



Tell Us a Story!

Listening to Others



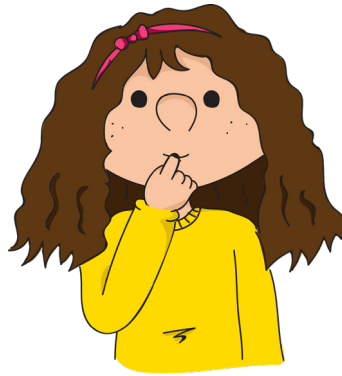
Explorers 2



Fairy Stories and Traditional Tales

Tell Us a Story!

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Resources

- <http://amzn.to/1vZSNNA> - Each Peach Pear Plum by Janet and Allan Ahlberg
- <http://amzn.to/1mnaEgz> - Choice of 'Traditional Tales' such as: Goldilocks and the Three Bears, Jack and the Beanstalk, The Gingerbread Man, The Three Little Pigs, The Three Billy Goats Gruff
- <http://amzn.to/1mnJK8k> - Anansi the Spider
- <http://amzn.to/1mRFA9Z> - Tiddalik the frog

Learning Pathway

Experimental

I can explore different ways of doing things.

Curious

I am eager to learn new things.

Confident

I have a positive attitude to my learning.

Co-operative

I can work as part of a group making a positive contribution.





Week One / Two Jack and the Beanstalk



Launch Pad



Start by looking at a variety of beans e.g. green beans, baked beans, broad beans, runner beans. Ask the pupils if they know what beans are, where they come from and what we do with them. Taste some of the cooked beans. Which one is the favourite? Read the story of 'Jack and the Beanstalk'. The pupils are to join in by adding sounds at strategic points in the story :- cow mooing, "yippee" shout (beanstalk has grown), Fee-fi-fo-fum (giant), honking noise (goose) and any others you think appropriate. They need to listen to the story carefully in order to make the sounds at the appropriate points.

Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- listen attentively and respond to what they hear with relevant questions
- express their ideas and feelings about their experiences using full sentences and making use of conjunctions

Use the beanstalk image and prepare your example. What would you like to grow on your magic beanstalk? Pupils are to do the same and think of something they would like their magic beanstalk to grow. Ask individuals to describe to the rest of the class what they have imagined and then to draw it.

Physical Development

GROSS MOTOR SKILLS

- negotiate space and obstacles safely, with consideration for themselves and others
 - move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Pupils are to begin by miming how Jack climbed the beanstalk. Then, put out a range of equipment to encourage stepping up and climbing.

FINE MOTOR SKILLS

- begin to show accuracy and care when drawing
- Using a range of green pens, pencils and paints, the pupils can draw beanstalks on large rolls of paper.



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Week One / Two Jack and the Beanstalk



Mathematics

NUMBER / NUMERICAL PATTERNS

- verbally count beyond 20, recognising the pattern of the counting system
- Pupils are to order numbers in a sequence on a beanstalk. They must count backwards when coming down. Use a small world person to represent Jack. Move him to the number one more / one less.

Literacy

WORD READING / COMPREHENSION

- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
- Read different versions of the story aloud and compare. Encourage the pupils to predict what happens next. What are the similarities / what are the differences between them?

WRITING

- spell words by identifying sounds in them
 - write simple phrases and sentences that can be read by others
- Write a letter to the giant from Jack to apologise for stealing from him. Encourage the use of polite vocabulary. Less able pupils could make a sorry card.

Understanding the World

THE NATURAL WORLD

- know some similarities and differences between the natural world around them and contrasting environments
- know how saying what you see is an important aspect of science (Sc KB)

There are animals that are termed 'giant' e.g. giant panda, giant tortoise, giant ants. They are much bigger than your average animal. What does 'giant' mean? Look at the two images. We must seem like giants to some creatures - can you suggest any? How should we treat them?



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Week One / Two Jack and the Beanstalk

Expressive Arts and Design

CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques
- share their creations, explaining the process they have used
- know the names of simple construction tools and equipment (DT KB)

Using images from the different versions of the Jack and the Beanstalk story, create a picture of the giant to be used in a large scale 3D model. Then, choose materials e.g. large boxes, tubes etc. to make the giant.

Continuous Provision Planner

Area	Learning Focus	Activity	Adult Role
Imaginative Play	<ul style="list-style-type: none"> • invent, adapt and recount narratives and stories 	Use talking tin lids to record messages from the magic beans, giving instructions (beans talk, you know!)	Instructions could include 'Sweep the floor', 'Write a recipe that includes beans'.
Toys and Tubs	<ul style="list-style-type: none"> • use a range of small tools, including scissors, paint brushes and cutlery 	Put gardening tools into the sand tray so pupils can simulate digging and planting.	Supervise play and ensure sensible use of tools.
Construction	<ul style="list-style-type: none"> • be confident to try new activities and show independence 	Build a ladder to climb the beanstalk.	Suggest items that might enhance the activity.
Motor Skills	<ul style="list-style-type: none"> • compare quantities up to 10 • verbally count beyond 20 	Measure giant footprints, using cubes or rods and record. Pupils can estimate first and then check.	Ensure pupils work in sensible spaces.
Outdoor Learning	<ul style="list-style-type: none"> • demonstrate strength, balance and coordination when playing 	Use stilts / large foam feet to walk around the outdoor area.	Supervise play and help pupils maintain balance.



