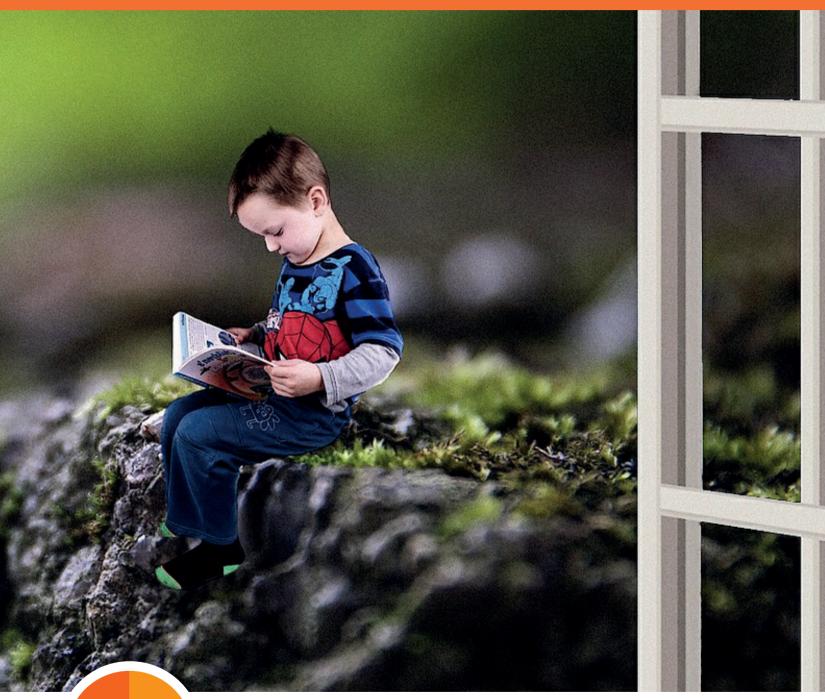


Dimensions Curriculum Explorers 1

Listening to Others



Tell Us a Story

Well-Known Stories

• Tell Us a Story • Tell Us a

Tell Us a Story Contents





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- Make a trail for Hansel and Gretel to follow. Pupils are to listen to the directions and follow them.
- Work as a team to make dens. Make castles, houses, cottages etc. for characters in the focus stories.
- Use a gravel / mud kitchen to make food for Goldilocks and The Three Bears and re-tell the story.
- Have a collection of traditional and multicultural fairy tales and stories in an outdoor box.
- Provide collections or sacks of storytelling objects and characters to take outside to support retelling.
- Create small world scenes using logs, pebbles, trees, plants and outdoor objects.
- Provide a special storytelling seat/log/stool outside for children to sit in when telling / listening to stories.
- Paint pebbles with character faces or pictures and use to tell stories outside.
- Hide props in different locations, give children baskets and ask them to collect the objects and use them to tell a story.
- Laminate or frame pictures from story books and hang from trees or fences.
- Provide mark making materials, pre-made books and assorted paper to write stories.
- Use large cardboard boxes opened out to create and paint scenery as a back drop for retelling stories.
- Use puppets and make an outdoor puppet theatre.
- Erect a small tent and make a fire pit using logs. Tell stories and sing songs around the camp fire.







Tell Us a Story Continuous Provision





- Use small world characters to re-tell traditional tales.
- Put letters on pebbles for Hansel and Gretel to follow. Encourage the children to see how many CVC words they can make.

Construction

- Build different sized beds for Mummy, Daddy and Baby Bear.
- Make a bridge for the Billy Goats Gruff.
 Add puppets to re-tell the story.
- Use straw, wood and bricks to build The Three Little Pigs' houses.

Maths

- Use healthy foods from Little Red Riding Hood's basket to write simple equations.
- Use scales to compare the weights of straw, sticks and bricks from the Little Pigs Story. Use language such as light, heavy, balance.
- Use doll (Goldilocks) to explore positional language. For example, Goldilocks is on top of, next to, under.









Tell Us a Story Continuous Provision



Water



- Use different sized cups and talk about a capacity, full, half-full, empty and make drinks for the three bears.
- Add green colouring to the water. Add creepy crawlies and make a potion for a witch.
- Add foam letters so the children can make simple words.

Creative

- Make giant sweets and lollies for the gingerbread house in Hansel and Gretel.
- Make trees, leaves and woodland animals to enhance the role-play forest.
- Use tubes to make the Three Little Pigs and small boxes to make their houses. Make a small world area for them.

