

Language, literacy and communication

Skills

Oracy

View and listen carefully to a variety of visual and audio-visual stimuli.

Reading

Respond in different ways for different purposes, being able to talk about characters, events, language and information as they predict events and explore meaning.

Respond appropriately to books, considering what they read in terms of content, ideas, presentation, organisation and the language used.

Range:

Experience and respond to a wide range of print and fonts that include picture books.

Writing

Organise and present imaginative and factual writing in different ways using ICT as appropriate.

Range:

Write independently and collaboratively in response to a variety of stimuli.

Activities/Resources

Stylistic Modeling

1. 'Reading Pictures'. Still images of fairy tale characters. Describe/ annotate – key characteristics. Scribe/ fill in chart '**Activating Prior Knowledge**'. Making connections.
2. 'Reading Pictures'. Still images of characters. Interpret Meaning – add speech/ thought bubbles. **Analyse and infer**.
3. Fairy tale settings. Uncover part of picture. Read Picture – describe and interpret. **Infer**.
4. Questcussion. Based on still images of fairy tale theme. **Questioning**.
5. **Self monitor** – looking at collections of pictures with things out of context e.g. Gingerbread Man in little pig's cottage, children shout out 'Clunk' when it's wrong.
6. **Visualisation** – Resources available for children to make collage of Jack and the Beanstalk.

Information Communication Technology

Skills

1. Finding and developing information and ideas.

Develop the motor skills with the mouse or IWB to move objects on screen for a purpose, such as a sort or sequence task. Sustain concentration for an appropriate length of time when using a computer program. Understand that the machines can be controlled.

2. Creating and presenting information and ideas.

Respond orally to a range of stimuli including media and ICT texts. Aware that ICT can be used to present words, text, pictures and numbers. Recognise single letters or numbers on a keyboard. Begin to use a digital camera with assistance.

Activities/Resources

1. Introduce digital camera. Take shots and show on IWB – discuss. Analyse and Evaluate.
2. What kind of shot is it? Still images. Settings (long shot/ characters (medium shot)/ detail (close shot). Evaluate.
3. Plan and create still images. Take photos in role-play area/ around school. Visualisation.
4. Spotlighting. Guess picture. Interpret meaning. Analyse and Evaluate. APK.
5. '2 Create'. Fairy tale storyboard (sequencing story adding text).

Fairy Tales – Reception/Year 1

Developing thinking

Skills Thinking skills:

Plan

Asking questions.
Activating prior skills, knowledge and understanding.
Gathering information.
Determining the process/ method and strategy.
Determining success criteria.

Develop

Generating and developing ideas.
Forming opinions and making decisions.

Reflect

Reviewing outcomes and success criteria – did we meet our success criteria?
Reviewing the process and the method – how well did we work together, what could we do to make it better?

Activities/Resources

1. P4C Decision Lines. 'Is Goldilocks good?' etc. based on images. Making connections. Questioning. APK. Summarise.
2. P4C. Rapunzel's magic mirror. Generate questions to ask. As above.

Skills

PSE – experiment with new learning opportunities, including ICT.
KUW – sorting and grouping information using ICT on some occasions.
P4C – linking colours of pictures to moods/feelings, leading to series of lessons on feelings

Other curriculum area(s)

Activities/Resources

CD – creating our own characters.
Linking colours with visual imagery.
Emotion/feelings (what colour would represent happy, etc.?)
KUW – fairy tale settings. Investigate local area. Can you find different settings for fairy tale? Take camera!