Week One / Two Jack and the Beanstalk



Making it Personal...

- Jack didn't listen to his mum and sold the cow for beans instead of money. Why do you think he did that?
- Discuss with the class times when they haven't listened to a parent. Can they **evaluate** the benefits of listening to adult advice?
- Have they ever ended up in a difficult situation because they didn't listen?

Core Vocabulary

story	big	planting
beanstalk	tall	digging
magic	estimate	gardening
mime	apologise	footprint
compare	steal	
giant	sorry	

Practitioner Notes

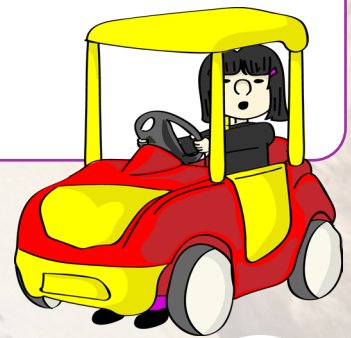


Week One / Two Jack and the Beanstalk



Practitioner Notes

A large, empty rectangular box with a purple border, intended for practitioners to write their notes.



Issues

Wish you'd... listen



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Week Two / Three The Gingerbread Man



Launch Pad



Read the story of 'The Gingerbread Man'. Pupils are to join in with repetitive phrases. You could use this version <https://www.topmarks.co.uk/stories/GingerbreadMan.aspx>

Explain that they are going to bake their own gingerbread man. So, look closely at his appearance and use this to discuss what would be required in order to recreate the character e.g. buttons, eyes etc. Organise a baking activity to take place in groups and children are to use their gingerbread man to help re-tell the story, before eating him!

Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- listen attentively and respond to what they hear with relevant comments and actions when being read to
- make comments about what they have heard and ask questions to clarify their understanding
- participate in small group, class and one - to - one discussions offering their own ideas, using recently introduced vocabulary

Ask the pupils to listen carefully and pull out from the story repeated refrains e.g. 'Run, run as fast as you can.' Can pupils think of their own refrains, using different movements e.g. hop, hop?

Physical Development

GROSS MOTOR SKILLS

- negotiate space and obstacles safely
 - move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- "Run, run as fast as you can. You can't catch me, I'm the gingerbread man!" Pupils in turn think of their own different movements e.g. hop, hop and repeat the refrain with the others following their movements.

FINE MOTOR SKILLS

- use a range of small tools, including scissors, paint brushes and cutlery
- Use tweezers to add buttons to their own playdoh gingerbread men.



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Week Two / Three The Gingerbread Man

Mathematics

NUMBER / NUMERICAL PATTERNS

- have a deep understanding of number to 10, including the composition of each number
- subitise up to 5

Choose activities from the Topmarks website <http://bit.ly/2jPl3Zj>

Literacy

WORD READING / COMPREHENSION

- anticipate - where appropriate - key events in stories

Read different versions of the story and compare. What are the similarities / what are the differences between them?

WRITING

- write recognisable letters, most of which are correctly formed
- write simple phrases and sentences that can be read by others

The Gingerbread Man goes missing (eaten, presumed dead!) Pupils are to make their own 'Lost' posters, appealing for his safe return.

Understanding the World

THE NATURAL WORLD

- explore the natural world around them, making observations and drawing pictures of animals and plants
- know that saying what you see is an important aspect of science (Sc KB)

The animals in the story join the chase. Watch the FunKey film and look at the different animal movements. Talk about why the animals move e.g. cow to be milked, fox to hunt. Can you think of ways in which other animals move with purpose?



Week Two / Three The Gingerbread Man

Expressive Arts and Design

CREATING WITH MATERIALS

- safely use and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- perform songs, rhymes, poems and stories with others
- know what they are designing and making and say what its purpose is (DT KB)

Track the journey of the gingerbread man - from the house, down the lane and over the river.

Use the map provided to help create either a large scale storymap collage or design scene trays for each part. Pupils can make the characters to then use in re-telling the story with the collage or scene trays as a backdrop.

Continuous Provision Planner

Area	Learning Focus	Activity	Adult Role
Imaginative Play	<ul style="list-style-type: none"> • make use of props and materials when role playing 	Create a baker's shop role play.	Add malleable materials and accessories.
Toys and Tubs	<ul style="list-style-type: none"> • work and play cooperatively and take turns with others 	Make the water tray into a river. Build bridges / add boats etc.	Support pupils with their ideas. Encourage them to work with a friend.
Construction	<ul style="list-style-type: none"> • use a range of small tools 	Construct something to help the gingerbread man cross the river safely.	Help with construction, as necessary.
Motor Skills	<ul style="list-style-type: none"> • work and play cooperatively and take turns with others 	Use buttons to create patterns. Pupils could copy a pattern or create their own.	Ask pupils to add a certain number of buttons.
Outdoor Learning	<ul style="list-style-type: none"> • move in a variety of ways 	Obstacle course linked to the story e.g. cones for trees.	Supervise for safety and sensible use of resources.



