools effectively, including pencils for writing.
- Dance and move to African music, like Anna does with Uncle Tunde.

Personal, Social & Emotional Development

The book is also a wonderful vehicle for talking about and sharing how to express, recognise and manage emotions, both our own and recognising and responding to the emotional needs of others.

Children share experiences through this text and reading related texts focussing on emotions so that they have the safety of using a story experience to talk about and explore their own feelings.

Children enrich and increase their stock of words to express their feelings, needs and opinions and develop their sense of self and awareness of the needs of others.

Understanding the World

With this text children explore:

- different houses and homes.
- different kinds of buildings in the local environment such as flats, houses and bungalows and the features of each of these homes.
- local areas like parks and communal gardens
- where children exercise and play
- why play areas are important spaces.
- the continent of Africa.
- Africa on a map or globe.
- countries within the continent.
- different nationalities of children at Anson.
- videos that show the range of environments and landscapes of different countries in Africa.
- how Africa compares with where the children live.
- African animals.
- how African animals move, live, grow and change.

Expressive Arts and Design

Children will have the opportunity to develop their sense of self by:

painting and drawing depictions of themselves.
painting and drawing depictions of their lives.
painting and drawing depictions of their friends and family.

Children will explore African print and pattern making, including Ndebele art and Batik.

Children will explore and investigate the rich tradition of music in Africa, exploring instruments and music such as:

djembe drums.
thumb pianos.
African musicians (Amadou & Mariam, Baaba Maal, Bassekou Kouyate, Bolokaka Conde, Dobet Gnahore and Miriam Makeba).
opportunities to dance and move to African music.

Communication and Language

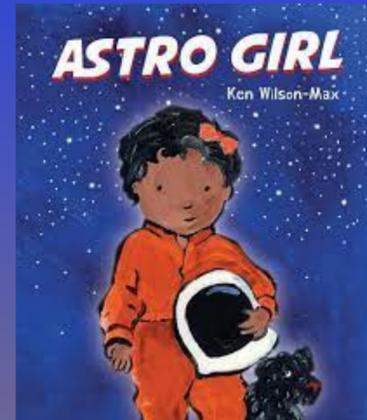
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- Develop their own narratives and explanations by connecting ideas or events.

Mathematics

Alongside our White Rose Mathematic Programme for Early Years:

- children will be able to practise counting backwards when engaging in a rocket launch and 'count down'.
- children will engage in weighing and measuring when making biscuits like Astrid does.

Astro Girl by Ken Wilson-Max



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- Use some of their print and letter knowledge in their early writing.
- Write some letters accurately.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.

Children will make lists, labels and charts to support them in recounting events from the past and present, in and out of the setting.

Physical Development

- 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.
- Show a preference for a dominant hand.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Handle equipment and tools effectively, including pencils for writing.

Develop the physical skills an astronaut would need to practice such as: balancing on one leg for a set time, navigating an obstacle course with cones, crawling through tunnels and completing target practice.

The children can also develop their gross motor skills by digging in the garden area and taking responsibility for carrying buckets of water and sand in the continuous provision.

Personal, Social & Emotional Development

While reading this book the children will take part in talk and activities that allow them to develop self-confidence in talking about:

- themselves.
- their likes.
- their families.
- things of immediate interest to them.
- significant personal memories and experiences.

Children will explore Astrid's fascination with space and discuss their own fascinations, hobbies and interests.

Children will talk about and explore feelings, using the feelings of the character in the book as a starting point for talking about their own experiences and different feelings they have experienced.

Understanding the World

Children will be encouraged to talk about past and present events in their own lives and through group discussions. They will be able to explore the fact that other children do not always enjoy the same things, and will be encouraged to be sensitive to this.

They will also be encouraged to explore the similarities and differences between themselves and others, through sharing likes and reactions to different experiences.

The children will be able to develop their knowledge and understanding of the Earth and Space

They will be able to explore the role of an astronaut and other people who work in science, technology and engineering.

