**EYFS - NARRATIVE IMMERSION PLANNING**

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| **TITLE** | **Star in the Jar by Sam Hay & Sarah Massini** | | | | **DATE** | | **November 2024** | |
| **SCHOOL/SETTING CLASS & TEACHER** | **T. Lang & M. O’Toole** | | | | **TERM** | | **Autumn 2** | |
| **KEY STAFF CPD OBJECTIVES** | 1.  2.  3. | | | | | | | |
| **THEMES** | **Exploring & investigating** | | **Problem solving** | | | **Being helpful / Making friends** | | |
| **ENQUIRY QUESTIONS** | * **What does explore mean?** * **Do you like to explore new things?** * **What does investigate mean?** * **What can we use to investigate?** * **Does this help us to learn new things?** | | * **What is a problem?** * **Have you ever faced any problems? What did you do?** * **What should we do if we are faced with a problem?** * **How do we solve problems?** * **Are problems always easy to solve?** * **Who can we ask for help to solve a problem?** | | | * **What does helpful mean?** * **Are you helpful?** * **What can we do to be helpful?** * **Is being helpful a good thing?** * **Has anybody ever helped you?** * **Who are your friends? Why are they your friends?** * **How do they make you feel?** | | |
| **SCHOOL VALUES** | **Trust** | **Respect** | **Enjoy** | **Achieve** | | **Believe** | | **Welcome** |

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| **DRAMA NARRATIVE** | **DRAMA FRAME / CONVENTIONS & CREATIVE PLAY ACTIVITIES** | **RESOURCES & ENRICHMENT** |
| **The Learning Adventure…** | **What could we do...** | **Wider provision** |
| **Week 1. Title:** Treasure  **Vocab in the word bag:** special, belong, treasure.  **Story Box clues:** feather, something glittery, a piece of rubbish and a silver star (all from the book)  **Who the children meet and what happens:** Children meet the sister and she tells them about her brother who finds treasure in lots of places (seems fed up about him). Sister tells the children that last week, he found a piece of treasure that was so special (star).  **Challenge/ Problem to solve: He wants more treasure but we’ve run out of places to look. Can you help us find some treasure?**  **Song for the song sack: We’re Going on a Treasure Hunt**  **Build up bear – start of song**  **Shared reading:** Pages 1-4  **Writing/mark making opportunities:** colouring pictures of stars, drawing pictures of treasure they find, who do you think the treasure belongs to?  **Link theme/value for the week:** Problem solving  **Enquiry Questions to ask:**   * Who does this belong to? * What shall we do with the treasure? * What other treasure did he find? * Can you find any treasure? | Day 1 – Magic story box   * Explore the vocab and explain the meanings - Children to practise orally using them in a sentence with a partner. * Use the illustration from the book of the boy staring out of the window with his treasures on the windowsill (page starting with ‘My little brother loved his new treasure.’) and all the found objects in a tuff tray. Ask the children to name all the things they can see (nouns) for example, shell, feather, stone, star. Then ask the children to think of words that describe some of these naming words (adjectives). For example, for the word feather: grey feather, stripy feather, tickly feather, soft feather, long feather etc. * Children pass the feather around the circle and orally rehearse sentences containing these words e.g. ‘I like the tickly feather.’ ‘I like the soft feather.’   Day 2 – Children meet the sister (Teacher in role)   * Show children the star * Ask the children to help find more treasure for her brother – hunt around the classroom - singing ‘We’re Going on a Treasure Hunt’   Day 3 – Read all of the story. Show the children the illustration of the little boy taking the star everywhere he goes (page starting  with ‘My little brother loved his new treasure’). Encourage the children to notice the detail of the illustration and talk in pairs first.  Guide questions to elicit responses from the children:  • Why do you think he keeps it in a jar?  • Where does the boy take the star?  • Why does he take it everywhere he goes?  • Where do you think the star came from?  • Have you ever had a special treasure?  Day 4 – Input - if you had treasure, where would you keep your it?  Record responses on a sentence snake and encourage sentence accuracy using wise owl. | Star colouring in  Treasure hunt – scavenger hunt checklists  Draw a picture of your treasure  Word mats to describe treasure  Magnifying glasses, pirate costumes and treasure chests for the children to dress up  Hide treasures in the garden for children to find  Use the ‘treasure’ objects to make impressions in the dough. Children can develop fine motor skills by rolling the dough flat and pressing the objects into it. Encourage them to describe the texture and what they can see.  Resources: Rolling pins, feathers, stones, stars, sequins,  coins, bottle tops, ring pulls, shells,  pinecones etc. |
| **Week 2. Title:** Belonging  **Vocab in the word bag: helpful, sheriff, nor, lost,**  **Story Box clues: lunch lady apron, star, sheriff hat, fairy wings, wizard want, jar.**  **Who the children meet and what happens: meet the little boy who is asking if it belongs to any of the children? Children to help the little boy find the owner.**  **Challenge/ Problem to solve: We need to find who the treasure belongs to.**  **Song for the song sack: Continue with opening octopus song.**  **Shared reading: pages 5-10**  **Writing/mark making opportunities: making missing posters to return the star, writing a letter to Miss Booth to see if it belongs to her,**  **Link theme/Value for the week: Being helpful**  **Enquiry Questions to ask:**   * Who do you think it might belong to? * What should we do with it? * How can we find out who it belongs to? * Should we give it back? * How do you think they are feeling about their treasure being missing? | Day 1 – Story box   * What ‘belongs’ to you?   Day 2 – Teacher in role - Meet the little boy   * Who do you think the star belongs to? * Brainstorm who it might belong to – Roll on the wall   Day 3 – Teacher in role - Meet diner lady – Elaine/Nikki   * Does the star belong to you?   Day 4 – Which, word, where? Complete the sentences – work sheet provided. | Make your own star using glitter, sequins, etc.  Adjectives to describe the star  Hide different stars within provision for children to find and describe  Role play a detective who has found a star and needs to find the owner |
