



LEYFS NARRATIVE IMMERSION PLANNING

TITLE	Little Red by Bethan Woolvin				DATE	February - March
CLASS / TEACHER	Reception - Miss O'Toole & Mrs Rimmer				TERM	Spring Term 2
KEY CPD OBJECTIVES	<ul style="list-style-type: none"> To embed the Narrative Immersion approach consistently across both classes. To secure an increased focus on C&L and to prepare children for writing. To address the development needs in provision. 					
SCHOOL VALUES	Community	Care	Creativity	Challenge	Courage	Problem solve
THEMES	1. Following rules & instructions		2. Danger & fear		3. Keeping safe	
ENQUIRY QUESTIONS	<ul style="list-style-type: none"> Do you follow instructions and rules Where? Who do you follow instructions from? Why do we need to follow rules and instructions? What would happen if we didn't follow rules/instructions? Why is it important to follow rules and instructions? 		<ul style="list-style-type: none"> Have you ever been fearful? What should we do if we feel like we're in danger? What is a challenge? How do we feel when we face a challenge? How do we feel about 'new' places and 'new' people? How do challenges help us grow? Who can help us face new challenges? What might happen if we never face challenges? How can we face a challenge? 		<ul style="list-style-type: none"> What can we do to keep safe? How do we keep safe? What communities do you belong to? What makes a community? Who can help us in that community? How can they help us? Can you help others? What does help look like? How can you support your communities? (Helping) 	

DRAMA NARRATIVE	DRAMA FRAME / CONVENTIONS & CREATIVE PLAY ACTIVITIES	RESOURCES & ENRICHMENT
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The Learning Adventure...	What could we do...	Wider provision
<p>Week 1 - CONTEXT BUILDING Focus Theme: Community- Following rules & instructions</p> <p>Story Box clues: the story box gives us props and clues from the story. Children can predict what the story is about using the objects. Let's go to the story world and see who we might meet. Props - basket, cake, wolf, axe, red cloak, branches to represent the woods.</p> <p>Go to story world - Explore the props and make a prediction of what the story could be about.</p> <p>Read the Picture – look closely as Page 1 of the book – what can you see, hear, smell, touch and taste? How would you feel if you lived in this picture? Role on the Wall – what do we already know about Little Red? – record reflections so far.</p> <p>SONG FOR THE SONG SACK: Walking In The Forest Kids Songs Super Simple Songs</p> <p>Opening octopus</p> <p>SHARED READING – throughout the week share the first page of the story with the children, by the end of the week have read up to 'she set off on her journey to Grandma's house'</p>	<p>Day 1 - Magic story box - Collect some objects from the Vehicle Text Little Red by Bethan Woollvin to reveal to the children. These may include: a red cloak, a basket with a cake inside, toy trees (or real branches to represent the woods), a picture of an axe, a pair of glasses, a wolf teddy or picture. Let the children know that the objects are all from a story that will be shared soon. Ask open questions to generate ideas and discussions such as:</p> <ul style="list-style-type: none"> • What are all these objects? Let's name them. • Who do you think the items belong to? • Why do you think there is a cake in the basket? • Who would wear a cloak and why? • Where could this story be set? What do you know about forests and woods? • What could our new story be about? <p>Day 2 - Make note of discussion points and display them on the working wall. Show the children the first double page illustration of Little Red being handed the basket from her mother. Encourage them to notice the detail of the illustration and talk in pairs first.</p>	<p>Children could write 'Get Well Soon' Cards to Red Riding Hood's Grandma. Encourage children to use capital letters for names.</p> <p>Encourage children to shape baskets using playdough. They can add tiny playdough treats like cakes, biscuits and fruits. They could use lace or textured rolling pins to imprint patterns on the basket.</p> <p>Forest Maze</p> <p>Mathematics - How many in the basket</p> <p>In a tuff tray encourage children to create a map of the forest with pathways, trees, and landmarks using blocks. Include Grandma's cottage and the wolf's den as key locations. Children could also use blocks or Lego to create a maze to get through the forest to Grandma's house. Resources: Tuff tray, branches, leaves, twigs, pinecones, small stones, small world houses, people, trees, Lego etc.</p>