They will use construction toys such as Lego and Duplo to make their own rockets, space stations and/or spacecrafts.

The children will also take part in baking activities.

Expressive Arts and Design

Children will use materials in the creative areas to enable the children to:

- draw themselves,
- draw their families
- draw their hobbies and interests

Children will be able to use pencils and paints alongside mirrors and photographs of things that the children love to enable them to engage in creating representations of their own for display and celebration throughout the environment.

Children can engage in learning and singing songs related to the themes in the book such as:

- Familiar nursery rhymes for example, 'Hey Diddle, Diddle' and 'Twinkle, Twinkle Little Star'
- Specific space songs including SpaceMan by Sam Ryder.

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
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Mathematics

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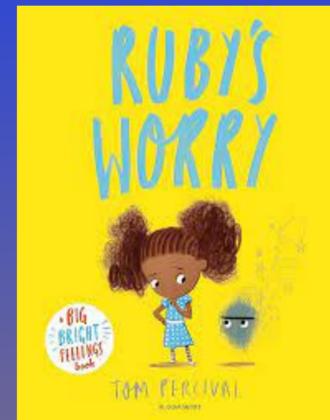
The book contains a wide range of examples to explore and discuss concepts relating to time.

Children discuss their daily routines and mathematical vocabulary related to this such as first, next, then, morning, afternoon, evening, night, minute, hour, day, week, month, year.

There are also opportunities to explore language related to size and capacity with words and phrases such as not very big, small, grow, bigger, enormous, barely fit, filled up, shrink, barely there.

Opportunities to explore this language in other contexts throughout the provision helps to consolidate concepts with the children. Resources and materials that can help the children explore this such as containers of different sizes are available in the wider provision.

Ruby's Worry by Tom Percival



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- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.

Children will make lists, labels and charts to support them in recounting events from the past and present, in and out of the setting.

Physical Development

- 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.
- Show a preference for a dominant hand.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Handle equipment and tools effectively, including pencils for writing.

Children to focus on and develop gross motor skills. Ruby likes to swing. Children have opportunities to climb, run, jump and ride on small and large scale equipment.

Children develop fine motor skills using the Anson My Five. Activities such as winding wool round a pom-pom maker or card circles are also planned.

Personal, Social & Emotional Development

Time for talk and activities that allow children to develop self-confidence in talking about:

- themselves.
- their likes.
- their families.
- things of immediate interest to them.
- significant personal memories and experiences.

Spend time talking about and sharing how to express, recognise and manage emotions, both our own and recognising and responding to the emotional needs of others.

Share experiences through this text and reading related texts focussing on emotions so that children have the safety of using a story experience to talk about and explore their own feelings.

Increase children's stock of words to express their feelings, needs and opinions and develop their sense of self and awareness of the needs of others.

Understanding the World

Children explore different environments including the beach, garden, playground and park.

Children explore which environments are in the children's local area and which are further away.

Maps are used to show the local area and further away.

Children explore physical features of local environment, identifying local buildings of importance?

Where is the nearest school, cinema and park?

Use Transport for London to look at local transport including the Anson Primary School bus stop. Ruby gets a bus to school, how do the children get to school?

Expressive Arts and Design

Children explore colour related to our emotions through work with paint and other media, such as collage, colours and shapes. Scribble emotions on iPad are also encouraged.

Exploration of Picasso's Blue Period includes asking how paintings make the children feel when they look at them.

Large mirrors allow the children to work on self-portraits. Artists such as Van Gogh are used to give children ideas for self portraits.

Children see that Ruby creates a box model and create their own large scale models.

Children also share personal narratives through drawing and painting, after talking about these in the sessions. A range of media and materials is always available in the wider provision and modelled by adults.

Communication and Language

Listening and attention:

- Listen attentively in a range of situations.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Give their attention to what others say and respond appropriately, while engaged in another activity.

