

Early Years Foundation Continuous Provision Indoor/Outdoor Curriculum Adult-Guided/Child-Initiated Plan
Term 5 Week 3 - 4

Unit Title: The Three Little Pigs	Guideline Time: Two Weeks
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Very Important Points (VIPs):	Fat Questions:
<ul style="list-style-type: none"> * People live in different types of homes all around the world * The day is broken up into morning, afternoon, evening and night * There are lots of different jobs involved in building a house 	<ul style="list-style-type: none"> * What is the best material to make a roof/ window /wall? * Which of the 3 little pigs' houses would take the longest to build and why? * Where would you find a house made of brick/straw/sticks? * Could a wolf actually eat a pig?

Area	Area of Learning & Development	What do we want children to learn? (Learning Outcomes)	What will the children do?	Depth of Learning	Key Resources
Paint	EAD, BI ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. EAD, EUMM ELG They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	I can use the brushes and paints effectively to create a form of animal or person. I use one paintbrush for one colour. I can copy features to help me. I can use one paintbrush for one colour. I can mix two colours together and use them correctly. I can plan what I want to use	Paint a picture of a character from the story. Mix their own colours to create a recognisable animal. Paint a picture of the three pig's houses. Mix their own colours to create a recognisable setting	Emerging - Marks/brush strokes of colour Expected – Recognisable pictures with some colours represented correctly and some level of detail. Exceeding - Recognisable pictures with developed detail. An obvious choice of colours that have been planned and mixed. Can explain their pictures to others.	Paint Paper Mixing pallets Choice of painting implements Plants, flowers,
Malleable materials	PD MH ELG They handle equipment and tools effectively.	I can use the tools I have chosen safely and appropriately. I can choose the correct tool for the activity.	Choose an activity from the workstation. Roll, cut, shape, squeeze, link, thread etc.	Emerging - Shaping with hands Expected - Controlled use of a range of tools Exceeding – Selection of tools and materials to complete activity or attain desired effect.	Play dough Fine motor boxes
Sand	PD MH ELG They handle equipment and tools effectively. M SSM ELG Children use everyday language to talk about size, capacity and position to compare quantities and objects and to solve problems.	I can use resources appropriately and safely. I can choose what I want to play with. I can share with my friends. I can plan and then carry out a task. I can adapt my plans to overcome challenges	Add water to sand to explore the different building qualities. Use different shape containers to make structures. Plan and design structures of multiple parts.	Emerging – using resources in an appropriate manner Expected – can fill containers of different sizes using appropriate language Exceeding – can plan, fill and compare the different sizes and solve problems using mathematical thought and language.	Provision of different sized containers – challenging to fill without spilling Challenge cards Variety of tools Wet and dry sand
Water	PD MH ELG They handle equipment and tools effectively. M SSM ELG	I can use resources appropriately and safely. I can choose what I want to play with. I can share with	Use an apron, select resources independently and to use with care. Use mathematical language whilst	Emerging – using resources in an appropriate manner Expected – can fill containers of different sizes using appropriate language and explore the	Watering cans Variety of containers Pipes, tubes A selection of materials to test

