

Traditional Tales

Zen Den Medium term planning for Autumn 1b 2025

Pathway: Pre-formal Engagement		
Cognition, Learning and Engagement	Communication and Interaction	Personal and Social Development
- Become familiar with traditional stories and anticipating the associated experiences during sensory story time. - Having a favourite character (supported by props such as puppets, dolls and figurines). - Size matching of familiar characters. - Explore hot, cold, warm. Learn temperature terms and feel using sealed pots of hot, warm and iced water.	- Listening to and anticipating key phrases from traditional tales such as, "Whose that trip trapping over my bridge?" - Chasing games linked to The Gingerbread Man - More in the basket	- Messy play relating to the story for sensory exploration or building tolerance, e.g. baked beans, porridge, straw. - Interact with character puppets. - React to the actions during sensory story time, begin to anticipate favourite actions or props.
My World Around Me		My Physical World PE/Gross and Fine Motor
- Explore a range of sensory opportunities relating to the stories e.g. feeling and smelling food from Little Red Riding Hoods basket - Trying on Grandma's glasses - Taking temperature using doctors kit		- Chasing games e.g running away from the 'The Big Bad Wolf' who is wearing a mask or wolf ears - Loading a basket with replica cakes for Grandma - Running or skipping while holding a basket of cakes - Turning the pages or a story book
My Independence Self-help/Life Skills/Cooking	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
- Taking books off the shelf and putting them back on, or stacking them in the book corner - Try on some accessories related to the story as independently as you can e.g. putting on grandma's night hat and glasses, putting your hood up for Little Red Riding Hood - Make salad - Make a gingerbread man	- Try on a wolf mask and growl with hands up like paws - Try on costumes and accessories to be the story characters - Little to songs of traditional tales - Explore a range of instruments - Decorations linked to Christmas celebrations - Art activities linked to traditional tales	- Fancy dress day to dress up as story characters. - Watch a simple performance of a familiar story, e.g., performed by other children or staff with props. Learn to clap at the end. - Christmas Jumper day (18.12) and Christmas party (19.12)

Pathway Semi-formal Explorer		
English	Maths	Personal and Social Development
- Sequencing story pictures - beginning and end, include middle if ready. - Begin to describe story characters simply using symbols as support. Choose from a range of options, e.g. The Giant is happy/scary/big, Goldilocks has black/blonde hair/is bald. - Say or sort if a sentence with symbols about a story is true or false. - Labelling the body parts/features of a wolf (claws, whiskers, teeth, tail, paws). - Use story character puppets practising varied intonation and volume of voice/ hot seating. - Select the correct story character upon hearing the name with puppets/dolls/pictures.	- Following personalised mathematical curriculum from Maths for Life - Times tables, including using apps such as Times Table RockStars (TTRS) - Focus upon number with all four operations - Simple worded problems with one step - Money and measure	'What's the Time Mr Wolf? Game - Communicating if story characters are good or bad and if we like or don't like the story (thumbs up or down/Makaton/symbols/verbally). - Use character puppets in a group. - Messy play with straw or porridge - Take turns with story props.
My World Around Me Science and Humanities		My Physical World PE/Gross and Fine Motor
- Learning about what animals and humans need to do in order to survive - Learning about food choices and a balanced diet - Food Technology including making gingerbread men - Designing and creating a glove puppet based upon a character from a traditional tale		- Fine motor skills sessions including links to traditional tales such as sewing a cloak - Sensory Circuit - Joining PE with mainstream class where possible
My Independence Self-help/Life Skills/Cooking	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
- Stranger danger. Which adults are safe for us? Use photos of people who help us in school and of strangers. Which ones should you listen to? - How to help when someone is poorly - Making salad - Make a gingerbread man - Sewing	- Act out scenes from traditional tales - Move to music like the different story characters e.g. prowlsneak like a wolf, skip like Red Riding Hood, 'stomp' like a troll - Art activities linked to traditional tales and Christmas - Creating music that links to a traditional story - Joining in Christmas performances with classes	- Fancy dress day to dress up as story characters. - Perform a story or song relating to a traditional story in a small group. - Watch a Pantomime (09.12) - Christmas Jumper Day (18.12) and Christmas party (19.12)

Literacy	Maths	Personal and Social Development
- Sharing a range of traditional tales - Sequencing stories - Describing characters and their actions using Colourful Semantics to support sentence structure - Answering questions based upon traditional tales - Using phrases to labelling the body parts/features - Retelling sections of stories in their own words (this may include using drama)	- Following personalised mathematical curriculum from Maths for Life - Times tables, including using apps such as Times Table RockStars (TTRS) - Focus upon number with all four operations - Simple worded problems with one step - Money and measure	- Communicating if characters are good or bad and beginning to explain why down/Makaton/symbols/verbally). - Food based learning for gingerbread and salad - Taking turns with story props, using puppets, within games and when acting out scenes
My World Around Me Science and Humanities		My Physical World PE/Gross and Fine Motor
- Learning about what animals and humans need to do in order to survive - Learning about food choices and a balanced diet - Food Technology including making gingerbread men - Designing and creating a glove puppet based upon a character from a traditional tale		- Fine motor skills sessions including links to traditional tales such as sewing a cloak - Sensory Circuit - Joining PE with mainstream class where possible - Y4 children swimming each Tuesday
My Independence Self-help/Life Skills	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
- Making salad - Make a gingerbread man - Stranger danger. Which adults are safe for us? Use photos of people who help us in school and of strangers. Which ones should you listen to? - Looking after our clothes like Little Red Riding Hood looks after her cloak: folding and putting away - How to help when someone is poorly	- Act out scenes from traditional tales - Move to music like the different story characters e.g. prowls/sneak like a wolf, skip like Red Riding Hood, 'stomp' like a troll - Art activities linked to traditional tales and Christmas - Creating music that links to a traditional story - Joining in Christmas performances with classes	- Fancy dress day to dress up as story characters. - Perform a story or song relating to a traditional story in a small group. - Watch a Pantomime (09.12) - Join classes for Christmas Sing Along (16 & 17.12) - Christmas Jumper Day (18.12) and Christmas party (19.12)