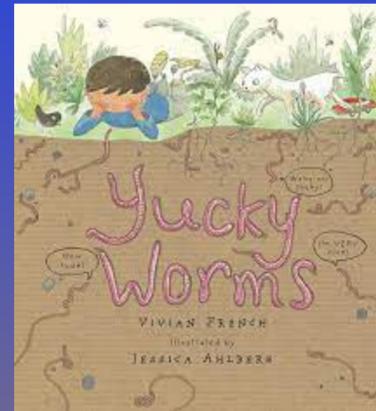
Understanding:

- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking:

- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.

Yucky Worms by Vivian French



Through the teaching of this book the children in Reception may experience some, all or more than these classroom experiences as part of the Early Years Foundation Stage Statutory Framework

Mathematics

Alongside our White Rose Mathematic Programme for Early Years:

Use positional language to describe where the worm is.

How long is your worm? Gather some things that are the same length as a worm. Sort worms by length;

Counting worms in the wormery, flower bed or bird's beak; one more, one less;

Addition problems using worm friends, e.g. Worm invited 5 friends to stay and then 2 more came, how many altogether;

Subtraction problems using worms and birds, e.g. Bird caught 9 worms for her young. She ate 2 of them. How many were left?

Literacy

Reading:

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.

Writing:

- Use phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and make phonetically plausible attempts at others.

Physical Development

- 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.
- Show a preference for a dominant hand.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Handle equipment and tools effectively, including pencils for writing.

Move along the floor and through tunnels and courses like a worm;

Use playdough to make a diverse range of earthworms;
Play with cooked, coloured spaghetti or jelly worms (set in straws);
Sing worm songs, such as *Wiggly Woo*, with finger actions.

Personal, Social & Emotional Development

Time for talk and activities that allow children to develop self-confidence in talking about:

- themselves.
- their likes.
- their families.
- things of immediate interest to them.
- significant personal memories and experiences.

Spend time talking about and sharing their experiences with mud and mini-beasts. Who is scared of them? Who loves digging in the soil?

Share children's experiences through this text and reading related texts focussing on the garden or minibeasts.

Increase children's stock of words to express their feelings, needs and opinions and develop their sense of self and awareness of the needs of others.

Understanding the World

Investigate and research earthworms; their habitat, behaviour, physical features, food and predators;

Investigate and compare earthworms and garden minibeasts.

Explore why some animals are good for our garden and some are not.

Create a wormery or worm farm and make careful observations over a period of time.

Talk about how we feel about, treat and care for animals.

Use the Internet and other to find out more and to look more closely at what worms are like;

Use digital zoom on the iPad, camera and video (including slow motion)

Expressive Arts and Design

Make worms from salt dough or clay and paint in various shades;

Make worm sock puppets with brown socks with googly eyes;

Make a storybox of an underground setting;

Create worm tracks with string, wool or cooked spaghetti dipped in paint and trailed or wriggled along paper.

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Articulate their ideas and thoughts in well-formed sentences.
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- Describe events in some detail.
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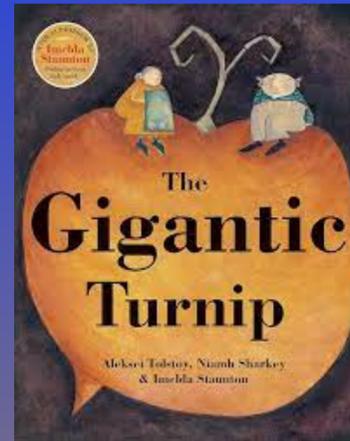
Lots of work around 1:1 correspondence, number recognition and work on one more, one less using the fantastic illustrations.

Children collect favourite counting songs.

Children investigate weight and capacity in cooking the soup and bread.

Children learn the months of the year; March and September are mentioned in the text.

The Gigantic Turnip by Aleksei Tolstoy



Through the teaching of this book the children in Reception may experience some, all or more than these classroom experiences as part of the Early Years Foundation Stage Statutory Framework

Literacy

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Demonstrate understanding when talking with others about what they have read.
- Use some of their print and letter knowledge in their early writing.
- Write some letters accurately.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.

