



EYFS - NARRATIVE IMMERSION PLANNING

TITLE	The Extraordinary Gardener			DATE	April - May	
SCHOOL/SETTING CLASS & TEACHER	Mrs Rimmer and Miss O'Toole			TERM	Summer One	
THEMES	Imagination & creativity	Life cycle of a plant		Making others happy		
ENQUIRY QUESTIONS						
SCHOOL VALUES	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>Week 1. Title: Predicting - OUTDOOR LEARNING WEEK</p> <p>Vocab in the word bag: extraordinary, gardener</p> <p>Story Box clues: seeds, plant pot, trowel, watering can</p> <p>Who the children meet and what happens:</p>	<p>Day 1 - Magic story box Name objects Include storybook to explore the covers Who do they belong to? What could we do with these things? Explore vocab</p> <p>Day 2 - Teacher in role Children meet Joe and ask him questions about what the story might be about</p>	<p>Flower and plant activities within provision for children to engage with</p> <p>Use the playdough to make petals for the flowers</p> <p>Fine motor peg activities using petals (numbers, letters etc)</p>

<p>Children meet Joe and ask him about being a gardener - what does it mean, where is his garden, what is in his garden etc.</p> <p>Challenge/ Problem to solve:</p> <p>What do you think the story will be about?</p> <p>Song for the song sack:</p> <p>Grow, Grow, Grow a Garden - https://www.youtube.com/watch?v=zdBPH7Dj1bc</p> <p>Shared reading:</p> <p>Explore the front cover and back of the book</p> <p>Writing/mark making opportunities:</p> <p>Predicting what the story will be about</p> <p>Link theme/value for the week:</p> <p>Imagination and creativity</p> <p>Enquiry Questions to ask:</p> <p>What is a gardener? Do you have a garden? What are all these objects for? What do you do in a garden?</p>	<p>Day 3 - Predictions</p> <p>What will the story be about?</p> <p>Who will the characters be?</p> <p>What will happen in the story?</p> <p>Use Literacy Counts to scaffold the predictions</p> <p>Children map out their predictions using LC structure</p>	<p>LC structures in provision for children to make their own stories up on clipboards outside</p> <p>Book templates for children to make their own storybooks</p> <p>Soil, trowels, rakes etc. in the tuff tray to explore</p> <p>Use chalk to create flower artwork on the art wall</p> <p>Small group access to the garden to explore the soil, seeds and equipment</p>
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<p>Week 2. Title: Imagine your own world</p> <p>Vocab in the word bag:</p> <p>Wild, imagination, ordinary, skyscrapers, roamed, soared, idea</p> <p>Story Box clues:</p> <p>Small world building, mini globe, plant, small world creatures, idea</p> <p>Who the children meet and what happens:</p> <p>Children meet one of the people who live in Joe's fantasy world and they talk about the things around them.</p> <p>Challenge/ Problem to solve:</p> <p>What would your fantasy world look like?</p> <p>Song for the song sack:</p> <p>Imagination - https://www.bbc.co.uk/cbeebies/watch/somethin-g-special-imagination-song</p> <p>Shared reading:</p> <p>Read up to 'an idea began to grow'.</p>	<p>Day 1 - magic story box Name objects What world do you think this is? (globe) Does our world have these things in? Are there any other worlds?</p> <p>Day 2 - Teacher in role as somebody who lives in Joe's fantasy world, describe what it is like and what Joe has done</p> <p>Day 3 - Close your eyes and imagine your fantasy world. Use word mats to prompt adjectives and verbs. Collective drawing for children to draw their fantasy world. Complete individual drawings for the next day's writing task.</p> <p>Day 4 - Write a list of things in the fantasy world from the collective drawing, encourage children to use adjectives to describe. Children write 2-3 words on their own drawing too. Use adjective mats.</p>	<p>Coloured semantics activities for children to link nouns and adjectives</p> <p>Visual prompts for fantasy worlds for children to recreate or discuss</p> <p>Draw a map of your fantasy world</p> <p>Use shape cut outs to make castles and buildings for your fantasy world</p>
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<p>Writing/mark making opportunities:</p> <p>Drawing their fantasy world</p> <p>Children write words associated with their fantasy world</p> <p>Link theme/Value for the week:</p> <p>Imagination and creativity</p> <p>Enquiry Questions to ask:</p> <p>What would be in your fantasy world? Can you describe that? What was in Joe's fantasy world?</p>		
<p>Week 3. Title: Growing and planting</p> <p>Vocab in the word bag:</p> <p>Beauty, scent, search, found, planted, seed</p> <p>Story Box clues: seeds, plant pot, trowel, watering can, letter from Joe.</p> <p>Who the children meet and what happens:</p> <p>Challenge/ Problem to solve:</p> <p>Song for the song sack:</p>	<p>Day 1 - Magic Story Box. What can we do with all these things? Read the letter together.</p> <p>Day 2 - Explore the life cycle of a plant Discuss the important things a plant needs to grow Children sequence life cycle of a plant</p> <p>Day 3 - Teacher in role as a gardiner who needs help to make his flowers grow Children suggest different things he can try to help his plants grow better</p> <p>Day 4 - Explore the different things a plant needs to grow</p>	<p>Cut and stick sequencing for life cycle of a plant</p> <p>Flowers/plants/seeds and magnifying glasses in tuff tray to investigate</p> <p>Mix soil and water for sensory play</p> <p>Cut up stems for children to see what is inside</p> <p>Role play garden centre</p>