Week Two / Three The Gingerbread Man



Making it Personal...

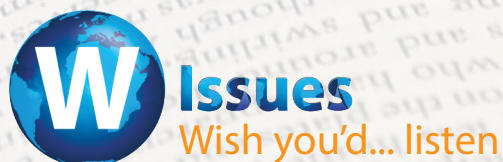
- How do you think the Gingerbread Man felt when he was being chased? Why?
- Ask pupils to think of a time when they have felt threatened. Can they **describe** what happened?
- Why is it important to feel safe? What should we do if we ever don't feel safe?

Core Vocabulary

gingerbread	baking
journey	oven
storymap	
collage	
repeated	
refrain	

Practitioner Notes

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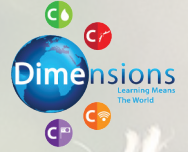


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Week Two / Three The Gingerbread Man

Practitioner Notes



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Issues
Wish you'd... listen



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Explorers Catalyst Question

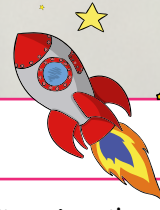
What's so great about books?



Week Three / Four Snow White



Launch Pad



Show the pupils a juicy red apple. Ask the pupils to describe it, using the opener "The apple is _____". After listening to their ideas, you then add the phrase, "The apple is poisonous." Then, take a bite and fall, as if dead. Another adult is then to read the 'Snow White' story. During the story, when the seven dwarves are introduced, choose pupils to act these roles. At the end of the story, the storyteller asks one of the pupils to pretend to kiss your cheek to wake you up. You join in again, acting out the rest of the story. Repeat with different children in character. Watch the FunKey film.

Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- 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
- offer explanations for why they think things might happen, making use of recently introduced vocabulary from stories

Hot-seat characters from the story e.g. the queen, Snow White, huntsman. Ask the pupils to think of questions they would like to ask the characters. Encourage them to use 'how' and 'why' questions.

Physical Development

GROSS MOTOR SKILLS

- demonstrate strength, balance and coordination when playing
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Watch the clip of the "Heigh-Ho" song <https://youtu.be/pSj2h34ZrmY>. Discuss the different actions e.g. marching, digging, breaking rocks. Pupils are to copy the movements and invent their own to go with the song. They could use props to enhance the movements.

FINE MOTOR SKILLS

- hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases

Pupils are to write a thank you letter from Snow White to the seven dwarfs.



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Week Three / Four Snow White

Mathematics

NUMBER / NUMERICAL PATTERNS

- have a deep understanding of number to 10
- subitise up to 5
- automatically recall number bonds up to 5 and some number bonds to 10

Use images of the seven dwarfs and the numerals sheet to partition and work on number bonds to 10.

Literacy

WORD READING / COMPREHENSION

- demonstrate understanding of what has been read to them by retelling stories
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Read different versions of the story and compare. What are the similarities / what are the differences between them?

WRITING

- write recognisable letters, most of which are correctly formed
- write simple phrases and sentences that can be read by others

Invent a new dwarf and draw and write about them. Can they describe them accurately for a friend to try and draw, based on the description?

Understanding the World

THE NATURAL WORLD

- explore the natural world around them, making observations
- know that food comes from plants or animals and that food has to be grown or caught (DT KB)
- know that saying what you see is an important aspect of science (Sc KB)

Show pupils the red apple again. Ask them what kind of food it is. Have a range of other kinds of fruit available, along with one type of vegetable. Can they name them all? How many types are there? Which is the odd one out? Allow them to choose one to taste. Explain that fruit and vegetables are healthy foods.



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Week Three / Four Snow White

Expressive Arts and Design

CREATING WITH MATERIALS

- 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
- know the key features that define a product (DT KB)

Talk about reflective / shiny materials. Show examples such as CDs, foil etc.

The mirror in the story of Snow White is made of reflective glass. Pupils are to make their own mirror using reflective materials. They can add a cardboard frame and decorate it. Share their finished work with others.