<p>List Making - What would you bring with you into the woods? - What would you bring to your Grandma if she wasn't feeling well?</p> <p>Enquiry Questions:</p> <ul style="list-style-type: none"> • Do you follow instructions and rules • Where? • Who do you follow instructions from? • Why do we need to follow rules and instructions? • What would happen if we didn't follow rules/instructions? • Why is it important to follow rules and instructions? 	<p>Guide questions to elicit responses from the children:</p> <ul style="list-style-type: none"> • What can you see in the picture? • Where does Little Red Riding Hood live? • How does she feel about going to Grandma's house? How do you know? • Do you think Little Red Riding Hood has been to Grandma's house before? Why? • Would you want to walk through the forest? Explain why? • Little Red feels scared about going into the forest. • Little Red is sad that her Grandma is sick. • Little Red is happy to help. Explore alternative words to show negative emotions such as: 'scared', 'afraid', 'fearful', 'frightened', 'uneasy', 'nervous', 'anxious', 'petrified', 'shaky', 'worried' or 'alarmed'. Also explore the words for positive emotions Red Riding might be feeling such as 'happy', 'keen', 'excited', 'cheerful', 'content', 'merry', 'delighted' or 'carefree'. <p><u>Day 3 - Circle packing - What would you take in your bag to the forest?</u> <u>Display on working wall</u></p> <p>Sitting in a circle, children are asked to think of things they might pack for a particular journey e.g. items needed to</p>	
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	<p>go into the forest. Each child takes it in turn to place their item in a centrally placed bag, basket or rucksack, whilst saying what they are packing and why. (Draw a backpack on big paper and draw objects).</p> <p>- torch, notepad, camera, mobile phone etc.</p> <p>Day 4 - Sentence Snake Process: Daily Sentence Accuracy Work 1: SAY (say the sentence then children repeat back x3) 2: COUNT (word count - use fingers, teacher then children) 3: BUILD (pre-written words from left to right along the snake) 4: REPEAT (say sentence together accurately) 5: WRITE (teacher hides the sentence, then models writing the same sentence) 6: CHECK (Wise Owl and Sentence Checkers are used to check for accuracy).</p> <p>Children Write - Complete on sentence snakes - Opening octopus:</p> <p>H.A - "Red went into the deep dark woods"</p> <p>M.A - "Nan is sick"</p> <p>L.A - "Red ran"</p>	
<p>WEEK 2 – INTRODUCE CHALLENGE Focus Theme: Danger/Fear</p> <p>Go to Story World – meet the Teacher in Role as Little Red – meets the children. Hot seating – children ask</p>	<p>Day 1 - Read up to the Little Red seeing the wolf. Teacher in role as 'Little Red' (wears a red cloak as a costume signifier) – children to ask questions about how she felt when she</p>	<p>.Enhancement: Trail Making Set up an outdoor path with arrows or clues for children to follow, representing Little Riding Hood's journey. Include logs, stepping stones and tunnels to simulate</p>

<p>questions to find out more about this character. Little Red reveals that she lives in a 'cottage' with her mother.</p> <p>Challenge - What is your community like? How is it like Little Reds?</p> <p>Read the Picture – look closely as Page of the book – what can you see, hear, smell, touch and taste?</p> <p>Song for the Song Sack: - Build up bear</p> <p>Shared Reading – read the book gradually throughout the week from the start up to 'the wolf made a plan'</p>	<p>saw the wolf. Encourage children to ask questions such as:</p> <ul style="list-style-type: none"> • How did you feel when you got to Grandma's house? • How did you know the wolf was pretending to be your Grandma? • What did the wolf say to you? • Were you scared of the wolf? • What would you do if you saw the wolf again? <p>Day 2 - In small groups role play/drama/performance. Explore the vocabulary from the Example Text and discuss the meanings of the words and phrases. Teacher to model putting some of them into a sentence to clarify their meaning. Children then practise orally using them in sentences with a partner. Consider acting out words and discussing synonyms of the words found in the Example Text.</p> <p>Day 3 - Empty Chair Place a chair at the front of the class, agree upon and then envisage a chosen character sitting on the chair. Place a prop on the chair to remind children who is in the chair (Wolf). In turn the pupils step-up to the chair and speak to the person and express an opinion without fear of retort.</p>	<p>forest challenges. Resources: Pathway markers, arrows, signs or clues. Animal footprints, tree stumps, logs, rocks. Props like red ribbon, red cloak, wolf mask, basket etc</p> <p>Enhancement: Model Den Making Provide junk modelling materials for children to make a wolf den. Children could label their models and write instructions on how to make them. Resources: Cardboard boxes, plastic containers, fabric scraps, string, pinecones, twigs and leaves, glue, tape, scissors etc</p> <p>Enhancement: Dress Grandma Set up a fabric board with buttons, zippers and Velcro to let the children 'dress Grandma' by practising fastening. Resources: Wooden board, Velcro, buttons, zippers, snaps, fabric ties, buckles, laces etc.</p>
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	<p><u>Day 4 - Comprehension questions -</u> <u>H.A</u> - How did the wolf get to Grandma's house? " he took a shortcut". <u>M.A</u> - How did the wolf try to trick Little Red? "he dressed up". <u>L.A</u> - What did the wolf do to Grandma? <u>Orally rehearse response and put onto seesaw.</u></p>	
<p>Week 3 – Further Challenge Focus theme: Facing challenges, community.</p> <p>The story box clues: Missing poster about the wolf</p> <p>Go to Story World: Meet Teacher in Role as a wolf. Explain that you are hungry and are on your way to find some food.</p> <p>Song for the Song Sack: - Problem penguin</p> <p>Shared reading – gradually through-out the week read the book from start to 'all the better to eat you with'.</p>	<p><u>Day 1 - Magic story box</u> - Discuss new vocabulary. Explain to the children that we have received a missing poster for the wolf. Children can draw and write their own missing poster for the wolf.</p> <p><u>Day 2 - Descriptive writing</u> - Talk about the characters of Little Red and the wolf. Focus on words to describe what the characters look like and what they act like in the Example Text e.g.: Little Red- blonde hair, red cloak, brave, smart, kind, caring, fearless etc. The wolf- grey fur, sharp teeth, big ears, bushy tail, cunning, sneaky etc. Use enlarged images of the characters and place words around them.</p> <p>Independent write - speech bubbles. H.A - Little Red - I have a red cloak.</p>	<p>Develop music and movement by encouraging the children to move like the wolf, tiptoe through the forest, or skip like Little Red Riding Hood. Provide percussion instruments to create soundscapes for different parts of the story e.g. the rustling forest or the wolf's footsteps.</p> <p>Inside a tuff tray create a small world setup with trees, pathways, houses and figures of the characters. Add natural materials like twigs, pinecones, leaves and small stones to create a forest scene. Encourage children to re-enact the story</p>

