

## Literacy

Our Talk for Writing sessions will focus on the story of *The Three Little Pigs*, sequencing the story, joining in with repeated phrases when we retell it as a class and asking questions about the characters. Working in small groups, we will create alternative endings to the story, and will also write letters from the wolf to the pigs, saying sorry for blowing their houses down! Throughout the term, we will also continue to develop our understanding of sounds within words.

## Expressive Arts and Design

To tie-in with our class story we will be creating Three Little Pig puppets and putting on our own puppet shows. We will use instruments and songs to accompany the story, as well as making our own props to help bring the story to life. We will also create huff and puff art, blowing paint onto paper through straws and then talking about the abstract pictures that we have made.

## Physical Development

We will be building large versions of the Three Little Pigs' houses in our outdoor area to improve our gross motor skills. Once these have been built, we will then explore different ways of moving when we want to get away from the wolf, as well as developing our spatial awareness, finding space, travelling and stopping with control. Finally, we will make pigs from playdough, developing our finger strength and control.

## Personal, Social and Emotional Development

We will be developing our understanding of emotions by thinking about the way that the pigs feel at different points in our class story. We will talk about the things we do to stay safe and the ways in which we show kindness to each other. We will also be talking about different families and celebrating diversity.

This half-term, we'll be learning about...



# THE THREE LITTLE PIGS

LADYBIRDS - SPRING 2025

## Mathematics

As we continue with our *Essentials for Counting* programme, we will be exploring patterns and comparison. We will learn to put things in order of size, using language like *larger, smaller, tallest and shortest*. We will use balance scales to compare masses, deciding which object is heavier and which is lighter, and using this to compare our bricks, sticks and straw. We will also use 2d shapes to create patterns and collages linked to our story, naming and describing the shapes that we use. Throughout the term we will continue to develop our counting and number recognition skills, aiming to secure our knowledge of numbers to at least five, supported by lots of counting songs.

## Understanding the world

Linking in with our story we will be experimenting with making structures from different materials, including lolly sticks, straw, sugar cubes, Lego and cardboard. We will think about which the different properties of each material and decide which one we would use to build our home - are they strong enough? What happens when it rains? We will also be learning about farmyard animals (especially pigs). We will think about the ways in which these animals are similar and different and the types of places that they like to live - would real pigs want to live in any of the houses in our story? Finally, in Forest School we will be discussing and exploring the changing weather and seasons.

## Communication and Language

We will continue to develop our vocabulary through our words and signs of the week, all linking in with the story of *The Three Little Pigs*. In particular, we will be focussing on Nick Sharatt's fantastic version of the story. We will think of questions that we could ask the wolf to help us to better understand the story, and will be singing lots of farm songs. Key words for this topic will include: *houses, building, huff, puff, strong, structure, wolf, blow and chimney*. We will be creating a storytelling chair in our class garden, giving us a new place to share (and listen to) some of our favourite stories.



## Literacy

- Sharing stories is just about the most valuable thing you can do at home. Try to read with your child as often as possible and talk to them about the story. Can they remember phrases from the story? Which characters do they particularly like?
- We follow the Read Write Inc phonics programme, and they have provided guidance on supporting your child at home: [www.ruthmiskin.com/en/find-out-more/parents/](http://www.ruthmiskin.com/en/find-out-more/parents/)

## Expressive Arts and Design

- Act out stories together, sing and dance to favourite songs or encourage your child to tell you stories linked to their play.
- Talk about what your child has made at school and encourage them to describe the way they made it to you - and maybe have a go at making something similar together at home.

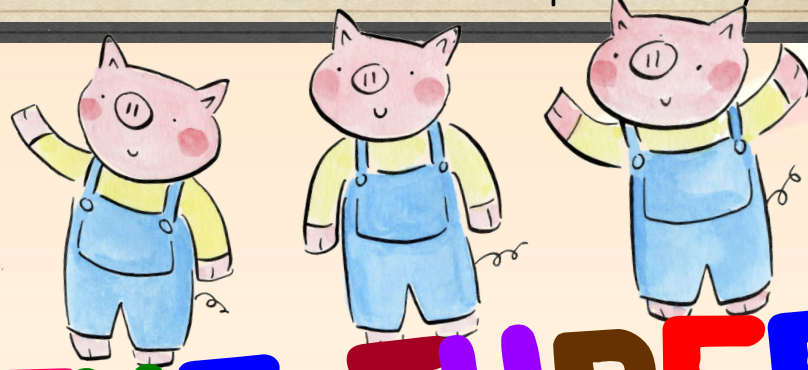
## Physical Development

- Support your child in using mark making to share their ideas. These might not be recognisable letter shapes yet - any marks that have meaning to them count.
- Build an obstacle course in the house or garden together, running (carefully) around benches, crawling under blankets and clambering through boxes.
- Encourage your child to brush their teeth twice a day and talk about the things we do to stay healthy.

## Personal, Social and Emotional Development

- Talk about times when characters in stories feel worried and link this to real-world experiences, helping your child to recognise that everyone feels this way from time to time.
- Talk about things you'll be celebrating this term in your family, the traditions you have and the reasons these are important to you.

Ideas for supporting learning at home:



# THE THREE LITTLE PIGS

LADYBIRDS - SPRING 2025

## Mathematics

- Keep practicing counting, whenever and wherever possible - you could count houses on the way to school, footsteps on the way to bed, shoes in the house, players on the team, objects in the shopping trolley, claps, nods... Anything and everything you can think of!
- Practice writing numbers in sand, salt or water, or try making numbers out of groups of pebbles.
- Put objects from around the house into size order, encouraging your child to use the language like *larger*, *smaller*, *tallest* and *shortest* as you do so. Is the tallest object also the biggest and heaviest?

## Understanding the world

- Look for animals in the garden, park or on days out - which ones do you know? What are they doing? Are they the same as the animals in books or films that we know? You could put food out for birds or hedgehogs in the garden and see how many new animals come to visit.
- Build dens or shelters together. Which materials should we use to hold the structure up? How should we join them? What should we use to make the roof? Do you think this would protect us if the wolf came?
- Look for (and talk about) changes linked to the colder weather - what different clothes do we wear? What different things do we do?

## Communication and Language

- We will continue to use Tapestry to share work that we have done in school and share ideas for learning beyond school. You can log in, view work and add comments and pictures at [eylj.org](http://eylj.org). Speak to a member of staff if you're not sure about how to log in.
- Read, listen to, retell or act out the story of *The Three Little Pigs* at home - you could build your own version of their houses, draw pictures to help tell the story or make masks to get into character. There's a lovely dance version of the story on the BBC website, too.