Continuous Provision Planner

Area	Learning Focus	Activity	Adult Role
Imaginative Play	<ul style="list-style-type: none"> • make use of props and materials when role playing characters in stories 	Provide dressing up clothes and props to act out the Snow White story.	Ask questions to move the narrative forwards e.g. who came into the forest?
Toys and Tubs	<ul style="list-style-type: none"> • use a range of small tools 	Dig in the sand like a dwarf, looking for hidden diamonds (plastic gems).	Help pupils look closely at and describe the 'diamonds'.
Construction	<ul style="list-style-type: none"> • safely use and explore a variety of materials 	Make a house for the seven dwarfs.	Encourage pupils to include certain items to put in the house e.g. seven beds.
Motor Skills	<ul style="list-style-type: none"> • order two or three items by length or height 	The dwarfs are very small. Can pupils find small things and measure them using non-standard units? And then order them.	Demonstrate how to measure using rulers if appropriate.
Outdoor Learning	<ul style="list-style-type: none"> • demonstrate strength, balance and coordination when playing 	Lay a trail outside for pupils to march along, pretending to be the dwarfs, in a 'follow my leader' type activity.	Help with setting up the trail and adding obstacles.



Week Three / Four Snow White



Making it Personal...

- **Compare** the nasty queen with Snow White. Why did the nasty queen hate Snow White?
- The nasty queen spent a lot of time listening to the mirror. Who do you spend a lot of time listening to?
- Who do you think you should try and listen to less / more?

Core Vocabulary

poisonous
dwarf
characters
partitioning
measure
compare

fruit
vegetable
mirror
reflection
shiny
ruler

queen
huntsman
axe
forest

Practitioner Notes

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W Issues
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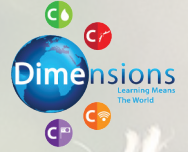
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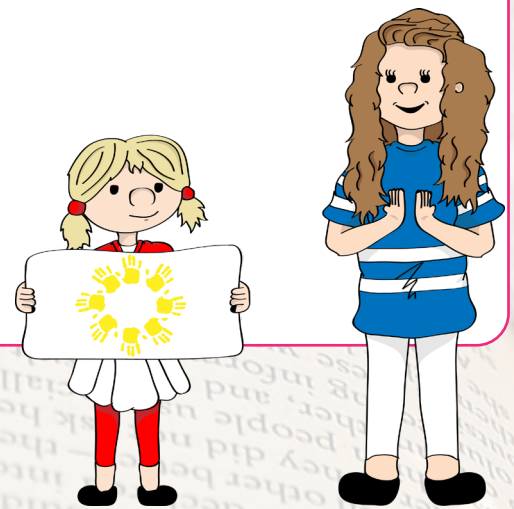


Week Three / Four Snow White

Practitioner Notes



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Explorers Catalyst Question

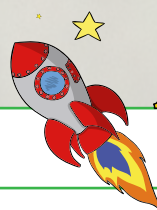
Who is your favourite story character?



Week Four / Five Cinderella



Launch Pad



Use the invitation card to introduce the story of Cinderella. Read out the invitation and ask pupils if they can guess which story the invitation comes from. Then, read the story aloud. Then, show the following props, one by one:-

broom / brush, posh shoe (glass slipper), clock set at twelve o'clock, crown, ugly sister mask, toy horse.

As each is shown, ask the pupils how they are connected to the story.

Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- make comments about what they have heard and ask questions to clarify their understanding
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories

Ask pupils a range of who / what / where / when / how questions about the story. Use their answers to create a pictorial storymap using text and images, like the one supplied. Can the pupils retell the story, using the storymap to help them?

Physical Development

GROSS MOTOR SKILLS

- negotiate space and obstacles safely, with consideration for themselves and others
- move energetically, such as, running, jumping, dancing, hopping, skipping and climbing

'Fairy Freeze' You need two magic wands for this game (rolled up paper will do, if you don't have your essential fairy kit in school!) One child is chosen to be the good fairy and one is the bad fairy. Both are supplied with a magic wand with which they should touch other children as they run around in the space. The bad fairy wand freezes children whereas the good fairy wand unfreezes them! Pupils must try and avoid being frozen.

FINE MOTOR SKILLS

- use a range of small tools, including scissors, paint brushes and cutlery
- Make a magic fairy wand. Add enhancements, such as sequins, stars etc.



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Week Four / Five Cinderella

Mathematics

NUMBER / NUMERICAL PATTERNS

- have a deep understanding of number to 10, including the composition of each number
- 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 the other quantity
- **uses everyday language related to time**

Use the story of Cinderella to introduce time, showing pupils the numbers around the clock and counting together. Now, listen to the chime tracks provided. Each track has a different amount of clock chimes. Pupils are to listen and count how many chimes and say the number. They could even show that time on a clock.

Literacy

WORD READING / COMPREHENSION

- say a sound for each letter in the alphabet and at least 10 digraphs
- read words consistent with their phonic knowledge by sound-blending

Use the flashcard words and help pupils to read them. Can they use the words to make a sentence? Teacher should scribe the sentences then ask pupils to read them aloud.

WRITING

- write recognisable letters, most of which are correctly formed
- write simple phrases and sentences that can be read by others

What did Cinderella wish she could do? Pupils are to think of and write down a wish of their own.