| **Week 3. Title: Mapping & Drawing**  **Vocab in the word bag: shinier, lost, small, far away**  **Story Box clues: sad star in a jar, star sequins,**  **Who the children meet and what happens: Meet the star’s family who is sad because they want their baby star to come back home.**  **Challenge/ Problem to solve: how can we get the star back home?**  **Song for the song sack: Build up bear song.**  **Shared reading: pages 11-14**  **Writing/mark making opportunities: drawing/writing about how we can return the star, make a sign with stars to cheer it up,**  **Link theme/value for the week: Problem solving**  **Enquiry Questions to ask:**   * **How do you think the star is feeling?** * **How would you feel if you were away from home?** * **What can we do to help the star?** * **How can we get the star back home?**   **Satellite text x 5:** | Day 1 – Magic Story Box   * Provide children with a lost poster of the star in the magic story box. * Explore the poster. Ask the children: * have you seen the star? Do you think it is in the sky? * Record responses on role of paper and display on working wall.   Day 2 – Collective drawing   * How would you feel if you were away from home? * How would you find your way back home? * What could you use to find your way back home? * Encourage and prompt children to use a map.   Day 3 - Explore a map – Mapping & Drawing on big roll of paper   * Provide images of a map, solar system and a star in story box. * Show the children an image of a map – inform the children that we need to make a map for the star to find its’s way back home – go through the solar system – children can draw images of each planet.   Day 4 – Circle packing  Sitting in a circle, children are asked to think of things they pack for a their journey to find the star. Children take it in turn to place their item in a centrally placed bag, basket or rucksack, whilst saying what they are packing and why   * Torch, water, food, camera, magnifying glass, note pad etc. | Make your own star  Adjectives to describe the star  Make a lost and found poster  Use outdoor resources to find a way to put the star back in the sky  Star sequins and black card to make your own picture of the night sky  Photos of the night sky for children to recreate  Practical activities using near and far  Drawing stars with chalk  Rescue the stars from their jars. Silver card stars with paperclips attached. Children use  a magnet to lift the star to the top of the jar.  Resources: Star cut outs of different sizes, jars, magnets  etc. |
| **Week 4. Title:**  **Vocab in the work bag: high, fly, bouncing, forever**  **Story Box clues: ladder, kite, springs**  **Who the children meet and what happens: children meet the children’s mum who talks about the crazy things they have been doing with a piece of ‘rubbish’**  **Challenge/ Problem to solve: Make a plan to get the star back home**  **Song for the song sack: Problem penguin**  **Let’s think of a plan, let’s use our heads, let’s work as a team, let’s follow the steps.**  **Shared reading: pages 15-16**  **Writing/mark making opportunities: sketching plans for how the star can get to the sky, write a letter home to tell the other stars what he is doing, write instructions on how to put a star in the sky**  **Link theme/value for the week: Exploring and investigating**  **Enquiry Questions to ask:**   * **How high is the sky? Can you reach it?** * **How are we going to get the star up there?** * **Can you think of anything as tall as the sky?** * **Can you throw it that high?** | Day 1 – Magic story box  Day 2 - Explore key vocab   * Yan thinks that the star is ‘precious’ what is precious to you?   Star in the Jar song from Literacy Counts.  Day 3 – Image of the star – swirling and whirling in the sky. The children look at a picture/image and take it in turns to complete the following sentences: I can see? I can hear? I can smell? , I can taste, I can touch? ? Use symbols to represent each of the senses as a visual aid. Record answers on a working wall for the children to refer to.  Day 4 – Sequence the story - Reread and enjoy the Example Text, ‘Little Star’. Remind children  that it is a story about finding something special and it is written in four parts. Explain that our Story Friends characters have picked out the most important information from each part (summarised). Picking out the most important bits is very useful in helping children understand how stories work. Our Story Friends have asked us to try and remember the bits that they have chosen and sequence them in the correct order. Share these with the children. These can be cut up and used with or without the Story Friends characters or numbers. In guided  work, teachers may want to use props and images to accompany this sequencing activity. | Fine motor resources to build a way of returning the star  Emphasising team work within provision  Let children use tablets or digital cameras to take photos of shiny objects, like star models or reflective surfaces. Children can  learn basic photography skills and use digital tools to capture images. They could use a photo editing app to add digital effects  like starry filters.  Resources: Tablets or cameras, star related objects to  photograph. |