Make plant and vegetables labels like those in the text so that plants can be identified;

Write care labels for the growing area, like 'do not dig', 'not too much water' etc;

Make growing diaries to record plant and vegetable growth; Make simple origami books to write recipes or own versions of the story;

Physical Development

- 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.
- Show a preference for a dominant hand.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Handle equipment and tools effectively, including pencils for writing.

Investigate pushing and pulling in the setting. What different objects can be pushed and pulled? Which are easier / harder and why? Push tyres, pull carts etc.

Personal, Social & Emotional Development

Time for talk and activities that allow children to develop self-confidence in talking about:

- themselves.
- their likes.
- their families.
- things of immediate interest to them.
- significant personal memories and experiences.

Spend time talking about and sharing favourite foods and why some foods are nicer than other foods. Help the children to understand that we are all different and like different things.

Celebrate the food culture in the classroom.

Understanding the World

Children investigate growing through the growth of the turnip in the story.

Children grow own seeds and vegetables in the setting.

Developments are recorded using iPad and in a growing diary.

Cookery is used as a chance to explore changes in materials; what happens to the vegetables when they are boiled? What happens to the soup when it is blended?

Children make bread rolls to eat with the soup, what happens to the flour when water is added? What happens when the rolls are left to prove? How do they change when they are cooked?

Expressive Arts and Design

Use different vegetables for printing to create different sizes, shapes, patterns and effects.

Explore a selection of vegetables shown in the book- and others- to give children opportunities to experiment with paint and water, exploring shades of colour and working on large sheets of coloured paper.

Add collage for light and texture. The vegetables can be cut and sliced for children to make detailed observations in paint and pencil.

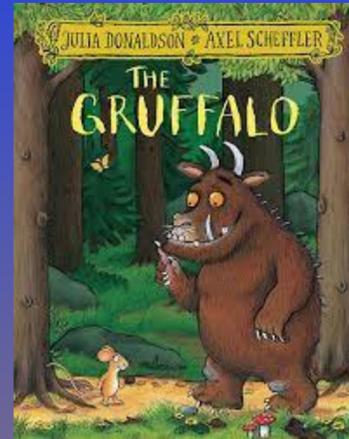
Investigate the art of Giuseppe Arcimboldo. Use vegetables to make collages and floor sculptures or photographs of vegetables to make different pictures.

Use felt to make finger puppets of the story characters or make stick puppets to re-enact the story.

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
 - Articulate their ideas and thoughts in well-formed sentences.
 - Connect one idea or action to another using a range of connectives.
 - Describe events in some detail.
 - Engage in storytime.
 - Listen to and talk about stories to build familiarity and understanding.
 - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
 - Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
 - Develop their own narratives and explanations by connecting ideas or events.
- Show and tell session with the theme of bravery or forest creatures.
- Audiobook of the Gruffalo story with the book and story masks, puppets and props available.

The Gruffalo by Julia Donaldson & Axel Scheffler



Through the teaching of this book the children in Reception may experience some, all or more than these classroom experiences as part of the Early Years Foundation Stage Statutory Framework

Mathematics

- Alongside our White Rose Mathematic Programme for Early Years:

Number

- Story figures available for the children to count and compare e.g. small world mice, snakes etc.
- Create playdough mats where the children have to count and make (out of playdough) purple prickles, teeth and tusks for the Gruffalo.
- Estimate and count the number of 'nuts' in a jar

Shape, space and measure

- Create and follow recipes for Gruffalo Crumble, Owl Ice Cream, measuring ingredients using spoons, cups, jugs and scales.
- When eating the Gruffalo Crumble, cut it into halves and quarters etc.
- 2D shapes to design a pattern for the snake's skin by drawing around these or printing them with paint.