Understanding the World

PAST AND PRESENT

- talk about the lives of the people around them and their roles in society
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- state examples of change (Hi KB)
- understand and use language related to the passing of time (Hi KB)

There was a lot of change in the Cinderella story. Can pupils recall some of the changes? Can pupils identify changes that have occurred in their lives? In what ways do we all change over time?



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Week Four / Five Cinderella

Expressive Arts and Design

CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- make use of props and materials when role playing characters in narratives and stories
- identify a range of colours and simple techniques (Ar KB)
- know what they are designing and making and say what its purpose is (DT KB)

Look at a range of different hats, including a crown. Explore with the pupils who might wear each hat e.g. helmet - policeman. If anyone has a hat in school ask them to model it while the other pupils try and draw the hat, looking carefully at colours and shape. Explain that they are going to use the template provided to decorate a wonderful crown for Cinderella, either by painting, colouring or using collage materials. Allow them to experiment with different media.

Continuous Provision Planner

Area	Learning Focus	Activity	Adult Role
Imaginative Play	<ul style="list-style-type: none"> • work and play cooperatively and take turns with others 	Create a shoe shop, with all different sized shoes.	Help to develop vocabulary related to size.
Toys and Tubs	<ul style="list-style-type: none"> • demonstrate coordination when playing 	Make magic potions using coloured / glittery water.	Add further interest to the water e.g. smells, bubbles.
Construction	<ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques 	Use construction equipment to make a carriage / vehicle to take Cinderella to the ball.	Encourage pupils to think carefully about what their carriage needs e.g. roof so Cinderella's lovely dress doesn't get wet.
Motor Skills	<ul style="list-style-type: none"> • begin to show accuracy and care when drawing 	Provide different sized shoes. Draw around them, cut them out and put in size order.	Discuss which is the longest / shortest.
Outdoor Learning	<ul style="list-style-type: none"> • be confident and show resilience and perseverance 	Hunt for laminated mice, hidden outside. Find all five and then sequence them?	Check the number sequencing and ask number-related questions.



Week Four / Five Cinderella



Making it Personal...

- Cinderella is a story with a happy ending. Can pupils think of other stories with happy endings?
- Think of a personal story you can share with the class about when you were in a tricky situation but there was a happy ending.
- Do they have a personal story they can **retell** that has a happy ending, too?

Core Vocabulary

invitation
party
midnight
morning
evening
half past

o'clock
wish
change
carriage
wand
magic

pumpkin
crown
prince
sisters
fairy godmother
palace

Practitioner Notes

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Issues
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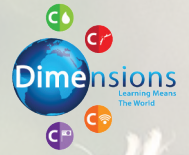
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Week Four / Five Cinderella

Practitioner Notes



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Issues
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Week Six Learning to Listen



Launch Pad



Using the big ears that have been provided, stick them onto a headband so they can be worn by the pupils. They are to sit in a circle and the teacher should choose a child to be 'Big Ears' and wear the headband. They sit in the centre of the circle with their eyes closed. The others sat in the circle will begin to pass around a noisy carrier bag, tambourine or similar behind their backs. When the teacher says stop, 'Big Ears' has to say who they think is holding the item. Ask the pupils if they can explain the difference between hearing and listening? Ask them if 'Big Ears' was hearing or listening? Why is it important to listen in school?

Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- listen attentively and respond to what they hear with relevant actions
- make comments about what they have heard and ask questions to clarify their understanding

The pupils are to work in pairs. Give one of the pair the picture provided. They cannot show it to their partner. The other pupil will have a blank piece of paper. They will need to listen to child one describe the picture and draw what they think it looks like, based on what they are told. Ask the pupils to talk about how easy / difficult it was to draw the picture from listening. How easy / difficult was it to describe the picture clearly enough?

Physical Development

GROSS MOTOR SKILLS

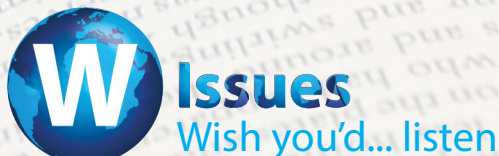
- negotiate space and obstacles safely, with consideration for themselves and others

Using the picture cards of different animals provided, hand each pupil a card and explain that they are to make the sound of the animal that is on their card repeatedly, until they find other pupils making the same sound. All pupils will make their sound at the same time. The aim of the game is to listen carefully for the other pupils making the same sound and find each other. The end of the game is when all the animals are grouped together.

FINE MOTOR SKILLS

- hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases

Using a Mr. Potato Head, pupils are to dress him and ensure the ears are in the correct place! The pupils then draw the Mr. Potato Head they have created.



Week Six Learning to Listen



Mathematics

NUMBER / NUMERICAL PATTERNS

- have a deeper understanding of number to 10, including the composition of each number
- Listen to the music clips one at a time. Whilst each clip is playing, the pupils are to count how many 'woo hoos' there are. They can then record on a whiteboard how many they hear.

