

## EYFS - NARRATIVE IMMERSION PLANNING

<b>TITLE</b>	Supertato			<b>DATE</b>	January 2025 – February 2025
<b>SCHOOL/SETTING CLASS &amp; TEACHER</b>	Miss Gallie Miss Timmins Nursery Two			<b>TERM</b>	Spring 1
<b>THEMES</b>	Superheroes		Supermarket/Shopping		Fruit/Vegetables – Healthy Eating
<b>ENQUIRY QUESTIONS</b>	What is a superhero? What does rescue mean? How can you rescue someone? Do all superheroes wear capes?		What is a supermarket? Who comes to the supermarket? How do we keep the shop safe? What would you do if there was a spillage? Where does everything belong?		What are fruit and vegetables? What is healthy eating? Who eats fruit and vegetables? How do we know that fruit and vegetables are good for us?
<b>SCHOOL VALUES</b>	Trust	Respect	Enjoy	Achieve	Believe Welcome

DRAMA NARRATIVE	DRAMA FRAME / CONVENTIONS & CREATIVE PLAY ACTIVITIES	RESOURCES & ENRICHMENT
The Learning Adventure...	What could we do...	Wider provision

<p><b>Week 1. Title:</b> Supermarket</p> <p><b>Vocab in the word bag: Hard (concept)</b> Respect, supermarket, vegetables, achieve, till.</p> <p><b>Story Box clues:</b> Basket, ice, freezer bag, melons, toilet rolls, supermarket scanner.</p> <p><b>Who the children meet and what happens:</b></p> <p>Children meet a supermarket attendant who is closing up the supermarket and ensuring everything is secure in the supermarket. The supermarket attendant asks if the children will help the attendant to shut up the shop and the children agree.</p> <p><b>Challenge/ Problem to solve:</b> We need to secure everything and ensure that everything is in the right place.</p> <p><b>Song for the song sack:</b></p> <p>Let's go to the grocery store (sung to the tune of "Mary had a little lamb.")</p> <p>Let's go to the grocery store, Grocery store, grocery store. Let's go to the grocery store, To get some food to eat.</p> <p>We'll buy bread and eggs and milk, Eggs and milk, eggs and milk.</p>	<p>Writing shopping lists, labels and price tags.</p> <p>Fruit and veg weighing scales.</p> <p>Create and wear shopkeeper badges.</p> <p>Draw a map of the supermarket with the different types of food in each aisle.</p> <p>Play ispy grocery store, for example; I notice something yellow, a fruit and the letter 'b' and the children guess.</p> <p>Match the photo with the real object.</p> <p>Measure different fruits – is this cucumber longer? Which is heavier?</p> <p>Vegetable and fruit treasure hunt – hide the fruits and vegetables in a box of oil/sand/shredded paper, for the children to find.</p> <p>Count the objects – we need 5 apples. Can you help me count them?</p> <p>Talk about where things come from – did it grow on a tree? Is it a root? Did it come from an animal?</p>	<p>Story box props – basket, freezer bag, fruit, toilet roll, supermarket scanner.</p> <p>Costume signifier – cape</p> <p>Book wrapped up in tissue paper.</p> <p>Transform carpet area into supermarket.</p>
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<p>We'll buy bread and eggs and milk and ice cream for a treat.</p> <p><b>Shared reading:</b></p> <p>Throughout the week share pages 3-4 with the children.</p> <p><b>Writing/mark making opportunities:</b></p> <p>Drawing of supermarket shelves.</p> <p>Writing price labels.</p> <p>Writing shopping lists.</p> <p><b>Link theme/value for the week:</b></p> <p>Supermarket and respect – looking after the areas in the supermarket.</p> <p><b>Enquiry Questions to ask:</b></p> <p>Who comes to the supermarket?</p> <p>How do we keep the shop safe?</p> <p>What would you do if there was a spillage?</p> <p>Where does everything belong?</p>	<p>Tues – share new book and story box probs with the children. What story do we know that is about a supermarket?</p> <p>Wed – children meet supermarket attendant and needs help putting everything back onto the shelves and in the right place. Will the children help. Go on a trolley dash.</p> <p>Thursday – create supermarket attendant badges with the children.</p> <p>Friday – help the supermarket attendant free the vegetables taped up from the evil pea.</p>	
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<b>Satellite text:</b>		
<p><b>Week 2. Title:</b> All being ambushed!</p> <p><b>Vocab in the word bag:</b> Ambush, investigate, catch, distress.</p> <p><b>Story Box clues:</b> Spy glass, bandages, range of vegetables.</p> <p><b>Who the children meet and what happens:</b> Children meet a toilet roll dressed up and asks the children to help them escape the shop! The children agree and plan to create an escape plan.</p> <p><b>Challenge/ Problem to solve:</b> We need to help the toilet roll escape the supermarket but how can we do this?</p> <p><b>Song for the song sack:</b></p> <p>Five little peas (teach this as a spoken word rhyme, or choose your own tune.)        Five little peas in a pea pod pressed,        (hold up one hand in a fist)        One grew, two grew and so did all the rest        (uncurl the thumb, uncurl the index finger and then uncurl all the fingers)        They grew and grew,        And did not stop.</p>	<p>Draw a map of the supermarket with the different types of food in each aisle.</p> <p>Writing a list of jobs to help the mission.</p> <p>What's in your shopping bag craft idea.</p> <p>Food/supermarket bingo.</p> <p>Paint with different vegetables.</p> <p>Using vegetables to count with more or less.</p> <p>Explore seeds inside different fruit and veg – does it have a big or small seed? Does it have lots or not?</p> <p>Supermarket store scavenger hunt.</p> <p>Coin sorting – colour, shape and size.</p> <p>Tues – explore new items in the story box and recap with the children from previous week.</p> <p>Wed – children meet toilet roll and is asked to help escape the supermarket. The children agree that they will.</p>	<p>Story box props – spy glad, bandage, vegetables.</p> <p>Costume signifier – toilet roll.</p>