Mark Making

- Make a wanted poster to find the wolf on behalf of Little Red Riding Hood.
- Sequence the Three Little Pigs story. Use phonic knowledge to write key words from the story.
- Put Goldilocks and The Three Bears puppets in the writing area. Children are to write speech bubbles for the puppets.









Tell Us a Story Continuous Provision



Malleable



- Using playdoh, make food for Little Red Riding Hood to take to her granny.
- Porridge Oats Talk about the different sizes of bowls in Goldilocks and the Three Bears. Make the porridge.
- Make jelly in ice cube trays. The children can make their own sweets for Hansel and Gretel

Role-Play



- Make a forest area that can be adapted for different stories e.g. Little Red Riding Hood, The Three Little Pigs, Goldilocks and The Three Bears etc.
- Create a full size gingerbread house and act out the Hansel and Gretel story.

Reading



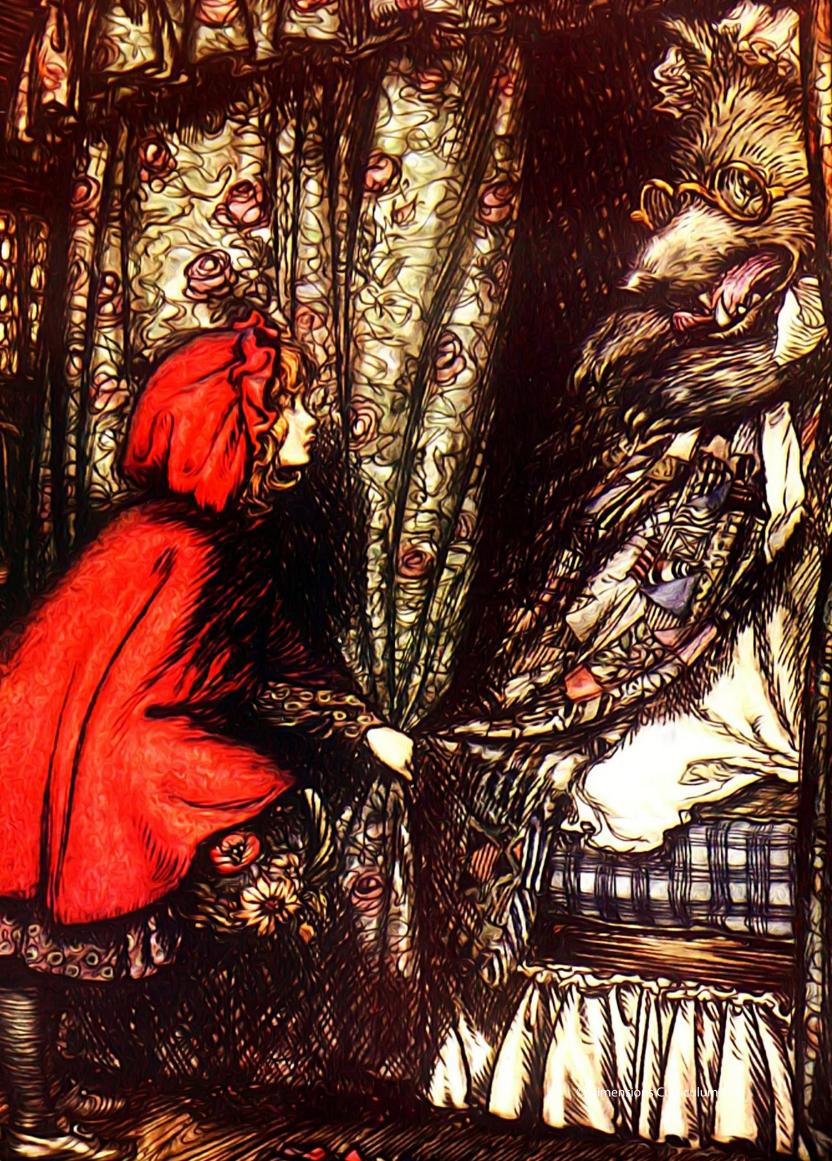
- Use a selection of traditional tales story sacks. Listen to each other re-tell the stories using puppets, masks, props and costumes.
- Where appropriate, talk about the moral found in the story.