Literacy

WORD READING / COMPREHENSION

- demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary
- Read a story of your choice to the pupils. They are to listen carefully and then, at the end of the story, they are to re-tell it to a friend who hasn't been part of the group who were listening.

WRITING

- write simple phrases and sentences that can be read by others
- Read the first part of a story that perhaps you haven't read in class before. Choose an appropriate place in the story to stop. Ask the pupils to imagine what would happen next. They are to write the rest of the story, including some detail, depending on their ability.

Understanding the World

THE NATURAL WORLD

- understand some important processes in the natural world
- understand some simple generic vocabulary linked to science (Sc KB)
- know that processes and changes occur (Sc KB)

The teacher is to wear the big ears from the Launch Pad activity and pretend to be sat on an aeroplane. Play the sound clip provided of the flight attendant announcement.

The teacher should put their hands over their ears to show it is hurting them. Ask the pupils why it is that our ears can hurt sometimes on a plane. Can they think of times it has happened to them?

Explain that when we are high up our ears can 'pop', due to pressure from air in the ear drum. Think of other examples of this.



Week Six Learning to Listen

Expressive Arts and Design

CREATING WITH MATERIALS

- share their creations, explaining the process they have used
- know what they are designing and making and say what its purpose is (DT KB)

Create a large scale listening booth out of cardboard boxes and call it 'The Imagination Station'. The pupils can be involved in painting it, deciding what 'sound objects' could go in e.g. panpipes, plastic bag, old computer keyboard. They can then go in and feel the different items in there and describe the sounds. Ask more able pupils to use their imaginations as to what each sound could be likened to e.g. typing on an old computer keyboard could sound like a pixie running down a gravel garden path!

Continuous Provision Planner

Area	Learning Focus	Activity	Adult Role
Imaginative Play	<ul style="list-style-type: none"> • be confident to try new activities and show independence 	Listen to the sounds in the 'Imagination Station'.	Encourage pupils to use a range of describing words for the sounds.
Toys and Tubs	<ul style="list-style-type: none"> • work and play cooperatively and take turns with others 	Play with a range of noisy toys.	Talk about how the toys work and what kind of sounds they make.
Construction	<ul style="list-style-type: none"> • use a range of small tools 	Design and make a set of headphones, using a range of construction materials.	Support the pupils when cutting and joining materials together.
Motor Skills	<ul style="list-style-type: none"> • begin to show accuracy and care when drawing 	Place some shapes into a feely bag. One child is to select a shape and then, without saying what it is, describe the shape for the other pupils to draw it.	Remind the pupils of the names of 2D shapes. Provide the feely bag and the shapes.
Outdoor Learning	<ul style="list-style-type: none"> • work and play cooperatively and take turns with others 	Go on a sound walk and pupils record the different sounds they can hear.	Take small groups of children to walk around the school and stop at certain points to listen.



Week Six Learning to Listen



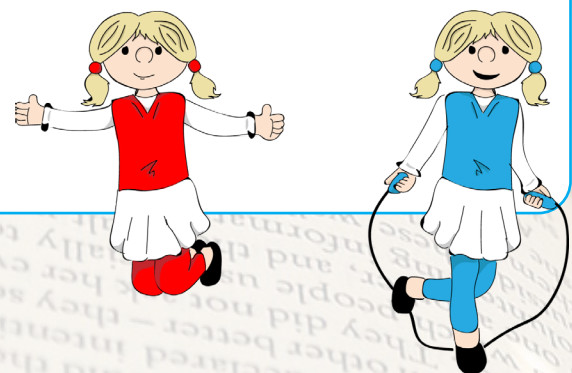
Making it Personal...

- Have any of the pupils had to go to the doctor because their ears were hurting? What was the problem?
- Do the pupils know anyone who is deaf? Can they **predict** what it might be like?
- Why is it important to listen to others? What does it feel like as the person who is talking when others don't listen to you?

Core Vocabulary

listening	communication
hearing	sounds
ears	deaf
ear drum	noisy
loud	music
quiet	shout

Practitioner Notes



W Issues
Wish you'd... listen



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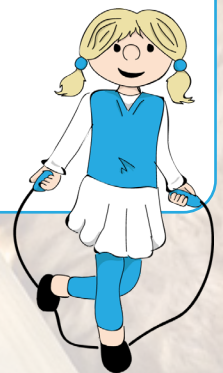


Week Six Learning to Listen

Practitioner Notes



A large, empty rectangular box with a blue border, intended for practitioners to write their notes.



Issues
Wish you'd... listen

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Music Expressive Arts and Design



E2

- invent, adapt and recount narratives and stories with peers and their teacher
- perform songs, rhymes, poems and stories with others
- know the names of some basic tuned and untuned instruments (Mu KB)
- know and understand simple words related to tempo and dynamics (Mu KB)
- know and understand the elements of tempo and dynamics (Mu KB)

Cross-Curricular Learning Opportunities

- listen attentively and respond to what they hear with relevant actions
- make comments about what they have heard and ask questions to clarify their understanding
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate
- express their ideas and feelings about their experiences using full sentences, including use of tenses and making use of conjunctions, with modelling and support from their teacher

Overview

Pupils begin by enjoying a range of traditional tales. They then use vocal sounds to represent characters in the story. Pictures of the characters are introduced and sounds are used to represent the characters. Explore loud and quiet sounds. Develop character pictures / symbols for a different story and accompanying with sounds.