Literacy

Reading

- Play games such as rhyming word snap.
- Use animal puppets/story masks in the reading area that the children can use to retell the story with.
- Other Julia Donaldson stories available for the children to read including The Gruffalo's Child.
- A selection of non-fiction books about animal facts available for the children to read.
- Small world area to retell the story.
- Play visual memory games from the book

Writing

- Zigzag books for the children to write the 'Gruffalo part 2'
- Rhyming jigsaw pieces for the children to write their own rhyming pairs.
- Blank thought bubbles alongside characters from the story and photos of children from the setting so they can scribe their own thoughts.
- Children create escape plans and maps should they meet the Gruffalo.

Physical Development

- 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.
- Show a preference for a dominant hand.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Handle equipment and tools effectively, including pencils for writing.
- Make representations of animals from the story by selecting their materials and sticking them, using their fingers or tools like tweezers.
- Children to weave with sticks to make an owl's nest.
- Lesson basing the movement on that of owls, snakes, foxes and mice.
- Look at prepositions like, over, under, across, above, below, around and work out ways of travelling through, under or on equipment or around a space.

Personal, Social & Emotional Development

- Children have a space in which they can record the times they have felt scared but been brave or courageous.
- Create a 'bravery wall' where the children can display their times of bravery and discuss this with their peers.
- Read the story with emotion cards. Children hold up the face that represents the character's feelings at various parts in the story.
- Children to bring in a photo/draw a picture of their favourite place to go for a walk; just like the mouse did in the story.
- Children work together to create homes in the construction area for the mice, fox, snake and owl.

Understanding the World

- Children learn about homes and habitats – why do different animals and creatures live where they do?
- Children create animal habitats in the outdoor area with sticks, leaves and twigs.
- Compare the different animals in the story and note their similarities/differences.
- Learn animal facts and create an animal factfile, poster or booklet for a fox, snake, owl or mouse.
- Look for animal habitats in the school grounds and the local area.
- Children can use technology to create an e-book, uploading digital photos, creating images on paint programmes and inserting sound effects and text.

Expressive Arts and Design

- Teach the children the Gruffalo song
- Sing songs and rhymes linked to the setting or the animals in the story, such as 'Three Blind Mice',
- Use instruments to represent different characters or parts of the book. As you retell the story, select certain children to play them at the correct time.
- Allow the children to make large scale pictures outdoors using the floor and things found in the natural environment e.g. mud painting inside a stick photo frame.
- Use a variety of media and techniques, including iPad, to represent and make their own Gruffalo-like monsters.
- Make character masks to re-enact the story.
- Create a Gruffalo den / cave in the role play area.
- Make monster foot prints from potatoes / use vehicles / animals in paint to make tracks and compare them. Create 'sand prints' with sand and glue to feel like rough skin.

Communication and Language

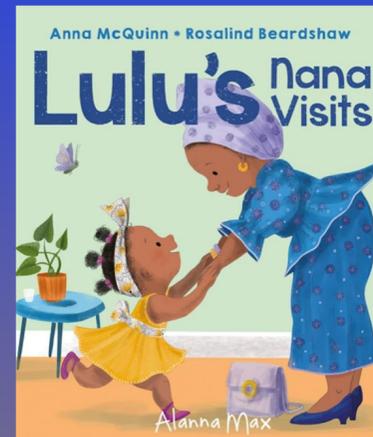
- Enjoy listening to longer stories and can remember much of what happens.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Engage in storytime.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Develop their own narratives and explanations by connecting ideas or events.

Mathematics

Alongside our White Rose Mathematic Programme for Early Years:

- Illustrations from the story are used to explore comparisons of size and size ordering. Illustrations such as Nana, Mummy and Lulu sitting braiding each other's hair seated from the tallest to shortest character are ideal for this.
- Children focus on measuring ingredients when cooking mandazi doughnuts
- Shapes and patterns in traditional Tanzanian fabrics to inspire work around identifying shapes and recreating repeated patterns.

