

# Once Upon a Time



**Entry point:** The children discover clues to the new topic we are exploring this half term. We find props from the traditional story, Jack and the Beanstalk. We discover different versions of the same story and explore features of fairy stories. We even pretend to be Jack climbing the beanstalk and think of our own versions of our favourite traditional tales!

**Outcome:** Children will host a reading café in their classrooms for their parents. They will share their work and re-tell traditional stories with their special adults. Parents and children can enjoy a drink and a story in the classroom reading café.

## Home learning:

### Read and share traditional stories at home.

Take photos of some of your toys and make a story map – add in some of your own drawings and writing too. We can share it in class and if you like you can tell your story to the rest of your class.

Go for a walk in the wood or in the countryside and think of words to describe the setting. Begin to think of the type of story that might take place in that setting. It would be really good if you could take a picture and label it with your ideas.

### Literacy

Children will develop their knowledge of the structure of stories, characters and settings by sharing familiar stories. Children will develop their reading skills and love of stories by sharing familiar stories.

Children will use familiar stories as prompts for writing enquiries, developing story maps to support their thinking. Children develop their sense of story making through drama, art work and writing.

### Playing and Exploring:

Creativity: Children will think of different ideas that nobody else has thought of when innovating stories.

Children will use their imagination to transport themselves to unknown worlds, envisage what might be and think of things that have not experienced.

Children will mastery over the tools and materials that they work with

### PSED

Nature Detectives- awareness of behaviour expectations when learning outside of school. Helping others, looking after other people, link to Fairy tales. Understanding our bodies, keeping healthy and people who care for us.

### Maths

Children will develop their thinking and problem solving skills through mathematical enquiries and problems presented by story contexts, such as counting gold coins and measuring beanstalks..

Children will develop their calculation skills through rich maths tasks and stories.

Children will develop mental maths skills, especially imagining and making pictures in their head.

### Expressive arts and design

Children will act out stories and explore the drama of situations through role play, how do we explore the problems stories present?

Children will make props to act out and make up stories, and they will pretend to be characters from books.

### Active Learning:

Children will become more confident to believe in themselves and accept a challenge to take on something new and feel proud of their efforts and achievements.

### CL

Children will use language to imagine and recreate roles and experiences in play situations. Introduce a storyline or narrative into their play.

### Understanding the world

Children will develop their geographical inquiry skills by thinking about how to use the outdoors to tell and explore stories.

Children will think about settings – the places where stories happen, what are their features and characteristics. They will build small and big worlds, including dens and mazes, adding details relevant to stories. Children will explore different materials featured in stories and investigate floating and sinking.

Children will use technology in their story telling, Bee Bots travelling on a story map.

### PD

Imagination and Movement

Children will tell stories through movement and dance.

### Creating and Thinking critically:

Thinking:

Process a variety of information using a range of organising tools when sequencing a story.

Pose and follow lines of enquiry through raising relevant questions and planning actions to find solutions.