Music Expressive Arts and Design



Traditional Stories

Pupils begin by enjoying a range of traditional tales. Choose a story the children have particularly enjoyed and make a list of the main characters (3 or 4). The example given is for 'Jack and the Beanstalk' but could be adapted to many other stories. Use pictures of the key characters (e.g. Jack, giant, Jack's mother and the cow), decide on a vocal sound for each character (e.g. 'hit the road, Jack', 'Fee fi fo fum', 'you naughty boy' and 'Moooo'.) Read the story and ask the children (individuals or groups) to perform the matching vocal sound whenever the character's name is mentioned.

Character Symbols

Use pictures / symbols of the key characters (e.g. Jack, giant, Jack's mother and the cow) and decide on a matching instrumental sound for each character. Read the story and ask the children (individuals or groups) to play their instrument whenever the character's name is mentioned. The pictures can then be arranged in a sequence and the sounds performed in order, from left to right.

Composition

Together, listen to and explore loud sounds and quiet sounds using voices and instruments. Make two copies of the character pictures (one large and one small) and explain that a small picture means play quietly and a large picture means play loudly. Read the story and ask the children to play loudly / quietly. Use the different sized pictures arranged in a sequence and play the sounds to match.

Read a different story such as 'The Three Billy Goats Gruff'. In small groups, ask the children to choose a character each, draw a picture of their character and choose a sound to accompany them. They then, in groups, put the pictures in an order and play their chosen sound as part of the group composition.



Music Expressive Arts and Design



Extension Activity

Provide role play props, puppets costumes and books for the children to retell stories. Provide instruments alongside these resources so children can create character sounds for their stories.

Resources

Copies of chosen stories
Pictures of key characters
A range of percussion instruments



Dance Physical Development



E2

- invent, adapt and recount narratives and stories with peers and their teacher
- perform stories with others
- negotiate space and obstacles safely, with consideration for themselves and others
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Cross-Curricular Learning Opportunities

- listen attentively and respond to what they hear with relevant actions
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate
- know and understand simple words related to tempo and dynamics (Mu KB)

Overview

Pupils begin by enjoying a favourite fairy tale. They then explore different shapes and movements to represent characters in the story. They explore a range of levels, dynamics and character interpretation. The group then develop various ways of travelling and moving to extend the characterisation.



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Dance Physical Development



Traditional Stories

Choose a story the children have particularly enjoyed and make a list of the main characters (three or four). The example given is for 'Three Billy Goats Gruff' but could be adapted to many other stories. Explore different static shapes that could represent each character e.g. tiny curled up shape for Baby Billy Goat Gruff and big stretchy wide shape with scary face for the Troll. Choose which ones you like and practise them. You could take photos of particularly good ones as pictures of your characters.

Bring it To Life

Explore different ways of moving across the space / travelling that would suit the different characters. Make sure to encourage good use of levels and speeds and different body parts, making it diverse and memorable. Don't go for the obvious - silly is often good fun!

Baby Billy Goat Gruff – small roll across the space

Middle Billy Goat Gruff – crawling on all fours

Big Billy Goat Gruff – upside down bear crawl, kick legs at back to push the troll off the bridge!

The Troll – big wide stance and heavy stomping walk with growl or words

Introduce the characters in the order in which they appear in the story. In response, the children create the still shape to represent the character and then demonstrate their practised way of travelling across the space.



Dance Physical Development



Composition

The structure of the story can be applied to the dance. Decide on three easy scenes that could represent the beginning, middle and end of the main storyline. For example,

1. "The Billy Goats Gruff took turns to cross the bridge" – crawling, scampering, running across the bridge and the Troll shouts "I will gobble you up".
2. "The biggest Billy Goat threw the Troll into the river and he landed with a big splash" – spinning around and around, jumping and then falling over backwards as if landing in the river.
3. "The three Billy Goats Gruff were happy in their new field and never saw the Troll again" – skipping in circles together and sleeping on the grass.

This can be applied to any story with different characters. Build up slowly over the sessions and repeat the simplified narration to act as cues for the movements.

Extension Activity

Provide role play props, puppets costumes and books for the children to retell stories. Provide music and instruments alongside these resources so children can create mini dances for their stories.

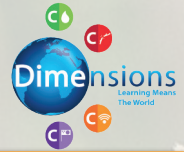
After listening to different music or instruments, some children can apply their choices to be played alongside the movement to extend the activity.