<p>(touch open hands together and slowly move palms apart) Until one day, The pod went <b>POP!</b> (clap hands)</p>	<p>Thurs – create a map of the supermarket and which foods are in each aisle.</p>	
<p><b>Shared reading:</b> Throughout the week share pages 5-7 with the children.</p> <p><b>Writing/mark making opportunities:</b></p> <p>Creating maps of the supermarket and escape route.</p> <p>Creating superhero face masks.</p> <p>Pea mash.</p> <p><b>Link theme/Value for the week:</b></p> <p>Believe.</p> <p><b>Enquiry Questions to ask:</b></p> <p>What does escape mean?</p> <p>What does distress mean? What zone is distressed?</p> <p>How can you escape?</p>	<p>Fri – Play a game of I went to the shop and brought. For example, I went to the shop and brought an apple, banana, cake etc. The children try to remember what was brought each time when adding something new.</p> <p>Children design their own shopping trolley with food inside. What would you like to buy at the shop?</p>	

<b>Satellite text x 5:</b>		
<p><b>Week 3 and 4. Title:</b> Superheroes</p> <p><b>Vocab in the work bag:</b> Behind, rescue, obstacle, adventure.</p> <p>Help, chase, strength, trust</p> <p><b>Story Box clues:</b> Cape, vegetables, contraption, cage.</p> <p>Supertato cape, weight, toy freezer, string (trap)</p> <p><b>Who the children meet and what happens:</b></p> <p>Children meet the evil pea who has trapped various veg under the table. Oh no what are the children going to do?</p> <p>Children meet supertato who is here to the rescue! They chase after the evil pea, through the supermarket. Supertato falls into the freezer!</p> <p><b>Challenge/ Problem to solve:</b> How can we rescue supertato?</p> <p><b>Song for the song sack:</b></p> <p>I'm a superhero (to the tune of "I'm a little teapot")</p>	<p>Designing traps to catch the evil pea.</p> <p>Free the superheroes from the padlocks.</p> <p>Create superhero masks/capes/cuffs.</p> <p>Design own Supertato using real potatoes and vegetables.</p> <p>Match the numicon to create a superhero city.</p> <p>Free the frozen vegetables.</p> <p>Measure the superheroes using multilink cubes.</p> <p>Design own superhero using toilet rolls.</p> <p>Count the peas into the numicon.</p> <p>Create superhero obstacle course.</p>	<p>Story box props – Evil pea cape, vegetables, contraption with vegetables stuck, cage.</p> <ul style="list-style-type: none"> <li>- Supertato cape, freezer (cardboard box), string.</li> </ul> <p>Costume signifier – green and red capes.</p> <p>Supertato is trapped under the table with different vegetables tapped to the table.</p>

<p>I'm a superhero, big and strong, Doing good deeds all day long. When you feel in danger, give a shout. Quick as a flash, I'll help you out.</p> <p><b>Shared reading:</b> During the week read up to page 8 with the children.</p> <p><b>Writing/mark making opportunities:</b> Create wanted posters for evil pea and use children's photos. Use chalk to create an obstacle course. Create comic strips.</p> <p><b>Link theme/value for the week:</b> Trust.</p> <p><b>Enquiry Questions to ask:</b> What is a superhero? What does rescue mean?</p>	<p>Tues – explore new items in the story box and recap with the children from previous week.</p> <p>Wed – children meet evil pea who has trapped various veg under the table. How can we help to free the vegetables?</p> <p>Thurs – Children become police officers and take accounts from the vegetables about what happens.</p> <p>Fri – Children create their own police badges and set off on a hunt to find the evil pea.</p> <p>Tues – explore new items in the story box and recap with the children from previous week.</p>	
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<p>How can you rescue someone?</p> <p>Do all superheroes wear capes?</p> <p><b>Satellite text x 5:</b></p>	<p>Wed - children meet Supertato who is here to the rescue! Supertato discusses with the children how they are going to capture evil pea.</p> <p>Thur – make a plan of how to catch the evil pea in the supermarket. Draw maps of different aisles and items.</p> <p>Fri – Chase after evil pea, ready to catch him with your trap but Supertato falls into the freezer and is stuck!</p>	
<p><b>Week 5. Title:</b> Catch the pea!</p> <p><b>Vocab in the word bag:</b> Capture, justice, relieved.</p> <p><b>Story Box clues:</b> Jelly, nets, hand cuffs, police badges, party hats, letters from vegetables.</p> <p><b>Who the children meet and what happens:</b></p> <p>Children meet the broccoli who thanks the children for saving the day!</p> <p><b>Challenge/ Problem to solve:</b> Putting the pea in jail/trapping him.</p>	<p>Mash the peas in a freezer bag.</p> <p>Create a pea using real peas.</p> <p>Count the peas using tweezers.</p> <p>Evil pea prints using paint and rolling peas.</p> <p>Create “wanted Evil Pea” posters.</p>	<p>Story box props – jelly with hidden fruit, handcuffs, police badge, letters from vegetables.</p> <p>Costume signifier – broccoli.</p> <p>Celebrate with the vegetables Supertato has saved the day – use party hats and confetti.</p>

