

Curriculum Area:
Literacy – Reading and Writing

Year Group: FS2

Term: Spring Term (1)

Key Areas of Learning:	Oak Academy Links	Around the home activities	Your Challenge
<p>Writing</p> <ul style="list-style-type: none"> • Story structures • Mark Making • Representing ideas <p>Reading</p> <ul style="list-style-type: none"> • Story language • Retelling stories • Discussing characters and settings • Join in with repeated refrains and phrases 	<p>https://classroom.thenational.academy/unit/s/bat-learns-to-dance-8cel</p> <p>This link takes you to the 10 lessons based around 'Bat Learns to Dance' and how to recycle a story.</p> <hr/> <p>Key Questions</p> <p>What stories do you like listening to? What is a character? Who are the characters? What happens at the beginning/middle/end?</p>	<ul style="list-style-type: none"> • Share a variety of stories – can children join in with repeated refrains or actions • Discuss what you liked/disliked about the different stories. • Can they practise sounding simple words out on their fingers (ask them to show you how we do it in phonics using our 'Fred Fingers') e.g. c/ a/ t – cat • Can they practise writing their name and other simple CVC (consonant, vowel, consonant) words e.g. log, map, cat, dog etc 	<ul style="list-style-type: none"> • To learn a new story. • To 'recycle' a nursery rhyme. • To 'recycle' a story.

Suggested Learning Activities	Resources	Desired Outcome
Immersion		
<p>Session 1 – Word games and hearing the story for the first time</p> <p>In this lesson, children will hear the story 'Bat Learns to Dance' for the first time. They will learn how to listen to and respond to clues before listening to the story. Children will think about their favourite part of the story and draw it. They will also learn about what a 'memorable moment' is and think about what they have learnt from the story too.</p>	<p>Oak Academy – EYFS – Literacy – Bat Learns to Dance – Session 1</p> <p>https://classroom.thenational.academy/lessons/to-join-in-with-a-story-cmrp2d?activity=video&step=1</p> <p>paper and a pencil</p>	<p>To listen and respond to a story by drawing their favourite part.</p>

<p>At the end of the session the children also get to dance like the animals did in the story.</p>		
<p><u>Session 2 – Singing a song together and drawing a story map</u></p> <p>In this lesson, children begin by learning a song with actions, so that they get to know the story better. The main challenge for the lesson is for the children to draw a story map which is a way of writing the story using pictures.</p>	<p>Oak Academy – EYFS – Literacy – Bat Learns to Dance – Session 2</p> <p>https://classroom.thenational.academy/lessons/to-sing-and-map-a-story-6mtpcd?activity=video&step=1</p> <p>paper and pencil</p>	<p>To create a story map and use it to retell the story.</p>
<p><u>Session 3 – Learning a nursery rhyme and learning how to step a story</u></p> <p>Children begin by singing and doing the actions to the nursery rhyme Incy Wincy Spider. They can also sing the 'Bat Learns to Dance' song from yesterday's lesson.</p> <p>The focus of this session is to retell the story in two different ways. The first of the Oak Academy sessions focuses on how to 'step out' the story which is retelling the main parts of the story in the correct sequence. The second Oak Academy session then uses mime to retell a story without using our voices and children will learn to retell the story 'Bat Learns to Dance' using only actions.</p>	<p>Story map is needed from Session 2</p> <p>Oak Academy – EYFS – Literacy – Bat Learns to Dance – Session 3</p> <p>https://classroom.thenational.academy/lessons/to-step-a-recycled-story-6mwkOc?activity=video&step=1</p> <p>Oak Academy – EYFS – Literacy – Bat learns to Dance – Session 4</p> <p>https://classroom.thenational.academy/lessons/to-mime-a-story-68u3ad?activity=video&step=1</p> <p>2 minutes and 15 seconds onward.</p>	<p>To be able to demonstrate knowledge of a story by retelling it using 'stepping out' and miming.</p>
<p><u>Session 4 – Telling the story independently</u></p> <p>Again, we begin the lesson with a nursey rhyme before moving on to the main part of the story where children will learn how to tell a story independently.</p>	<p>Oak Academy – EYFS – Literacy – Bat Learns to Dance – Session 5</p> <p>https://classroom.thenational.academy/lessons/to-tell-a-story-independently-6xgkec?activity=video&step=1</p>	<p>To independently be able to retell a story.</p>

Skill

Session 5 – Recycling a nursery rhyme and Story

The session will begin by recycling the rhyme 'There's a worm at the bottom of the garden' by changing the character and actions to make it a new nursery rhyme.

Children are then asked to play a game where they have to listen to the clues and guess which mini beasts are being described.

In the next part of this session children will then be encouraged to recycle our Bat Learns to Dance story and create a new story with a story map.

In session 7, the children can listen to the story which was recycled yesterday and join in.

They don't have to draw about their favourite part of the story if they don't want to they can just tell someone about it.

Pencil and paper

'Bat Learns to Dance' – story map

Oak Academy – EYFS – Literacy – Bat Learns to Dance – Session 6

<https://classroom.thenational.academy/lessons/to-recycle-the-story-of-bat-learns-to-dance-crtpcd?activity=video&step=1>

Oak Academy – EYFS – Literacy – Bat Learns to Dance – Session 7

<https://classroom.thenational.academy/lessons/to-join-in-with-a-recycled-story-68uk8e?activity=video&step=1>

2 minutes 56 seconds onwards.

pencil and paper

To innovate their own nursery rhyme to make their own and then innovate a story.