Wish you'd... listen









Communication and Language





Learning Objectives

- enjoy listening to longer stories and can remember much of what happens
- understand 'why' questions
- know many rhymes, be able to talk about familiar books, and be able to tell a long story
- use longer sentences of four to six words

- Listen to and enjoy familiar and traditional stories, such as Goldilocks and the Three Bears, The Gingerbread Man and Little Red Riding Hood.
- Talk with the children about why they think characters behave as they do or why events happen in the story.
- Use story props such as puppets or story sacks to retell the stories through play.
- Encourage repetition and rhyme when reciting and telling traditional stories, poems and songs.
- Learn and talk about story language beginning, middle, end, characters, events, sequencing.
- Ask parents to share favourite traditional stories from their home languages.
- Talk about the characters in stories and how they might feel. Encourage children to talk about occasions when they might have experienced the same feelings.
- Encourage children to talk to each other about models or artefacts they have made.
- Use props and resources to retell familiar stories using story language. Make puppets.
- Sing action songs linked to familiar stories. Encourage intonation in the singing.
- 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
- use talk to organise themselves and their play
- Talk about what you see happening in pictures such as 'I can see the little pig with a bundle of sticks. He is piling them up to make a house'. Encourage the children to talk about what they see.
- Set up boxes of props so that children can retell familiar stories themselves.
- Set up collaborative tasks such as building a house for the Three Little Pigs. Work together and communicate with others as you build.







Communication and Language









Communication and Language







Physical Development





Learning Objectives

- continue to develop their movement, balancing, riding and ball skills
- 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

- use one-handed tools and equipment
- show a preference for a dominant hand
- be increasingly independent as they get dressed and undressed
- make healthy choices about food, drink, activity and toothbrushing

- Use equipment outside bikes, wheeled toys, climbing and balancing equipment to develop gross and fine motor control. Devise routes to travel along e.g. make a route for Goldilocks to get to the Bears' House on her bike.
- Use containers for filling and emptying such as collecting sticks to make a house for the little pigs.
- Use large apparatus and soft play equipment to jump and land carefully. Pretend to be Billy Goats and jump in different ways. Teach safe jumping and jumping in different ways.
- Make twizzle sticks with ribbons to wave and make patterns in the air to scare away Big Bad Wolves.
- Cut Gingerbread Men out of Playdough.
- Mix salt dough and make pretend food items for Little Red Riding Hood to put in her basket.
- Use construction to build a bed for the Princess in the Princess and the Pea story.
- Provide a range of clothing for children to wear when dressing up as role play fairy tale characters.
- Use snack time to teach healthy eating eat healthy snacks. Link to stories read together – make and cook porridge.
- During physical activity encourage the children to notice changes in their body during exercise.

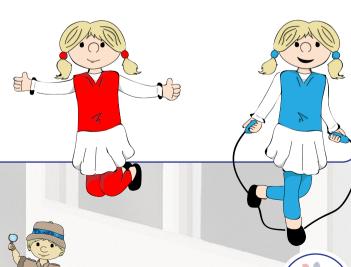






Physical Development



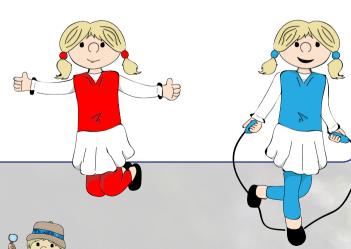






Physical Development











Personal, Social and Emotional Development





Learning Objectives

- play with one or more other children, extending and elaborating play ideas
- increasingly follow rules, understanding why they are important
- remember rules without needing an adult to remind them

- find solutions to conflicts and rivalries
- understand gradually how others might be feeling

 talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'

- Play simple matching games alongside adults and other children. Match the three different sized pigs or match the three bears.
- Play turn taking games e.g. roll a dice and collect an ingredient to make a Gingerbread Man or collect a brick to make a brick house for the pigs.
- Create cosy areas where children can listen to and share fairy stories with books, props and puppets.
 Encourage cooperative story telling with one another.
- Model pretend play in role play areas such as playing at Goldilocks in the house. Provide opportunities for children to copy your modelling.
- Listen to stories where characters help and support each other and discuss scenarios where that doesn't happen – such as the story of the Little Red Hen.
- Continue to reinforce setting rules, routines and behavioural expectations.
- Talk about actions and consequences linked to familiar tales. What happened to the little pig who built a straw house? Should Goldilocks have entered the house of the bears?
- Take photos of children doing activities which identify their particular strengths or sharing activities. Talk about the images, what they did and how they felt.
- Read familiar stories with a moral and discuss the feelings children have.







