

Who has been huffing and puffing?

- Children find clues (footprints, straw, structures been blown down and story of 3 little pigs).
- Can we read the story of the 3 little pigs and develop actions to go with the talk for writing picture narrative.
- Can I act out the story of the 3 little pigs using story puppets and book at our puppet theatre? (CLL: be able to talk about familiar books, and be able to tell a long story; Retell the story, once they have developed a deep familiarity with the text).
- Can I make some playdoh food for the 3 little pigs? Can I make sure I make 3 of each item? Can I make amounts to 3 and count carefully? (Maths: I can say 3 when presented with 3 items; I have experienced and explored numbers, including cardinal, ordinal and nominal numbers, in number-rich indoor and outdoor environments).
- Mark making ideas: Write a message to mummy pig.

How can we help the 3 little pigs?

- Continue acting out story using Talk for writing picture narrative. (CLL: be able to talk about familiar books, and be able to tell a long story; Retell the story, once they have developed a deep familiarity with the text).
- Can I experiment in the mud kitchen building houses using a range of materials (sticks, leaves, straw, mud, sugar cubes, playdoh, etc). How can I make my house strong so it won't be huffed and puffed away? (DT: Use a range of basic materials and components (construction kits, materials, ingredients; Learn basic joining techniques using glue, tape, staples).
- Can I create an obstacle course to slow down the wolf? Can I make sure there are 3 of each item (e.g. 3 hoops, 3 steps, 3 logs etc. Can I count objects to 3? (Maths: I can use my experience of the counting sequence of numbers and of one-to-one correspondence to count sets reliably. I can count objects that I can touch, and ones that I cannot.)
- Mark making ideas: Shape house pictures

Can we build a new home for the pigs?

- Continue acting out story using Talk for writing picture narrative. (CLL: be able to talk about familiar books, and be able to tell a long story; Retell the story, once they have developed a deep familiarity with the text).
- In the DT workshop build a new home for the pigs. (DT: Use a range of basic materials and components (construction kits, materials, ingredients; Learn basic joining techniques using glue, tape, staples).
- Can I plan a picnic to cheer up the pigs and invite the wolf (focus on number 4). Can I make sure I have 4 of each food item at the picnic? Can I count carefully by lining up and touch counting to check? (Maths: I can count 4 items when asked how many are there altogether.)
- Mark making ideas: Rubbings of materials

Do all homes look the same?

- Read "Come over to my house" and look at photographs of houses in other countries. Look at the globe and spot where we live and where other countries are located. (Geography: Find out about other countries through stories and experiences).
- At the easels paint houses from around the world. (Art: Play with, explore and discover paint and experience colour using a variety of tools to apply paint).
- Can I build houses for the pigs in the construction area? How many bricks tall is your house? How many bricks if I add 1 more? How many bricks if I take one away? Etc. Can I match the numeral to the correct tower? (Maths: Count objects, actions and sounds; Can I link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.)
- Mark making ideas: Make a card for the Wolf to cheer him up. (Phone call from the wolf to say he is sorry).

Do all homes look the same?

Writing/speaking and listening opportunities

- Postcard to the pigs' mother.
- Shape houses: draw and label.
- Make a card to cheer up the wolf.
- Write a note to the pigs.
- Role play the story in the pigs house.
- 3 little pigs dressing up/puppet show retelling story.

New Vocabulary:
3 little pigs
Wolf
Huff
Puff
House
Straw
Wood
Bricks

Can I huff and puff?

- Using straws make huff and puff blow paint pictures. (Art: Explore mark making using card, brushes, sticks, sponges, fingers etc).
- In mud kitchen sort the pigs in their muddy pens (focus on composition of 4). How many pigs in the pen? How many have escaped from the pen? How many altogether? (Maths: I have explored forming a quantity in different ways using combinations of objects or quantities).
- Mark making ideas: Write a message to the pigs.