	<p>Wolf - I have big teeth. M.A - Little Red - I am not scared. Wolf - big teeth. L.A - orally rehearse sentences.</p> <p><u>Day 3 -</u> What type of plan do you think the wolf has made? Make a list of different plans and display them on the working wall. E.g the wolf wanted to be Little Red's friend... he wanted to help Little Red on her journey... Look at the illustration, what can you see in his head? why would he be thinking of a knife/fork.. why is little red on the plate...</p> <p><u>Day 4 - The wolf took a shortcut.</u> What's a shortcut? Can we make a map to year 1 class - go on a walk to year 1 class - first go through the hall and time it. Then go on a walk through the Reception yard and into the backdoors of year 1. Time it and see which is quicker.</p> <p>He found Grandma's house, do we think he goes inside?</p>	
<p>Week 4 – Meet Grandma (wolf in disguise) Focus theme: Being safe</p>	<p><u>Day 1</u> - Magic story box. Explore key vocabulary and the page of the wolf disguised as Grandma.</p>	<p>Enhancement: Counting and Sorting Use small world items like pretend food for counting and sorting into baskets.</p>

<p>Go to Story World:</p> <p>Song for the Song Sack: - Ending elephant</p> <p>Shared Reading – read the book from the start up to ‘... the wolf leapt forward... which might have scared some little girls’</p>	<p>Teacher in the role of Grandma (wolf). Put nightgown on, glasses ect and lie down on the floor (pretend bed). Lie in a comfy position and encourage children to ask questions ;'why are you there?' 'where has grandma gone?' ' What is he waiting for'</p> <p>Day 2 - Backtracking - Select a backing track that links with the setting/environment e.g. a cottage in a forest. Leave the sound playing as a 'backtrack' behind appropriate stages in the session. Describe the music, what can we see, hear etc.</p> <p>Day 3 - Feelings poster Why wasn't Little Red scared of the wolf?_Would you be scared if you was alone in the forest?</p> <p>Day 4 - Explain that our Story Friends characters have picked out the most important information from each part (summarised). Our Story Friends have asked us to try and remember the bits that they have chosen and sequence them in the correct order - Explore story friends - draw a picture in the box. STORYBOARD WORKSHEET</p>	<p>Develop fine motor skills by using tweezers to pick up and add beads or small felt balls to the baskets. Resources: Selection of small baskets, tweezers, small felt balls, pretend food etc.</p> <p>Enhancement: Character Movement Encourage children to move like the wolf, tiptoe through the forest, or skip like Little Red Riding Hood. Provide percussion instruments to create soundscapes for different parts of the story e.g. the rustling forest or the wolf's footsteps. Resources: Selection of music and percussion instruments.</p>
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<p>Week 5 – Final Conquests and Conclusion Focus theme: The story box clues: Go to Story World: Challenge:</p> <p>Song for the Song Sack: Rehearse the song with all parts added.</p> <p>Shared Reading – read the book from the start up to the end as the week unfolds.</p>	<p><u>Sentence snake writing</u> <u>Day 1 - Writing</u> <u>Day 2 - Writing</u> <u>Day 3 - Writing</u> <u>Day 4 - Writing</u></p>	<p>Enhancement: Build Grandma's Cottage Challenge children to build Grandma's cottage using wooden blocks, Lego etc. Encourage them to include key features like a roof, windows, a door and a chimney. Resources: Wooden blocks, Lego, images of houses etc</p> <p>Enhancement: Collage and Crafts Provide materials to create red capes, wolf masks or paper-basket weaving. Resources: red fabric, scissors, ribbon, Velcro strips, cardboard, mask templates, string, paints, marker pens, coloured paper strips etc.</p>
<p>Week 6 Easter Activities</p>		
<p>Review / Evaluation of impact</p>		

NOTE:

- Each week satellite books arrive into FS to support the focus of the story - like a golden gift. Source these books each week.
- Each week be sure to reflect on the themes within the week – use circle time and any opportunity to explore the questions of enquiry (use P4C)
- Capture at least one song per week that relates to the immersion focus. Share these songs with parents.
- 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
- Each week write an update to Stick Lady Love.

- Each week aim to introduce novel mark making kits / items that tie in with the focus of the story – e.g. Egg beaters for week 3.