

## Vocabulary

Prickles	Tusks
Claws	Jaws
Poisonous	Knobbly
Log-pile	Mouse
Owl	Snake
Fox	Gruffalo
Forest / Wood	Cave
Whiskers	Footprints
Wire	Shadow



### Aspiration and significant people

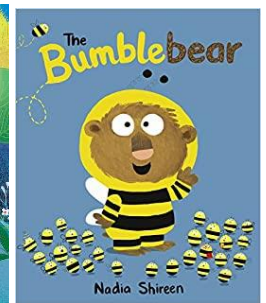
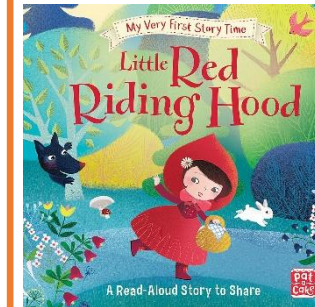
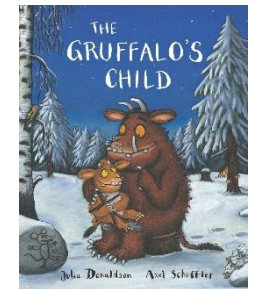
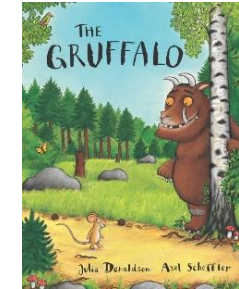
A **vet** is a person who looks after animals when they are unwell or injured. Animal experts **Ferne and Rory** help children understand that, just like us, animals can get sick and need help from a **vet**.

**LOVE GOD, LOVE OTHER LET YOUR LIGHT SHINE**

**Famous Quote:** "He has terrible tusks, and terrible claws, and terrible teeth in his terrible jaws. He has knobbly knees, and turned-out toes, and a poisonous wart at the end of his nose. His eyes are orange, his tongue is black; He has purple prickles all over his back"



## Book List



### Outdoor learning

*EAD: Ask the children to act out the story in the forest using character masks.*

*EAD: Get the children to make a log-pile house for the snake.*

### Parental Engagement

Visit the Gruffalo Trail at Cannock Chase. Read the story "The Gruffalo". Watch The Gruffalo on iPlayer.

### Enrichment

Children will be exploring the forest and recreating the story of the Gruffalo. They will also go on a Gruffalo hunt.

## Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance
- Explain the reasons for rules,
- Manage their own basic hygiene and personal needs
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

## Cool Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

## Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## Lovely Literacy

- Demonstrate understanding of what has been read and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



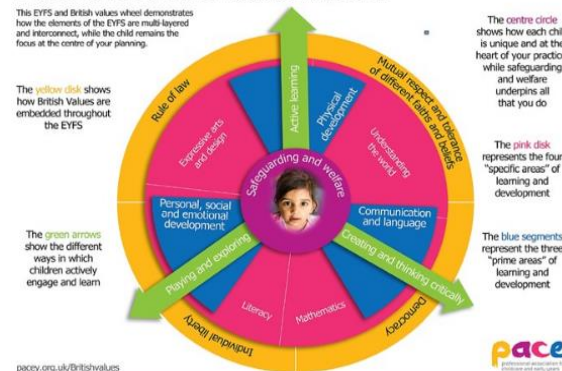
## Marvellous Mathematics

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Understanding the World

- Understand the past through settings, characters and events encountered in books read in class and storytelling;
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
  - Explore the natural world around them, making observations and drawing pictures of animals and plants;
  - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## EYFS and British values wheel



## Expressive Arts

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

### Personal, Social and Emotional Development

*What we do at school:* Our Value is ????. We will learn what the word means, and how we can show it. (FE/HR/VD/RR)

*How you can help:* Talk to your child about their feelings and encourage them to use different words to express themselves. Talk about why they are feeling this way, and how their body is feeling at that moment.

### Cool Communication and Language

*What we do at school:* We will be talking in full sentences to describe the Gruffalo. We will be asking questions using “where”, “why” and “who”.

*How you can help:* Look at the book “The Gruffalo” and other related texts (see box on page 1) and talk about them. Model talking in full sentences and encourage them to use describing words.

### Physical Development

*What we do at school:* We will be experimenting with different ways of moving. We will be talking about what the woodland creatures will need to eat to be healthy and what we need to be healthy.

*How you can help:* Make movements using the video on YouTube: “Michael Rosen performs We’re Going on a Bear Hunt”.

### Lovely Literacy

*What we do at school:* We will continue our daily phonics and handwriting lessons. We will be thinking of words to describe the Gruffalo and a woodland setting.

*How can you help:* Practice handwriting at home, remembering fantastic formation and sitting in your perfect writing position. Create your own character, like the Gruffalo. Write a story about them.



### Marvellous Mathematics

*What we do at school:* We will be learning to say number bonds to 5. We will be counting out amounts to match the number.

We will be talking about the names and properties of shapes.

*How you can help:* Cut out shapes and make a dragon, castle or unicorn. Talk about the sides and corners. Make a box model castle. Talk about the names of the 3D shapes. Find the faces, edges & vertices.

### Understanding the World

*What we do at school:* We will be exploring the similarities and differences between animals and their habitats.

*How can you help:* Talk to your child about why the animals in the story were so scared of a creature they had never seen before. Discuss how ‘the unknown’ can be scary.

Characteristics of effective  
Learning

Playing and exploring

Active learning

Creating and thinking critically

### Expressive Arts

*What we do at school:* We will be using different materials to make collages of animals and the woodland setting.

*How can you help:* Encourage your child to collect junk modelling equipment to experiment and develop their creativity. Talk about what they hear, smell and see on the Gruffalo Trail walk at Cannock Chase.

# THE GRUFFALO

mouse



fox



owl



snake



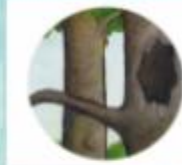
gruffalo



underground house



treetop house



logpile house



orange eyes



Knobbly knees



turned-out toes



purple prickles



poisonous wart



tusks



claws



teeth



black tongue

# The Gruffalo's Child

Mouse

Gruffalo

Snake

Wood

whiskers

dark

Fox



Owl

house

child

Teeth



claws

eyes

snow

big

bad

footprints

terrible

dad

bored

Log pile

creature

scariest

cave

friend

shadow

moon