| **Week 5. Title: Returning the star**  **Vocab in the word bag: raced, flashlights, twinkling**  **Story Box clues: fairy lights, torch, head lamp, glow sticks**  **Who the children meet and what happens: children meet a neighbour who explains what the little boy and girl were doing in the back garden but seems confused by it. Can you explain to me what was happening?**  **Challenge/Problem to solve:**  **Song for the song sack: Ending elephant song**  **Shared reading: pages 17-18**  **Writing/mark making opportunities: drawing what the children did, writing step by step what they made, using adjectives to describe what the garden looked like**  **Link theme/value for the week: Problem solving**  **Enquiry Questions to ask:**   * **What idea did the children have?** * **Do you think it was a good idea?** * **Would you have done that in your garden?** * **What if you didn’t have all those things, what could you use instead?**   **Satellite text x 5:** | Day 1 – Star catchers   * Hide plastic or paper stars in the outdoor area. Provide the children with badges or lanyards (Star Catcher Badge resource) and provide them with baskets and magnifying glasses to see how many stars they can locate and collect. The children could then re-hide the stars and pass on the lanyards for other children to have a turn.   Day 2 – Was it the right thing to do to return the star? What happens if you keep something that doesn’t belong to you?  Day 3 – Talk about the character Yan and discuss what he is like. Focus on words to describe his character e.g. fun, happy, kind,  thoughtful, caring, adventurous, curious etc. Use an enlarged picture of the boy from the Vehicle Text or the Image of Yan resource to write the character words around it.   * Children could draw their own pictures of Yan to label and write a matching caption or sentence using some of the words collected. * Ensure children orally rehearse their sentence and then build it on their own sentence snake before writing the final sentence onto their matching picture of Yan. Remind children to check their sentences using the Sentence Accuracy Checker.   Day 4 – Use sentence snake to record sentence from day before – e.g. “Yan is happy… Yan is fun… Yan is kind”. Children to use phonetically plausible responses. | Use the junk modelling resources to build rockets, star catchers or telescopes from recycled materials.  Resources: Boxes, paper, tubes, plastic bottles, bottle  caps, egg cartons, aluminium foil, paints, markers, tape, glue, string, buttons etc |
| **Week 6. Title: Being helpful**  **Vocab in the word bag: joined, chain, gently,**  **Story Box clues: string of stars, pillow, happy star**  **Who the children meet and what happens: Meet the little boy again who talks about how he was sad to lose his friend but happy that his friend got home safe. Talk about how he sees his friend in the sky every night.**  **Challenge/ Problem to solve: the boy is sad about not seeing his friend all the time but we can cheer him up**  **Song for the song sack:** Ending elephant  **Shared reading: page 19 to end**  **Writing/mark making opportunities: Making star pictures with messages to cheer the boy up, writing a message in the sky for the star,**  **Link theme/value for the week: Being helpful / Making friends**  **Enquiry Questions to ask:**   * **How do you think the boy was feeling?** * **How was the star feeling?** * **How did the other stars feel?** * **Do you think the boy and girl had been helpful?**   **Satellite text x 5:** | Day 1 – magic story box  Day 2 – Meet Yan  Letter from the boy   * The boy leaves a letter to say thank you for your help * He is happy to see his friend every night * Tells children to look in the sky at night to find his friend and say hello   Day 3 – Retell the story using the vehicle text and whole song.  Day 4 – Planning circles   * Children retell the story using planning circles and storyboards. | Have different light sources for the children to observe and make comparisons. Children  list the light sources which they would use to help send Little Star home.  Resources: Dark tent, torches, fibre optic lamp, fairy lights, lightsabre, battery powered candle, paper, clipboards etc. |
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| **Review / Evaluation of impact** | What went well? | What could be even better next time? |

NOTE:

* Each week 5 satellite books arrive, gift wrapped, into FS to support the focus of the story - like a golden gift. Source these books each week and challenge the children to read one each day
* Each week be sure to reflect on the relevant link theme – use circle time and any opportunity to explore relevant questions of enquiry (Consider using P4C – Philosophy for Children)
* Capture in your Song Sack, at least one song per week that relates to the immersion focus. Share these songs with parents so they can be sung at home.
* Ensure the children reflect on their learning adventure and give back to the story box evidence / tales of their learning and discoveries
* Be sure to leave costume signifiers in the setting so that children can take on key roles in the Narrative Immersion in their own free play, and so that other adults can don the roles in their interactions with the children
* Each week add evidence of your learning adventure to a floor book and / or a display of your learning journey – use these as metacognitive tools to support the children reflect upon their learning adventures
* Aim to regularly introduce novel mark making kits / items that tie in with the focus of the story
* Consider an ‘in-role’ communication and language intervention (with small groups) to build vocabulary and inspire creative thinking responses from the children