Resources

- Copies of chosen story
- Pictures of key characters



PSED Bully Boy



Learning Objectives

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021)

Story

Lily was very unhappy. She cried when her daddy left her at school in the morning; she cried when she took her coat off in the cloakroom and she was too frightened to walk into her classroom on her own. When she sat on the carpet ready for her teacher to take the register, her face was all red and puffy and her eyes were filled with tears. She sat as quiet as a mouse and as still as she possibly could. This happened every morning.

What do you think is wrong with Lily?

A boy called Mason in her Year 1 class was bullying Lily. On the carpet, he always managed to kick her in her back, stand on her fingers and pull her hair. He pinched her when no one was looking.

What is wrong with Mason's behaviour?

Mason followed Lily around every playtime. He called her names and pushed her. He tripped her up and stopped others from playing with her.

What could the other children do?

When Mason went to play football, Sam noticed that Lily was crouched on the floor by the school gate. "Why don't you tell somebody about Mason? They will help you and stop him from bullying you," Sam said. "Who can I tell?" Lily asked, "and what can they do anyway?"

Who could Lily talk to? Who could she tell about Mason's bullying? What could they do to help?

Sam began to wonder how he could help Lily.

How could Sam help Lily?

At the end of the day, the children lined up and went into the cloakroom to collect their coats. Mason pushed in the line and stood right behind Lily. He pulled her ponytail and she started to cry again. Sam stepped in front of Mason and looked him straight in the face, "Stop bullying Lily, Mason!" he ordered in a calm but firm voice. Mason just looked back at Sam, then turned and skipped off into the classroom.

Was Sam right to do this? Why / why not?

Feeling very proud of himself, Sam followed Lily out of school and over to her mummy.

Sam spoke softly to Lily and told her to tell her mummy all about Mason's bullying behaviour and about how she felt. Lily plucked up courage and, through her tears, told her mummy, who was very cross with Mason, but also very sad.

Why was mummy very cross and very sad at the same time?



PSED Bully Boy



Story (cont.)

Lily's mummy spoke to Lily's teacher and Mason was in a lot of trouble the next day. He never bullied Lily again.

What did Sam do to help Lily?

Activities

Look at the photo your teacher shows you.

- Think about and discuss what you can see.
- Do you think that the photo shows bullying?
- Make a face to show how the child in the photo might be feeling.



Story Resources

Football

Activity Resources

Photo



Issues

Wish you'd... listen

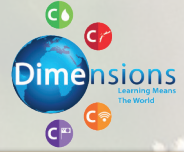


Tell Us a Story!

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PSED I'm Stuck!



Learning Objectives

- Show resilience and perseverance in the face of challenge
- Knows the people who look after them and their different roles and responsibilities

Story

One sunny summer's afternoon Dan, Dan's mummy and little sister were going to the park for a picnic. As Dan skipped through the park gates, he noticed a huge oak tree gently waving its branches in the warm breeze. He ran up to it and began to climb. Up and up he went... one branch after another. Before too long he found himself sat on the top branch of the tree wondering how on earth he was going to get down! Suddenly, Dan slipped and, as he grabbed hold of another branch to stop himself falling, he scraped his arm and cut it open. His arm was bleeding and very sore. Dan began to cry and shout for his mummy. "Mummy, I'm stuck! Help me!" Mummy heard Dan calling for her to help, but mummy couldn't climb the tree to get Dan down because she was scared of heights.

What could mummy do to help Dan?

She used her mobile phone to dial 999 and asked for a fireman to come and help.

When should you dial 999?

Very soon, Dan could hear the sirens of the fire engine and see its flashing blue lights coming down the road. The firemen used their long ladder to climb up and carry Dan down to safety. "Thank you for helping me," Dan said to the fireman. "You're welcome, Dan," said the fireman, "but don't you be climbing any more trees now, will you?" Dan just smiled and shook his head.

Dan's daddy, who was mowing the lawn before joining them for the picnic, heard the sirens from the garden. He ran to the park to see what was happening. He looked at Dan's blood-covered arm and decided that he needed to see someone to make it better.

Who can help Dan with his sore arm?

So, daddy put Dan in the car and took him to the hospital. A doctor looked at Dan's arm and decided that the cut needed cleaning and stitching to help it heal properly. The nurse helped the doctor to stitch and dress the cut and then put a large dressing on it to keep it clean.



Issues
Wish you'd... listen



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PSED I'm Stuck!

Activities

Paint a picture of someone helping you.



Story Resources Activity Resources

Picnic
Bandage
Dressing up clothes
for fireman etc.



Issues
Wish you'd... listen



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Explorers 2

Tell Us a Story!

Listening to
Others

*"Don't use it as a coaster,
Don't shelve this book away,
Don't put it on a crowded desk
To look at another day.
Above all else, we beg of you,
(Please don't ignore our plea)
We ask you not to copy it
And give it away for free!"*

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A six-week theme incorporating these areas of learning:-
Physical Development, Communication and Language, Personal, Social
and Emotional Development, Literacy, Mathematics, Understanding the
World and Expressive Arts.