






















Measurement: The Three Little Pigs

<p>Aim: Sequence events in chronological order using language (for example, before, and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</p>	<p>Success Criteria: I can put a familiar story into order. I can explain the order using sequencing words.</p>	<p>Resources: Lesson Pack Strips of yellow paper (straw) Strips of brown paper (sticks) Building bricks</p>
<p>I can describe a familiar story in the correct order.</p>	<p>Key/New Words: Before, after, earlier, later, first, next, last, today, yesterday, tomorrow, morning, afternoon, evening, night.</p>	<p>Preparation: Sequencing Vocabulary Cards - as required Three Little Pigs Story Sequencing Cards - as required Three Little Pigs Activity Sheet - as required Three Little Pigs Puppets - as required</p>

Prior Learning: It will be helpful if children have previous experience of comparing and describing time and are familiar with the story of The Three Little Pigs.

Learning Sequence

	<p>First, Next, Last: Show children three images on the Lesson Presentation. Work as a class to sort the images into the categories 'first', 'next', and 'last'.</p>	
	<p>The Three Little Pigs: Explain that children are going to be thinking about the story of 'The Three Little Pigs'. Ensure that all children are familiar with the story. Talk through the pictures that are on the Lesson Presentation, asking children to explain what is happening in the story. Do children notice that the story does not make sense?</p>	
	<p>What's Happened? Give the children time to talk to their partner about what has gone wrong with the story and how the story can be made to make sense. Establish that the story is no longer in chronological order and it needs to be put into sequence so that it makes sense again.</p>	
	<p>Let's Try Again! Looking at the correctly sequenced story boards on the Lesson Presentation, invite children to describe the events of the story, encouraging the use of the key vocabulary.</p>	
 	<p>Three Little Pigs Activity: Children complete the differentiated Three Little Pigs Activities, putting events into chronological order and using the language of sequencing.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="215 1265 790 1433">  <p>Children work in a small group supported by an adult, to organise the Three Little Pigs Story Sequencing Cards into chronological order, and to generate sentences including the words on the Sequencing Vocabulary Cards.</p> </div> <div data-bbox="813 1265 1380 1489">   <p>Children work in pairs to complete the Three Little Pigs Activity Sheet. Children cut and stick the story board pictures to sequence the story. After, children take turns to describe the frames of the storyboard to each other, using the vocabulary. To aid discussion, pair more confident readers with children who need more support.</p> </div> </div>	
	<p>Diving into Mastery: Schools using a mastery approach may prefer to use the following as an alternative activity. These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.</p> <div style="margin-top: 10px;">  <p>Children match time vocabulary such as 'before', 'finally' and 'afternoon' to pictures from 'The Three Little Pigs' to tell the story in order.</p> </div> <div style="margin-top: 10px;">  <p>Children draw three pictures in the correct order to show what happened to Mr Wolf in the morning, the afternoon and the evening.</p> </div> <div style="margin-top: 10px;">  <p>Children are given a word bank of time vocabulary such as 'first', 'after' and 'morning'. They choose the correct word to fill each gap to retell the story of 'The Three Little Pigs'.</p> </div>	
	<p>Build The Story: Arrange the children into new groups. Give each group some sticks, straw, bricks and the Three Little Pigs Puppets. Children use the prompts to act out the story in order. Encourage the use of the language on the Sequencing Vocabulary Cards.</p>	

Exploreit

Createit: The children create their own stories by drawing story boards and describing them using the vocabulary they have learnt.

Programit: Using Beebots or other programming toys, children work together to write a set of instructions using sequencing vocabulary.

Sequenceit: Photocopy pages of familiar stories, jumble them, and have children work in groups to sequence them, using appropriate vocabulary.