Personal, Social and Emotional Development

Practitioner Notes





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Personal, Social and Emotional Development







Literacy





Learning Objectives

- understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and top to bottom
 - the names of different parts of a book
 - page sequencing
- develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother

- Have a story telling role-play area such as a storytelling tent with relevant props, books, puppets etc.
- Enhance the book area in the setting with inviting stories, props, cushions or comfy chairs.
- Work with the children to make story sacks with a book and props to retell the story. Involve parents and carers in a story sack event to make resources together.
- Read and share recipes to make food associated with stories e.g. porridge for Goldilocks and the Three Bears, bean soup linked to Jack and the Beanstalk, Gingerbread Men etc.
- Invite visitors to the setting to retell stories to the children using props, song, musical instruments and books. Ask adults to tell stories, rather than always reading them. Talk about the characters, the events and the sequence.
- Find information in non-fiction books linked to the events and characters in the stories e.g. find out how a bean grows or how to make gingerbread men in a recipe book. Look for information about wolves and pigs. Is there such a thing as a troll?
- Read traditional tales from other cultures e.g. Anansi the spider or Tiddalik the frog.
- When reading familiar tales and rhymes miss out the final word in a repeating phrase for the children to complete.
- make strings of rhyming words and display in reading area
- use some of their print and letter knowledge in their early writing
- write some or all of their name
- write some letters accurately

- Look for examples of writing in texts and stories.
 Draw attention to it.
- Use role play as a stimulus for writing. Write invitations to the story show or story telling event.
- Provide book making materials for children and help them write their own stories. Read the stories to others.
- Provide clipboards in the book areas for children to write their own responses to stories and books they have read.







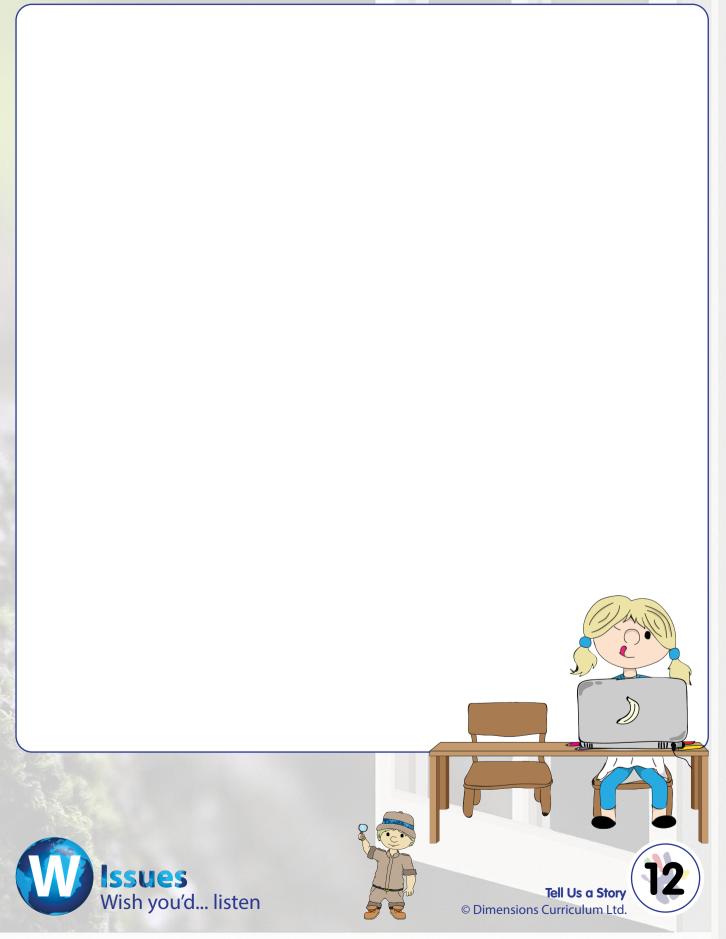
Literacy





Literacy





Mathematics





Learning Objectives

- develop fast recognition of up to 3 objects, without having to count them individually
- recite numbers past 5
- say one number for each item in order: 1, 2, 3, 4, 5
- know that the last number reached when counting a small set of objects tells you how many there are in total
- show finger numbers up to 5
- link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 5