Lulu's Nana Visits by Anna McQuinn



Through the teaching of this book the children in Reception may experience some, all or more than these classroom experiences as part of the Early Years Foundation Stage Statutory Framework

Literacy

As well as continuing the key concepts about print.

Reading

- Children share their favourite books
- Loved ones send in photos of reading time at home.
- Explore other books by Anna McQuinn's
- Talk about the characters of Lulu and Zeki

Writing

Children recall and record personal narratives and memories of personal experiences using:

- lists,
- recipes,
- plans of their week
- Children to independently write parts of the story or their own sentences inspired by the text.
- Use recipe sheets on clipboards near your mud kitchen or role-play areas for children to continue to write their own imagined recipes on.
- Children create story maps and create their own story books.

Physical Development

- 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.
- Show a preference for a dominant hand.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Handle equipment and tools effectively, including pencils for writing.

Personal, Social & Emotional Development

Children take part in activities allow them to develop self-confidence including:

- talking about themselves
- talking about things they like
- sharing information about their families
- recalling significant personal memories and experiences.
- showing things of immediate interest to them
- Children have the opportunity to explore the similarities and differences between themselves, their peers and the characters in the story.

Understanding the World

Children sharing personal narratives, to talk about past and present events in their own lives.

Children explore the similarities and differences between themselves, their families and others.

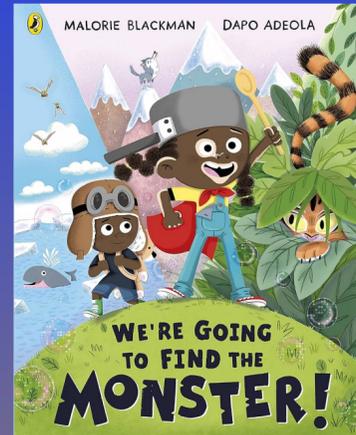
There are also themes around international travel and transport. Small world play can be using transport toys while the role play area could be and aeroplane.

Tanzania is explored in more depth through role-play, use of globes and children's Atlases as well as sharing other linked texts and videos of life in Tanzania.

Expressive Arts and Design

- Families and carers share pictures of their lives, family events, celebrates or family visits.
- Children compare their photos to selected illustrations from the text.
- The photos and images are used to inspire children's drawings and paintings.
- Bunting is made inspired by the illustrations in the book. Where possible use off cuts from traditional Tanzanian fabrics such as Kitenge or Kanga.
- African wax print fabrics are used for children to explore and emulate the vibrant colours and repeated bold patterns into their artworks, or to create their own fabric designs for role-playing.
- Displays of Tinga Tinga paintings from Tanzania are used to inspire children's artwork.

We're Going to Find the Monster by Malorie Blackman and Dapo Adeola



Through the teaching of this book the children in Reception may experience some, all or more than these classroom experiences as part of the Early Years Foundation Stage Statutory Framework

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Engage in storytime.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Develop their own narratives and explanations by connecting ideas or events.

Mathematics

Alongside our White Rose Mathematic Programme for Early Years:

Children will explore:

- Positional language
- routes and journeys they experience in detail, using the positional language in new and real contexts.
- maps both reading and creating.
- real world maps and compasses in the role-play areas to extend learning around routes and directions.

Literacy

As well as continuing the key concepts about print.

Reading

- children to read, share, revisit and talk about themed or related books and incorporate this into their play and continuous provision.
- Listen to audio books
- Reading for purpose such as reading maps in the role-play areas, instructions on how to make bubbles, or poetry related to the different areas of provision.

Writing

- Children label the props in the role-play areas with their corresponding activities or prominent phrases from the story.
- Children use large rolls of paper for collaborative story mapping or mapping of familiar journeys.
- Children make zig-zag books to encourage independent story or non-fiction writing in response to the text.

Physical Development

- 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.
- Show a preference for a dominant hand.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Handle equipment and tools effectively, including pencils for writing.