Plan and Write

Session 6 – Creating your main character

In sessions 6 – 10 the children are going to plan and write their own story by once again recycling 'Bat Learns to Dance' but this time using their own ideas.

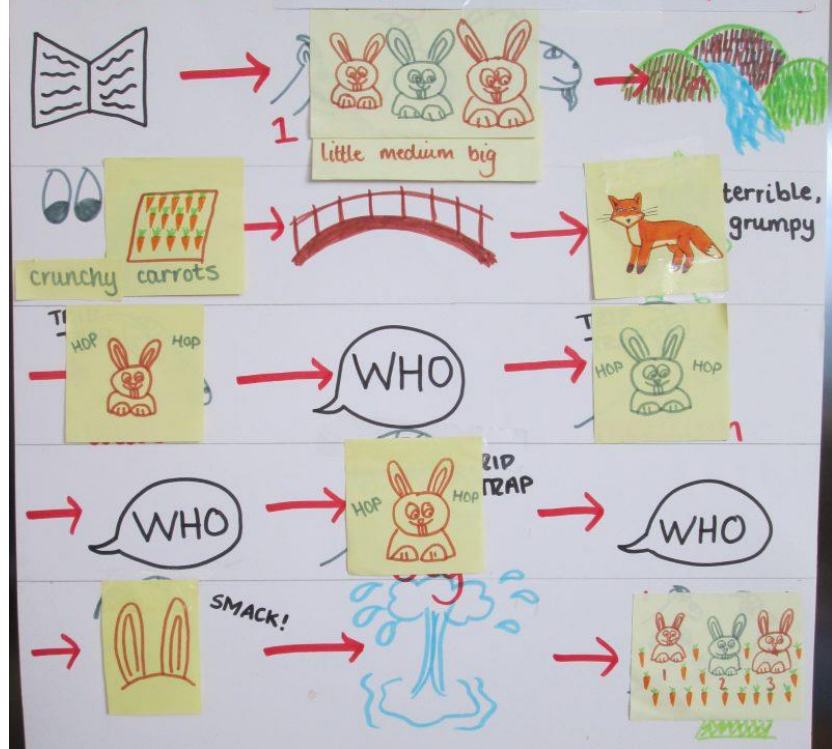
The main character in Bat Learns to Dance is Bat, the story is about him looking for help, and the main character is who the whole story is about. In this session I would like you to think about who your main character could be. Think of lots of different ideas. Maybe you might choose a different kind of mini beast or you might choose a completely different animal. Once you have thought of lots of ideas we would like you to choose your favourite and draw them in the main character box of the characters grid below. Finally talk to your grown-up about your chosen main character – what do they look like? Could you have a go at labelling your picture? Use your phonic knowledge to sound it out or just write down the sound that your main character begins with.

Pencil and Characters Grid (found below)

To have created a main character.

<p><u>Session 7 – Creating your additional characters</u></p> <p>As a warm up for today's session could you describe some mini beasts or animals like Adam the teacher did in sessions 1 and 5 – just give your adults some short clues about their colour or how many legs they have etc</p> <p>For the main part of this session you are going to think about what other mini beasts or animals are in your story. In both stories we heard on the videos, there were 3 extra characters, so can you think of 3 other characters, draw them in the character grid and again if you can, have a go at labelling them.</p>	<p>Pencil and Characters Grid (found below)</p>	<p>To have created all the characters for a new story.</p>
<p><u>Session 8 – Plotting your characters in the story</u></p> <p>In this session we would like you to use post it notes or pieces of paper to draw pictures of your new characters and place them over the characters on your story map of Bat Learns to dance which you made in session 2. For example, if your main character is now a Spider, everywhere on the Bat Learns to Dance story map where there was a picture of a bat, you would put a post it note or piece of paper over it with a picture of a spider instead. Then, repeat this for each of your new characters. When you have done this try retelling the story with your new characters in it to your grown up.</p>	<p>Bat Learns to Dance Story Map, post it notes/paper and pencil.</p>	<p>To insert characters into a story.</p>
<p><u>Session 9 – Recycling the plot of the story</u></p> <p>In our Bat Learns to Dance story it began with a problem – Bat was cold, in the group recycled session it was that Beetle was hungry. In this session we would like you to think about what the problem in your story is going to be and plan it by drawing it on the plot grid below.</p> <p>In the middle the animals help the Bat or spider and we would like you to plan how your animals will help by drawing it on the grid.</p> <p>In the end the Bat and Beetle go home and tell Mummy or Daddy about their adventure. So, we would like you to plan your ending, who they go home and tell by drawing it on the plot grid below.</p>	<p>Pencil and Plot Grid (found below)</p>	<p>To plan out the plot of a story using beginning, middle and end.</p>
<p><u>Session 10 Completing and Retelling your recycled story</u></p> <p>As you did with the characters, use post it notes or paper to share your new ideas which you drew on the grid yesterday and place them over the original plot on your Bat Learns to Dance map. You should end up with a recycled story map, something like the example below (this is for a recycled The Three Billy Goats Gruff).</p>	<p>Bat Learns to Dance Story Map, post it notes/paper and pencil.</p>	<p>To create a recycled story and retell it.</p>

The 3 Bunny Rabbits Hop



Finally retell your new story and add actions to make it more fun!

Characters Grid

Planning The
characters For My
Recycled Story

My Main Character is ...

This is who I am going to ask for help ...

Character 1

Character 2

Character 3

Plot Grid

Beginning - What is the problem?

Middle

Character 1

Character 2

Character 3

End - Solution