- Provide resources for children to act out counting songs, stories and rhymes e.g. Ten Little Dinosaurs, Ten little Night Stars
- Use dressing up clothes from the storytelling role-play areas. Roll a dice and wash the corresponding number of clothes. Hang them out to dry
- Collect a basket of role play food items for Little Red Riding Hood to take to Grandma's house. Sort, count and match the number of items to the correct numeral.
- Make 'once upon a time' story books with numbers draw the correct number of pigs, people pulling a turnip, ugly sisters in the Cinderella story.
- Find one more / one less using different equipment e.g. pigs, bears, farm animals.
- Snack time activities pretend to be one of the bears counting how many children would like porridge, milk. Use language of calculation – 'How many more do we need?' 'Someone has gone to sleep in Baby Bear's bed. That's one less'.
- Kim's game tray of objects, adding 1 more or taking 1 away. Ask children to tell you what you did – using the correct language. Use Little Red Riding Hood's basket of food.
- talk about and explore 2D and 3D shapes using informal mathematical language
- select shapes appropriately
- describe a familiar route
- discuss routes and locations, using words like 'in front of' and 'behind'
- Use road or train track layouts to make routes to get from Goldilocks' home to the house of the bears.
- Use 2D and 3D shapes for the buildings along the roads and train tracks.
- Use mirrors in the water tray to explore reflections.
 What did the Gingerbread Man see as he looked into the water when he travelled on the fox's tail?
- understand position through words alone
- Place characters in different positions to tell stories and use positional language.
- Talk about time in the stories read. How long did it take Jack to climb the beanstalk?







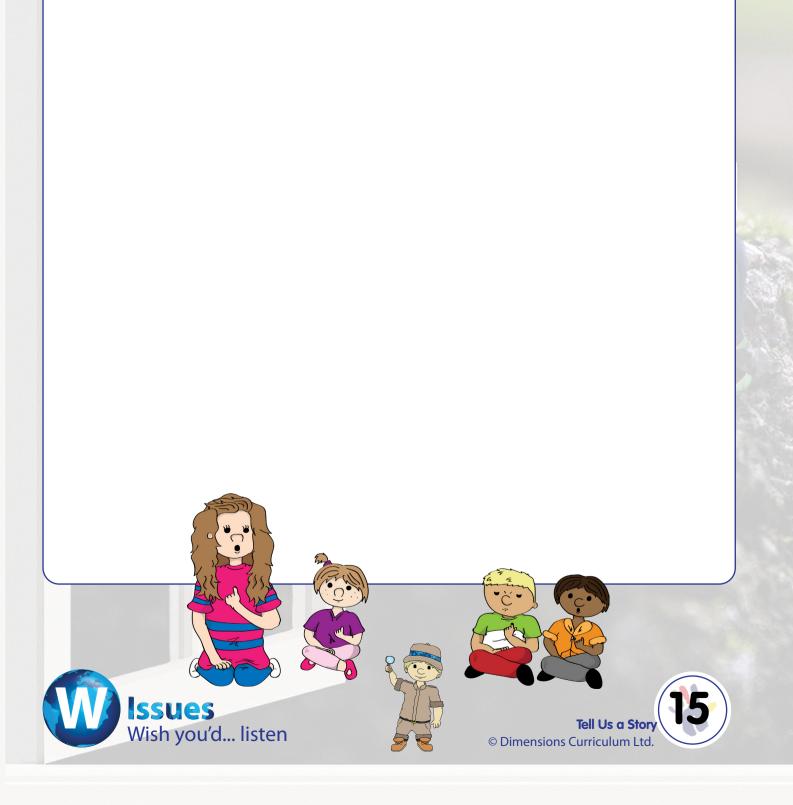
Mathematics





Mathematics





Understanding the World





Learning Objectives

- begin to make sense of their own life-story and family's history
- continue developing positive atitudes about the differences between people
- talk about the differences between materials and changes they notice
- 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
- know that there a different countries in the world and talk about the differences they have experienced or seen in photos
- continue developing positive atitudes about the differences between people

- Talk about friends and family and why they are important.
- Listen to traditional stories from different cultures.
 Explore stories with a moral or meaning.
- Invite a guest to tell stories from other cultures to the children.
- Use the outdoor area to explore and investigate and link it to familiar traditional tales, such as making a stick or a straw house. Introduce new vocabulary such as stalk, chaff, husk.
- Cook using different ingredients make porridge for the three bears, gingerbread men or a batch of buns for Little Red Riding Hood to take to Grandma.
- Plant a bean and watch it grow into a beanstalk.
 Plant it outside and continue to observe the growth.
 Harvest and cook the beans when they are ripe.
- Use stories to explore different features e.g. forests, bridges, hills, valleys, routes and journeys. Recreate stories using small world resources.
- Use stories and their locations to talk about places the children like or dislike e.g. forests. How does a forest make you feel? Have you been to a farm before? What features does a farm have?
- Make drawings and pictures after listening to traditional fairy tales from other countries, for example The Dragon and The Phoenix from China, Anansi and The Turtle from Jamaica or The Musicians of Bremen from Germany.
- Watch animations of traditional tales from other countries to give the children inspiration for their own story telling and role play.