Personal, Social & Emotional Development

Children reflect, share and celebrate ideas around their own family relationships and how these might be similar or different to the characters in the story or to the other children in their class or school.

Children are taught to respect and listening to others' experiences and personal narratives.

Children explore feelings related to;

- excitement
- adventure
- bravery
- fear

Children consider the characters' perspectives or feelings with the opportunity to connect these to the children's own experiences of shared emotions or experiences.

Understanding the World

Children will talk about members of their immediate family and community in response to the story as well as listening to others talk about their families.

Children will explore various environments that are different from the one in which they live including:

- polar regions
- mountain ranges
- jungles

They will be able to understand that these can also be different living environments and habitats for animals including:

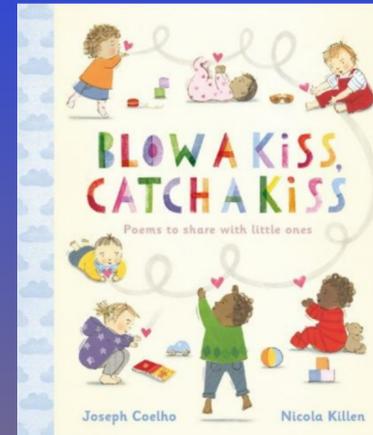
- whales
- penguins
- wolves
- tigers

Expressive Arts and Design

Activities can include:

- Salt dough/ playdough, paint and/or recycled materials to create monster puppets and models.
- Add written or typed copies of the children's favourite soothing poems or songs for them to illustrate independently through a range of media.
- Bubble prints by blowing air through a straw into a coloured bubble solution and placing paper on top to create unique prints illustrating the delicate outlines of bubbles.
- Gather leaves, sticks and petals, with various shades of green and brown paint to create leaf printing jungle scenes.
- Using paper plates, string, lolly pop sticks, paints and collage materials along with photographic images of jungle animals, polar animals or wolves for children to create masks for role-play.

Blow a Kiss, Catch a Kiss by Joseph Coelho & Nicola Killen



Through the teaching of this book the children in Reception may experience some, all or more than these classroom experiences as part of the Early Years Foundation Stage Statutory Framework

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Engage in storytime.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Develop their own narratives and explanations by connecting ideas or events.

Mathematics

Alongside our White Rose Mathematic Programme for Early Years:

Children will explore:

- Shape and colour in nature
- Counting beats in music
- Exploring number in nursery rhymes.

Literacy

Understand the five key concepts about print:

- print has meaning and can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Demonstrate understanding when talking with others about what they have read.
- Use some of their print and letter knowledge in their early writing.
- Write some letters accurately.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.

Children will make lists, labels and charts to support them in recounting events from the past and present, in and out of the setting.

Physical Development

- 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.
- Show a preference for a dominant hand.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Handle equipment and tools effectively, including pencils for writing.

Children will also be encouraged to engage in dance and large gross motor movements, practising moving their bodies in expressive ways.

Personal, Social & Emotional Development

Children to talk about and celebrate their personal interests, lived experiences, home lives, and loved ones.

Children listen to the lived experiences of others through the poems, and through discussions around the poetry, and compare and contrast these to their own unique lives.

Children are supported to recognise, explore and name the feelings of themselves and others. This will support children's growing understanding of self-regulation.

Understanding the World

There are opportunities for children explore the world around them linked to poems in the collection, particularly:

- weather
- transport
- understanding change in humans as they grow and develop
- contrasts between natural and urban landscapes.

Expressive Arts and Design

Children can develop ability to read pictures and develop appreciation of how the relationship between text and image creates layers of meaning.

Children can use art materials and different surfaces across the outdoor and indoor areas to respond independently to the poems in the collection through a range of media and materials.

Children are encouraged to mirror the illustrators style in activities around the room.

Children will use their voices expressively and creatively through joining in with the rhythms and rhymes in reading aloud and regularly performing poetry.

Children will explore a variety of sounds, simple beats and rhythm with percussion instruments to accompany performances.