

YEAR: RECEPTION

Theme: Tell Me a Story (Spring 2)

Related Units: Superheroes

Unit overview	Vocabulary		Related Books/Resources
<u>Tell Me a Story</u> <u>Enquiry Question:</u> What makes a good story? Children learn about the elements of a story: characters, setting and plot. They listen to a range of high quality stories and think about story structure. The 'story mountain' helps them to structure a simple story with a beginning, middle and end, including a problem that is resolved (Ref: <i>On My Way Home</i>, by Jill Murphy). Children are encouraged to tell stories orally and to write and illustrate their own stories. Written stories may be scribed by an adult, written in partnership with an adult or written entirely by the child, depending on their confidence and stage of development in the writing process. During Superhero week we concentrate on stories told visually, using a comic book style and speech bubbles. On 'Superhero Day' children come to school dressed as a superhero. Children are also encouraged to share their favourite stories from home. They participate in whole school literary events such as World Book Day and the Little Ealing Literary Festival.	New Vocabulary ◦ story ◦ character ◦ setting ◦ plot ◦ action ◦ author ◦ illustrator ◦ speech bubble	Vocabulary to Revise ◦ describe ◦ adjective ◦ individual ◦ appearance ◦ personality ◦ emotion ◦ fact ◦ fiction	• On My Way Home, by Jill Murphy • Room on the Broom • The Paper Bag Princess • The Gruffalo • The Singing Mermaid (Or select other high quality story books) • Supertato • The Incredible Secret of Awesome Man World Book Day Little Ealing Literary Festival Superhero Day <u>Role Play/Small World</u> • Home Corner • Library • Castle • Circus • Police Station • Small world with character puppets and setting from the week's story.

Themes and Cross Curricular Links	Key Opportunities
• <u>British Values / Philosophy / SMSC</u> • Reflects on own opinions, likes and dislikes. • Reflects on own experiences. • Develops self-awareness, self knowledge and self-esteem • Democracy – participates in class decision-making.	Circle Time Class discussions 1:1 and small group discussion Helicopter stories/Children read their own stories to the class Class vote for ‘story of the day’
• <u>Communication and Language</u> • Maintains attention, concentrates and sits quietly during appropriate activity • Two-channelled attention – can listen and do for a short span. • U (ELG) – Children follow instructions involving several ideas or actions. They answer ‘how’ or ‘why’ questions about their experiences and in response to stories and events. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Introduces a storyline or narrative into their play	Circle Time Class discussions 1:1 and small group discussion Adult-led tasks – e.g. sequence and re-tell stories they have heard in their own words. Children read their own stories to the class
• <u>PSED</u> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding and asks appropriate questions of others. • Confident to speak to others about own needs, wants, interests and opinions • Can describe self in positive terms and talk about abilities.	Role-play and small world Circle Time Class discussions
• <u>Physical Development</u> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.	Creative/construction activities e.g. collage, castle building. Superhero masks Writing tasks
• <u>Maths</u> • Estimates how many objects they can see and checks by counting them • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • SSM (ELG) – Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems	Estimating and counting votes for the daily story Shape, space and measure activities as appropriate to the stories read: lots of opportunities during Superhero topic – e.g. measuring footprints on Superhero Day; How fast can you run? How high can you climb? How far can you throw? Timed activities – e.g. obstacle course

• EAD • Experiments to create different textures • Manipulate materials to achieve a planned effect. • Constructs with a purpose in mind using a variety of resources • Uses simple tools and techniques competently and appropriately • Creates simple representations of events, people and objects. • Introduces a storyline or narrative into their play. • Plays cooperatively as part of a group to develop and act out a narrative	Painting – characters from stories. Collage as appropriate to story: e.g. mermaid Plasticine/playdough/clay Gruffalo – or, describe and create your own ‘monster’ Paper Bag puppets – e.g. princess Room on the Broom: e.g. magic wands, witches hats, ‘magic painting’ with white wax crayon and watercolours. Superhero crafts: e.g. Superhero masks, cityscape silhouette Small world with character puppets and setting from the week’s story. Role play
• Understanding the world • PC (ELG) Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions: • TW: Looks closely at similarities, differences, patterns and change. • T (ELG) Children ... select and use technology for particular purposes.	Class discussion 1:1 and small group discussion Adult-led tasks Use technology to record stories (child’s own or re-tell a story they have listened to)

Literacy Curriculum Coverage	Writing Outcomes
Reading ◦ Continues a rhyming string ◦ Can segment the sounds in simple words and blend them together and knows which letters represent some of them ◦ Begins to read words and simple sentences ◦ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books ◦ Enjoys and increasing range of books Writing ◦ Can segment the sounds in simple words and blend them together ◦ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ◦ Writes own name and other things such as labels and captions ◦ Attempts to write short sentences in meaningful contexts	• Write captions or labels /attempt to write simple sentences (as appropriate) • Writing own name. - Daily modelled and shared writing - Label pictures – e.g. gruffalo. - Describe: e.g. characters, settings - Recount – e.g. weekend news, holiday writing, - Use story planner – e.g. ‘Story Mountain’ – to sequence and plan a story - Write a simple story following the Story Mountain structure and have an awareness of story language (e.g. ‘Once upon a time ...’) - Letters – e.g. to Chief of Police on Superhero Day - Comic strip – tell story through illustration, speech bubbles. - Writing linked to role-play – e.g. Evidence notes, police reports. - Use rhyming words – rhyming spells, poems, stories - Spell books - Daily soft start name writing practice – where appropriate - Label work independently - Use Colourful Semantics to create a sentence: Who? – What doing? – What? – (Where?)

