

We Are Storytellers!

Reception

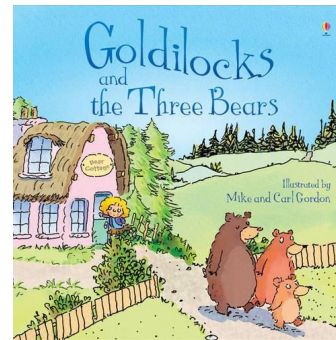
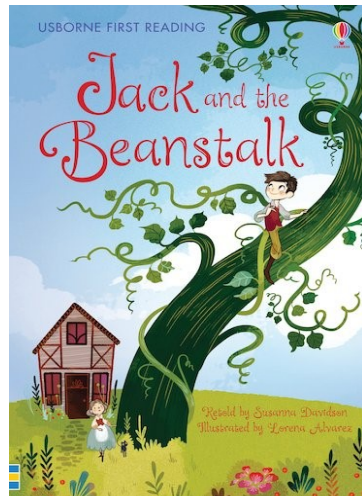
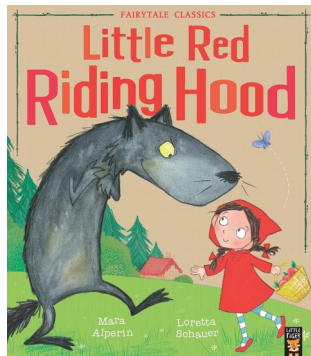
Summer 1

Key knowledge

- To sequence stories using props, pictures, puppets using vocabulary from the tales
- To retell traditional tales using their own words and recently introduced vocabulary
- To use and understand recently introduced vocabulary during discussions about traditional tales and during role-play
- To form the complete sentence orally before writing
- To describe the main story settings, events and principal characters in increasing detail
- To re-enact and reinvent stories they have heard in their play



Texts to support learning:



Key word	Definition
Traditional tales	a folk tale or story which has been passed down for many generations and is well known within a particular culture.
Character	a person, animal, or creature that appears in a story and plays a part in the events.
Setting	where and when it takes place and usually tells the reader how it looks and feels, so they can imagine it in their minds.
Hero	being kind, helpful, honest, and respectful, and generally acting in a way that makes others feel good and safe.
Villain	a bad character in a story or a person who does bad things. They are often the opposite of a hero and can be cruel or evil.
Title	the name of a book or story, and understanding its significance helps children grasp the main idea and anticipate the content.
Blurb	a short, exciting summary or description of a book, found on the back cover, that aims to make you want to read it.
Story map	Identify the beginning, middle and end of the story identifying key elements like characters, setting, plot, problems, and solution.

Key Coverage

- Name the parts of the book
- Make predictions about what will happen in the tales based on title, front cover and blurb
- Understand what speech bubbles are and think of what the characters might say
- Develop understanding of adjectives to describe familiar characters and settings
- Understand that there are different versions of the traditional tales
- Discuss what has happened in traditional tales listing the key events
- Create questions they would like to ask the main characters
- Develop different endings to the traditional tales
- Explore ways for children to develop oral storytelling skills
- Draw story maps
- Make wanted posters for the bad characters in the stories e.g the big bad wolf etc
- Children will write invites/letters/thank you cards to various story characters.
- Write lists of things that they will need to go on the journeys that happen in the stories

Learning Opportunities

Reception

- To use vocabulary and forms of speech that are increasingly influenced by their experiences of books **Lit**
- To enjoy an increasing range of books **Lit**
- To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence **Lit**
- To explain own knowledge and understanding, and asks appropriate questions of others **PSED**
- To Learn new vocabulary and use it during independent learning **CL**
- To ask questions to find out more **CL**
- To follow a story without pictures or props **CL**
- Introduces a storyline or narrative into their play **EAD**
- Plays cooperatively as part of a group to develop and act out a narrative **EAD**

ELGs

- 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
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary **Lit**
- Anticipate (where appropriate) key events in stories **Lit**
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play **Lit**
- Understand the past through settings, characters and events encountered in books read in class and storytelling **UtW**
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music **EAD**

Characteristics of Effective Learning

- Show curiosity about objects events and people
- Realise their actions have an effect on the world, so they want to keep repeating them.
- Respond to new experiences that you bring to their attention.
- Know more so feel confident about coming up with their own ideas.

Enhancements

- Earth Day
- St George's Day
- Space Day
- Hedgehog Awareness Week
- Allergy Awareness Week
- World Art Day and Art show