Understanding the World









Understanding the World









Expressive Arts and Design





Learning Objectives

- take part in simple pretend play, using an object to represent something else even though they are not similar
- begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- remember and sing entire songs
- create their own songs, or improvise a song around one they know
- play instruments with increasing control to express their feelings and ideas
- 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 oncreasing complaxity and detail
- explore colour and colour-mixing

- Draw on a range of musicians and storytellers from different cultural backgrounds to extend children's experiences and reflect their cultural heritages.
- Explore textures which could be used to create characters from stories e.g. fur, feathers, skin.
- Make masks, puppets and models of characters to retell familiar stories.
- Use construction to make secure houses for the three pigs to keep them safe from the wolf.
- Explore rhythms and chants in stories e.g. 'Run, run as fast as you can, you can't catch me, I'm the Gingerbread Man.'
- Learn songs linked to stories e.g. 'When Goldilocks went to the house of the Bears'.
- Explore sounds of instruments and use them to help retell stories.
- Use musical instruments to perform non-verbal stories with sound effects and mime.
- Build a strong bridge for the Billy Goats to cross the river to avoid the troll. Provide boxes, strips of cardboard, crates and large building blocks to create with.
- Investigate fabrics and cushions. Make a bed with many mattresses for the Princess to sleep on in the story of the Princess and the Pea.
- Provide props, musical instruments, stories and objects for children to explore and create their own stories based on familiar stories they have listened to.
- Use stories as a stimulus for imaginative play, such as a letter arriving from Jack and the Beanstalk or a request from the three bears.
- Use stories as a focus for drawing and modelmaking. Make and paint the house of the bears or a giant's castle in the outside area. Encourage the children to add detail, for example, paint window frames, flowers and a door on the outside of the house. Provide primary colours for the children to mix and create new colours from.
- Use all available resources to retell their own versions of the familiar stories.

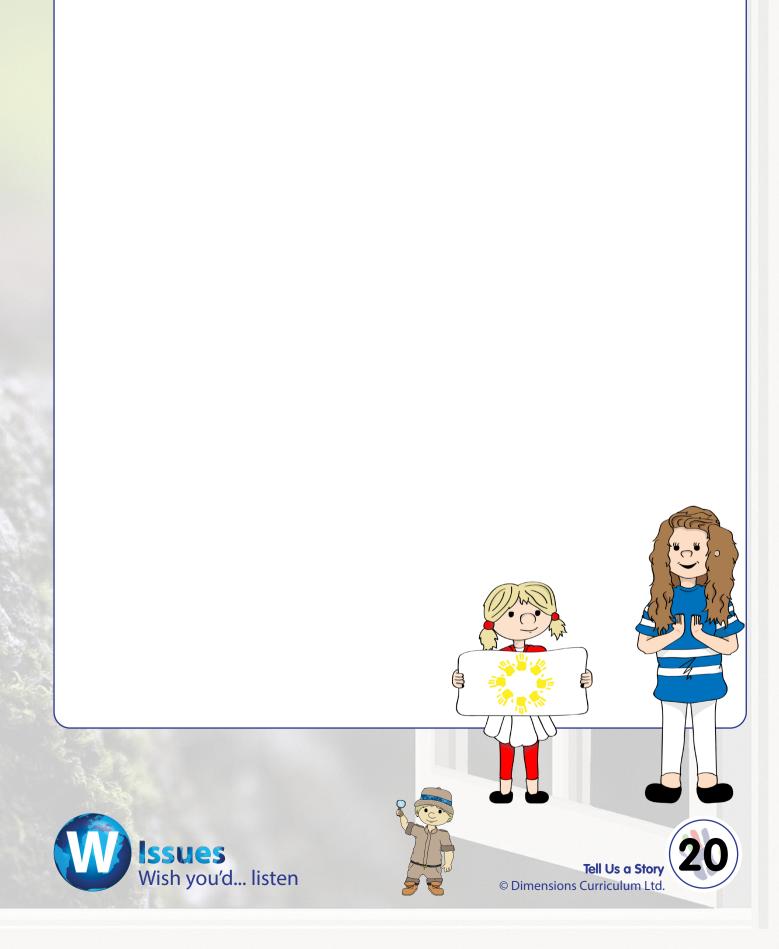






Expressive Arts and Design





Expressive Arts and Design

Practitioner Notes





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