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	Children use everyday language to talk about size, capacity and position to compare quantities and objects and to solve problems.	my friends. I can plan and then carry out a task. I can adapt my plans to overcome challenges	engaged with task. Look at how different materials react to water. Explore how objects float and sink.	different properties of materials Exceeding – can fill and compare the different sizes and solve problems using mathematical thought and language. Explore the different properties of materials and make prediction based on scientific knowledge	
Scrap materials	PD MH ELG They handle equipment and tools effectively. EAD, EUMM ELG They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	I can use resources appropriately and safely. I can tell an adult what I have made. I can describe how I made my model. I can plan and design my model before I begin. I can redesign as I go along to solve problems.	Use the range of resources to build models of their choice. Including the pig's houses	Through outcome Can the children describe their finished product and tell you how they got to this point? Can they plan and design before building? Can they source the resources and tools they need? Can they adapt their plans to solve problems?	Range of boxes/tubes, joining materials, decorations,
Maths	M SSM ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	I can sequence a set of familiar events and use mathematical language to talk about time. I can use everyday language to talk about time.	Order pictures of the wolf's day and use language such as first, next, later on, finally. Use sand timers and stopwatches to measure amounts of time.	Emerging – order 3 objects Expected – order a set of objects and use mathematical language to talk about them Exceeding – Order a larger set and use mathematical language, be able to explain their choices	Wolf pictures Sand timers Activity cards stopwatches
Writing/mark making	L W ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	I can use my phonic knowledge to write and create pieces of my choice including letters, cards, pictures and posters	To use the range of resources to make marks, write and draw. To tell a friend or an adult what they have written / drawn. To use phonic knowledge to support their writing.	Emerging – can make marks and say what they are. Expected - make marks that can be recognised by adults and tell an adult what they have drawn/written. Exceeding – make marks that can be recognised by adults and independently write captions/sentences that can be read by themselves and others	A selection of paper, envelopes, cards Diagrams to label (houses) Mini books - blank
Science investigation	UW TW ELG Children know about similarities and differences in relation to objects and materials. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations and explain why some things occur, and talk about changes.	I can explore the objects on the display and handle with care and safety. I can describe what I see and feel to my friends. I can describe the textures and properties of a range of materials and make suggestions for their use.	Explore a range of materials matching them to objects in the environment, describing them by touch and making suggestions as to what they could be used for. Answering challenge cards and selecting the best material for the job. Grouping materials by properties	Input as necessary reflecting on children's individual experiences Model appropriate language Questioning Predicting	A selection of materials Challenge cards Magnifying glasses Feely boxes
Home corner	EAD BI ELG They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	I can cooperate in a home environment with my friends. I can role play The Three Little Pigs	To share their experiences of how to do things. To take turns playing roles and sharing ideas.	Input as necessary reflecting on children's individual experiences Model appropriate language Questioning	Story props, home corner set up,

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Book corner	L R ELG Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.	I can look after books properly. I can turn the pages correctly and hold the book the right way. I can select a book I want to read. I can use my phonic knowledge to attempt to read some words. I can talk about stories that I have read.	To access the books freely. To enjoy looking at the books and sharing with others. To talk about favourite books.	Identifies some labels & captions etc. Share and discuss books-ask open ended questions about the story/text. Attempt to read some words/sentences in familiar texts	Non-fiction living things/plant books Stories about growing Traditional tales
Music	EAD EMM ELG Children sing songs, make music and dance, and experiment with ways of changing them EAD BI ELG They represent their own ideas, thoughts and feelings through music, dance, role play and stories.	I can move in a variety ways reflecting the music. I can make music and dance to a variety of stimuli. I can select sounds to accompany a story	To use the musical instrument to good effect. To move to the music the children are making. To select instruments to use and share and explain ideas to peers. To add sounds to the retelling of a familiar story	Can listen to and copy musical patterns Can cooperate with friends to make music Move with the music they make. Can select appropriate instruments and movements.	Range of musical instruments Nursery Rhyme books/prompts
Small world	EAD BI ELG They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	I can use resources appropriately and safely. I can choose what I want to play with and put it away when I have finished. I can create worlds and stories and develop them with my friends	To choose from the range of resources independently. To play with friends and individually. To put things back in the correct place. To select resources for purpose with imagination and creativity	By outcome Questioning at appropriate level extending thinking through questioning	Traditional tales characters/ puppets
Construction	PD MH ELG Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively	I can use resources appropriately and safely. I can tell my friend or an adult what I have built. I can plan what I want to build. I can adapt my designs.	Use the range of resources to build models of their choice. Including houses for the Three Pigs	By outcome Questioning at appropriate level extending thinking through questioning	Variety of large construction equipment Character masks
Finger Gym	PD MH ELG Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively including pencils for writing.	I can carefully use small movements. I can concentrate on what my body is doing. I can thread objects on to a pipe cleaner	To develop fine motor skills. To select different objects to thread onto a pipe cleaner. Exploring the different texture of objects made of different materials or selecting the same coloured objects to represent the three pigs houses	Emerging – children use the resources appropriately and try to thread them Expected – children are able to thread items with practise Exceeding – children are able to place items with increasing ease	Pipe cleaners Beads Charms Cubes Cereal Colanders