<p><b>Song for the song sack:</b></p> <p>I'm a police officer (sung to the tune of "I'm a little tea pot")</p> <p>I'm a police officer with my star</p> <p>I help people near and far</p> <p>If you have a problem, call on me</p> <p>And I'll be there in one, two, three!</p> <p><b>Shared reading:</b></p> <p><b>Writing/mark making opportunities:</b></p> <p>Collective drawing.</p> <p>Designing a trap/big or small.</p> <p><b>Link theme/value for the week:</b></p> <p>Trust – making everyone feel safe and welcome.</p> <p><b>Enquiry Questions to ask:</b></p> <p>How can we trap the evil pea? Capture him?</p>	<p>Transfer the peas into the numicon.</p> <p>Use junk modelling to create a trap or jail to capture the evil pea.</p> <p>Free the vegetables from the jelly.</p> <p>Tues – explore new items in the story box and recap with the children from previous week.</p> <p>Wed – children meet supertato who is stuck in the freezer and help to save him. The children discuss with the supertato which idea from their plan is going to work to catch Evil Pea.</p> <p>The children decide using a net is the best plan to help capture the Evil Pea.</p> <p>Thurs – Children and supertato put their plan into action and use the net to capture the Evil Pea and put him back into the freezer.</p>	
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<p>What can we use? Resources?</p> <p>How can we earn the pea's trust?</p> <p><b>Satellite text x 5:</b></p>	<p>Fri – Children receive letters from all fellow vegetables thanking the children for saving the day. The children have a party to celebrate.</p>	
<p><b>Week 6. Title:</b> How to spot a pea in your house!</p> <p><b>Vocab in the word bag:</b> Next to, Search, locate, look.</p> <p><b>Story Box clues:</b> Magnifying glass, binoculars, kitchen map.</p> <p><b>Who the children meet and what happens:</b></p> <p>Children retell the story and sequence of events. Children discuss what the features of a pea are and how you could identify a pea.</p> <p><b>Challenge/Problem to solve:</b></p> <p>Can we retell the story? Who did we meet? What did we do?</p> <p><b>Song for the song sack:</b></p> <p><b>Shared reading:</b> During the week read the whole story to the children from the beginning to the end.</p>	<p>Capture the evil pea from jelly, custard and shaving foam.</p> <p>Evil pea threading.</p> <p>Hide and seek Evil Pea.</p> <p>Evil Pea paper plate.</p> <p>Find the hidden keys to save the vegetables.</p> <p>Create individual role on the walls.</p> <p>Write letters to the vegetables.</p>	<p>Story box props – Magnifying glass, binoculars and kitchen map.</p> <p>Retell the story through drama – children act out the events that happened.</p>

<p><b>Writing/mark making opportunities:</b></p> <p>Role on the wall.</p> <p>Timeline.</p> <p><b>Link theme/value for the week:</b></p> <p>Achieve – understanding the features of a pea and how to describe a pea.</p> <p><b>Enquiry Questions to ask:</b></p> <p>What happened first?</p> <p>What happened next?</p> <p>What happen last?</p> <p>Who did we meet in story world?</p> <p>How did we help Supertato?</p> <p><b>Satellite text x 5:</b></p>	<p>Tues – We have finally caught the evil pea and he is back in the freezer! Explore the new items in the story box and recap with the children from previous week. Read the whole story.</p> <p>Wed – Create a timeline of events of what happened in the story. Can the children sequence the events that happened? What did we do to help and who did we meet along the way?</p> <p>Thurs – how could we spot a pea in our house? Create a roll on the wall to describe a pea and how we would find them in our house.</p> <p>Fri – celebrate with the children and finish by watch the supertato movie.</p>	
<p><b>Review / Evaluation of impact</b></p>	<p>What went well?</p>	<p>What could be even better next time?</p>

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