

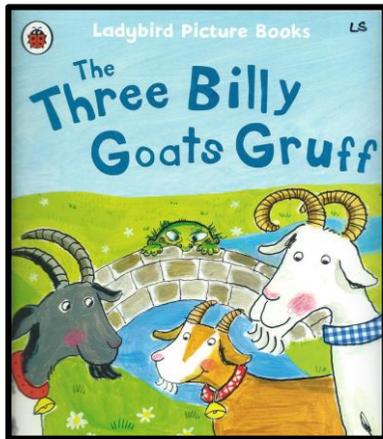


Once Upon a Time The ARP – Spring 2



Story Focus

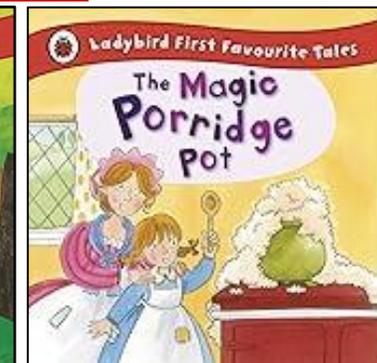
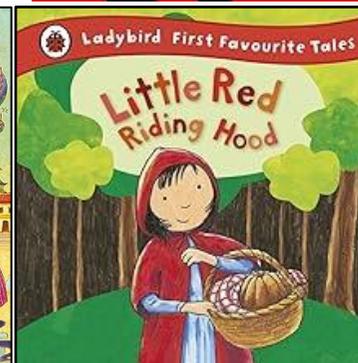
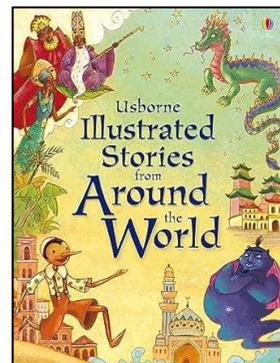
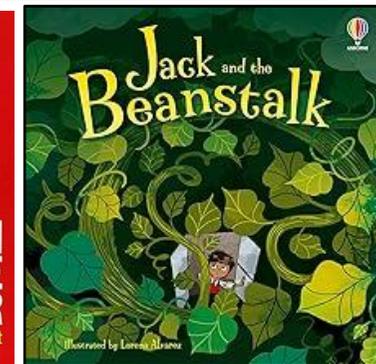
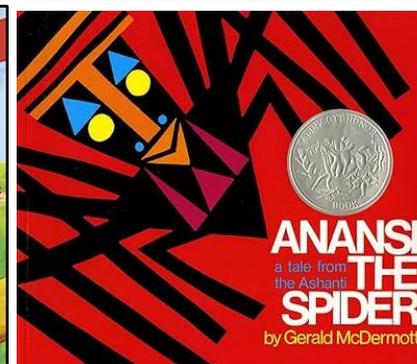
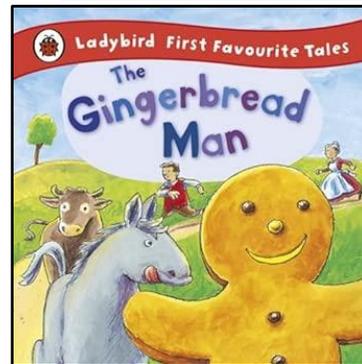
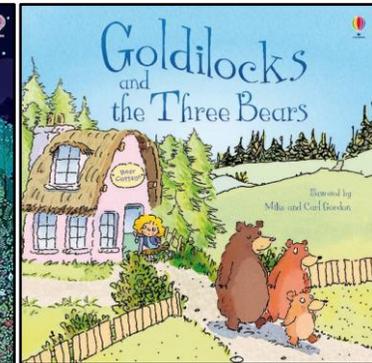
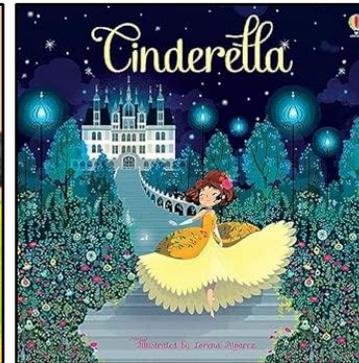
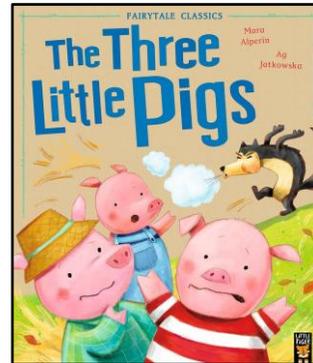
Text: 'The Three Billy Goats Gruff'



Key Vocabulary (adapted to children's needs & abilities)

Billy goats
Grass
Valley
Bridge
River
Over
Under
Troll
Sweet

Recommended Reads





Entry Point – Using Bee Bots to navigate a map to help the Billy Goats Gruff cross a bridge.