<p>We All Should Plant Some Seeds - https://www.youtube.com/watch?v=hCqymjSP-BE</p> <p>Shared reading:</p> <p>Read from 'It was fully of beauty,' to 'what he knew best: imagining.'</p> <p>Writing/mark making opportunities:</p> <p>Sequencing lifecycle of a plant</p> <p>Writing their own instructions</p> <p>Link theme/value for the week:</p> <p>Lifecycle of a plant</p> <p>Enquiry Questions to ask:</p> <p>What did Joe find? What happened when he planted the seed? What is supposed to happen? Have you ever planted a seed? What do we need to grow a plant?</p>	<p>Children write a list of the things a plant will need</p>	<p>Observe and draw different types of plants and talk about how they are similar/different</p>
<p>Week 4. Title: Planting seeds</p> <p>Vocab in the work bag:</p> <p>happening, grow, grew, preen, prune, sow, garden,</p>	<p>Day 1 - Magic story box with letter from Joe still in it, plant pots, packets of seeds, planting tools Encourage children to discuss what we can do with these things</p>	<p>Small trowels and rakes in the soil for children to explore</p> <p>Work in small groups in the garden area to dig in the soil</p>

<p>Story Box clues:</p> <p>Who the children meet and what happens:</p> <p>Challenge/ Problem to solve:</p> <p>Song for the song sack:</p> <p>Shared reading:</p> <p>Read from 'But something was happening,' up to 'BIGGER'.</p> <p>Writing/mark making opportunities:</p> <p>Recording how the plant grows</p> <p>Sequencing instructions</p> <p>Listing the items needed</p> <p>Link theme/value for the week:</p> <p>Lifecycle of a plant</p> <p>Enquiry Questions to ask:</p> <p>What do we need to use? How can we make sure the plant grows? What do you think will grow from it?</p>	<p>Day 2 - Create a set of instructions together on how to plant a seed Children to cut and stick instructions in the correct order in their books</p> <p>Day 3 - Model planting a seed Work with children in small groups to plant their own seeds</p> <p>Day 4 - Children write a set of instructions on how to plant a seed 'What word where' for LA/SEN</p>	<p>Different seed packets to investigate, look at the shape and size of the seeds</p> <p>Compare wet and dry soil in trays</p>
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<p>Week 5. Title: Acts of kindness</p> <p>Vocab in the word bag:</p> <p>visit, happy, share, city, extraordinary</p> <p>Story Box clues:</p> <p>Who the children meet and what happens:</p> <p>Challenge/Problem to solve:</p> <p>Song for the song sack:</p> <p>Shared reading:</p> <p>Read from 'one by one' to the end.</p> <p>Writing/mark making opportunities:</p> <p>Writing what makes them happy or what makes others happy</p> <p>Writing notes to make others happy</p> <p>Link theme/value for the week:</p> <p>Making others happy</p> <p>Enquiry Questions to ask:</p>	<p>Day 1 - read the rest of the story and recap what happened. Complete comprehension questions together to check understanding.</p> <p>Day 2 - Recap the story Discuss opening octopus, build up bear etc. Children complete LC Storyboard to recap the story MA to write one of the parts in a sentence HA to write two parts into sentences</p> <p>Day 3 - Continue writing story sentences</p> <p>Day 4 - We could say kind things to people to make them happy, or we could write them a kind note. What could we write on a note? Encourage children to write notes to each other to make others happy</p>	<p>Post it notes, cards and other resources for children to write notes</p> <p>'Kindness box' for children to post their notes instead of handing them to people</p> <p>Kind messages around the learning environment (using widgit)</p> <p>Colouring in kind hands for a display</p> <p>Acts of kindness checklist</p> <p>Sorting kind or unkind prompts</p> <p>'100 acts of kindness challenge' for the whole class to complete throughout the week and get a reward if they achieve it</p>
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What did Joe do that made others happy? Why did that make people happy? What could you do to make others happy? What makes you happy?		

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