

Who has been huffing and puffing?

- Hook: Children find clues (footprints, straw, bricks, structures been blown down, leaves etc) and story of 3 little pigs.
- Act out the story at story making table and develop talk for writing actions and picture narrative. Use piccollage to photograph scenes from the story and voice record narrative. (CLL: Can I retell the story, with some as exact repetition and in my own words?; Computing: Take digital pictures or video).
- In the role play write wanted posters to find out who has been in our class. (Writing: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.)
- Build houses for the pigs and compare amounts of blocks. How many? Who has the tallest/shortest? If I have 1 more how many will I have? 1 less? (Maths: Can I Solve real world mathematical problems with numbers up to 5; Do I Understand the 'one more than/one less than' relationship between consecutive numbers?)
- Unaided write: Write signs to put around school e.g. "Help! Did you see a wolf?" (Writing: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.)

Does my house look the same as Grandma's/Tatton Hall?

- Hook: Interview Mrs Cummings about what her Grandmas house was like in the past.
- Write a recount of our interview with Mrs Cummings about houses in the past (Writing: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.)
- Compare pictures of houses in the past with our houses. Say what is different and what is the same. Identify old and new from pictures. (History: Explore and understand what is the same, and what is different about familiar things now and in the past e.g. houses)
- Use "Code Karts" to investigate early aspects of coding. (Computing: Use simple software to make something happen.)
- Unaided write: Write some sentences about homes around the world. ((Writing: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.)

How can we help the three little pigs?

- Hook: Children receive a letter from the little pigs saying they are homeless. Understand what it means to not have a home and that in real life some people are homeless. (PSHRE: Can I think about other people's feelings and know that they might be different to mine?)
- Build homes for the 3 little pigs (bricks, straw, tissue, playdoh, sugar cubes, straws etc) and test to see if they are strong enough (huff and puff/hairdryer). Can you predict which items will blow away. (Science: Can I make simple predictions? Can I explore and talk about different forces I can feel?)
- Write a letter to pigs to tell them how we will help them. (Writing: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.)
- Set the playdoh table for the pigs party and weigh playdoh balls to make a cake. Who has the heaviest ball? Can you balance your ball of dough? What else weighs the same and balances your ball of dough? (Maths: Can I make comparisons between objects relating to size, length, weight and capacity.)
- Unaided write: Make wanted posters to catch the wolf. (Writing: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.)

Do all homes look the same?

Vocabulary:

3 little pigs	cold
Wolf	sledge
Straw house	Wooden house
country	Brick house
UK	England
Thelwall	Arctic
Warrington	
Greenland	
Inuit	
Igloo	
Ice	

Where in the world is this home?

- Hook: Children receive a letter from a penfriend from a cold country saying she has invited the little pigs to visit and would we like to find out about her house. Read "Come over to my house" and look at houses around the world locating countries on the globe. (Geography: Find out about other countries through stories and experiences.)
- Pana has some friends over. They play hide and seek. There are 5 altogether. Hide some friends and with a partner works out how many are hiding. (Maths: Can I Explore the composition of numbers to 10).
- Write back to Pana and ask her some questions about her home (Writing: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.)
- Investigate the photos of Pana's home. Compare with Thelwall. Sort pictures into Greenland and Thelwall/UK. Say what is different and what is the same? Geography: Recognise some similarities and differences between life in this country and life in other countries.
- Unaided write: Write a letter to the 3 little pigs. (Writing: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.)

Do all homes look the same?

- Hook: Receive package from Pana with a book about her friends from other countries and where they live. Read "Come over to my house".
- Investigate materials that houses in different countries are made from. Sort materials into categories and decide which ones are suitable for a house. Link to houses in the story. Explore Frottage (rubbing) to explore textures of materials. (Science: Can I Compare and group together some everyday objects made from wood, plastic and glass.)
- Write a homes around the world book to share with Pana. (Writing: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.)
- Investigate the pairs of warm socks and gloves Pana has sent. Investigate pairs. How do we know when a number is odd or even? Link with numicon plates. (Maths: Explore and represent patterns within numbers up to 10, including evens and odds)
- Unaided write: write some questions for Pana. (Writing: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.)

PSHRE : Respect & Honesty

RE: Books and stories that are special for different people and why? (Christians & Muslims)