Communication and Interaction: We continue to use Core Boards to support the children's communication skills. Vocalising when using puppets and props from our story will also help to develop pupils' language and play skills. Taking on the roles of the different characters will also help the children to practise intonation and appropriate volume of voice.

Activities:

- With your child sing rhymes and songs such as Baa, Baa Black Sheep, Jack and Jill, Old MacDonald had a Farm ...
- Share the book, The Three Billy Goats Gruff, and model using different voices i.e., quiet voices (little Billy Goat) or loud, angry voices (troll)
- During story times encourage your child to make choices/ requests for different books

Key vocabulary: *Core boards I, drink, eat, finish, feel, want, more, wait*

Personal, Social and Emotional Development: Turn taking and sharing continue to be a key target for all pupils. Core and choosing boards (sometimes with support) help pupils to express preferences for activities or equipment. We continue to try to identify our emotions of happy, sad, silly and angry. We will also be learning different strategies to help us deal with our emotions. While reading our story book we will explore the characters feelings: The angry troll, the frightened goat, the brave goats...

Activities:

- Practise sharing and turn taking activities: playing simple games, toys, favourite toys.
- Continue to use core boards at home.
- Continue to model the emotions of happy, sad and angry. Suggest ways or provide ideas on how to regulate i.e do you need a rest, a drink, a snack... Shall we go for a walk?
- Roll play the characters and their feelings from our story or a favourite book.

Key vocabulary: *kind, share, my turn, your turn, happy, sad, angry, silly, walk, rest, drink*

My Creativity: Music, Art, Drama

Music and singing (action songs) are a favourite activity shared by the pupils. They continue to be used to encourage self-expression and aid communication. Playing and exploring musical instruments are enjoyed and help pupils to expressive themselves and their emotions. We will consolidate our learning in making different sounds and start to compose tunes by making patterns. Socks will be used to make puppets of characters from our story.

Activities:

- Sing and dance to favourite songs/ music
- Make / use simple instruments (yogurt pot shakers) to compose patterns/ tunes.
- Use old socks to make favourite characters from stories.

Key Vocabulary: *sing, dance, cut, stick*

My Physical World: PE/ Gross and Fine Motor Skills.

We continue to practise our throwing & catching skills using balls and bean bags. As well as using our gross motor skills to draw large pictures/ mark making outside using chalks, we will also run and jump high like a rocket. Fine motor skills will be developed by making play dough planets, cutting out different shapes for planets (circles) or rockets (triangles, squares and rectangles)

Activities:

- Cut out shapes to make rockets and planets
- Use different sized balls to practise throwing and catching skills
- Continue to practise zipping up coats and/ or doing up buttons on cardigans or jackets.
- Use chalks to draw large rockets and planets- outside

Key vocabulary: *throw, catch, move, zoom, snip, cut, run, jump*



Once Upon a Time



Cognition, Learning and Engagement/ Early Development:

Literacy: Sensory stories that involve exploring textures, smells and sounds (freshly cut grass, cold running water and the textures of fur (fake)) add greater depth to the children's experience of the story. Story sacks containing props from our book continue to be used to develop the children's understanding along with role play. Acting out the verbs (eat, skip, hop, tiptoe...) from the book also helps to embed vocabulary and enjoyment of the story.

Maths: Number skills continue to be linked to the children's interests, our story and abilities. Other areas of maths will include size, measuring, heavy/ light and prepositions (on, under, next to ...)

Activities:

- Share a range of traditional tales together, take turns to role play characters from a favourite book (actions and voices)
- Practise prepositions by placing favourite toys in different positions ie under s chair, on top of a table, next to a chair
- Using tins and packets from the kitchen practise finding heavy or light items

My Independence: Self-Help, Life Skills, Cooking

We will continue to encourage pupils to put on their own coats and jackets. Putting on and taking off jumpers along with shoes & socks will be practised. Most pupils are using forks and spoons and they are starting to use knives to spread butter and jam on bread. In cooking sessions, we will be practising our rolling skills while making biscuits and jam tarts. Making a goat's cheese dip will also help us to practise our cutting and mixing skills.

Activities:

- Continue to encourage self-reliance/ independence – trying/ having a go.
- Practise putting clothes on and taking them off - with lots of praise.
- Make cakes and biscuits together. Encourage your child to share/ demonstrate their cooking skills.

Key vocabulary: *help, try, roll, knife, fork, spoon, cut, mix*

My World Around Me

This half term we will be planting grass seeds so we can begin to understand what plants need to grow. We will also be learning about goats, what they look like, where they live and what they like to eat. This will help us to make a fact file or book.

Activities:

- Go to the library and find books about goats.
- With a grown-up help look on line and find pictures/ facts about goats.
- Look at other animals, and compare them to goats.
- Plant seeds together and watch them grow- what do plants need to live?

Key vocabulary: *goat, food, grass, seed, water, grow*

Exit Point – Sharing our goat fact sheets/ books with parents.