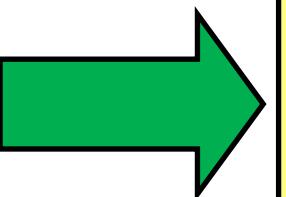


## Learning Challenges

### Exploration Question

How do we know monsters are not real?



Flow of learning:

### Immersion – *experience that will grasp hearts and minds*

Environment – monsters.inc

Reading corner– a book a day keeps the monsters away.

Have a wood down the corridor like from the Gruffalo story with characters peeking out from behind the trees.

Role play area linked to the setting of the wood (this can be outdoor in F2)

#### Trips and Experiences –

Homework – junk model monster, to use as displays in corridors.

Wow day – cinema trip to watch Monsters inc. and a trip to the History museum.

Trip to the woods?

Visiting somewhere in the local area to give gifts to support local wildlife in wood/forest environment.

Visitors who expose the children to classical music

### Project Title Monsters

### Audience and Exhibition

- Dance showcase for F2 – the monster mash / monsters inc dance routine with Sara, showcased to parents.
- F1 to invite parents in for a monster party – parents to create monster biscuits / Gruffalo cakes with children and children to perform their story using signifiers for parents.

### Outcomes

*How will learning be demonstrated?*

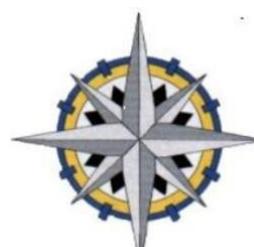
Monster artwork

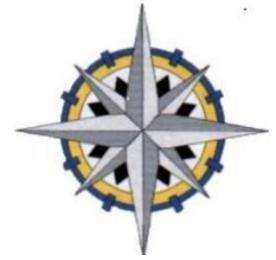
Work on seasons linked to a forest (link to Gruffalo)

Dance to perform

Literacy work around key texts

Giving gifts of wildlife projects





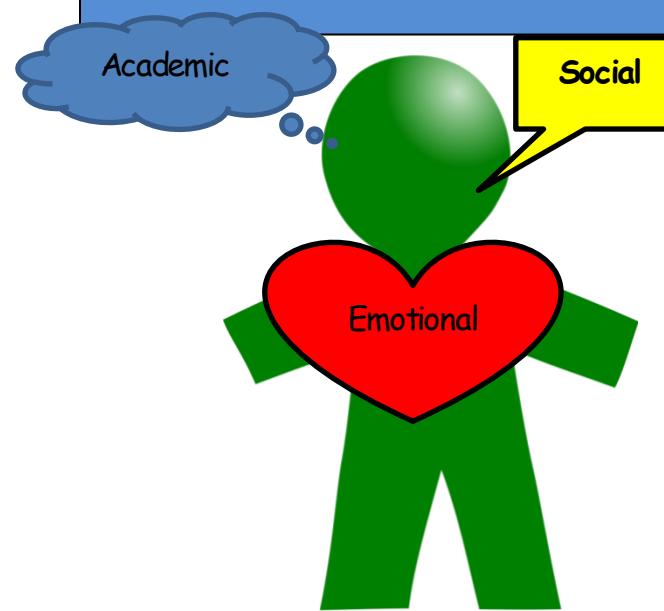
# Wansbeck Key Drivers

## Academic

F1 will be reading The Gruffalo and F2 will be reading The Gruffalo's Child in the first half term.

F1 will be reading The Three Billy Goats Gruff and The Troll by Julia Donaldson in the second half term.

Through developing their reading skills, the children will develop their vocabulary and each day learn a new word from their class text. This will be displayed prominently in the classroom in an area of the provision where the children will be encouraged to use these words within their play.



## Social

Friendships between Sully and Mike – what is important? Why do they get along?

Are there any similarities and differences between the two? – (what makes me unique?)

Sully good at scaring; Mike good at jokes – what are you good at?

Sully and Mike take Boo back to the house and sneak her in, is this the right choice?

When Boo leaves the room / when Sully and Mike got to the Himalayas; what do we do if we are lost?

Randall shreds the door so Boo can't go home, Mike finds all the pieces of the door and fixes it back together. Discuss kindness, giving gestures.

Visiting a local area which has a wood to give gifts to support wildlife.

Tweeting families to come and look for the animals hidden in our garden.

## Emotional

Randall – cheats to win the competition is this right? He works late and is sneaky to try and win the record – is this a good choice?

Boo left her bedroom and escaped into the monster world. How does she feel? (brave)

How does Sully feel? Sully is 'supposed' to be scary but is he unkind to Boo?

Link Monsters inc to dreams, children make their own dreamcatchers and discuss aspirations for when they're older.

Look at the good and bad characters in the story and categorise them – what makes them good/bad?

Handling emotions (Boo cries and blows electrics) – how 'should' we react in situations?

Thinking about animals and what they need to survive in the forest and how we can help them.



# Wansbeck Character Curriculum

Activity	Character skills demonstrated	What opportunity will we provide the children with?	How will we evidence this? How will the children reflect on this?	What date will this be done by?
Know what to do and who to tell in the case of an emergency	Responsibility, positive social and listening skills.	Topic lessons – safe strangers	Topic lesson plans, worksheets, visitors to school	End of spring 1
Know how to ride my bike/scooter safely in the community		Outdoor area Road safety	Photos on tapestry and the blog	End of spring 1
Take a trip on a coach to the town centre	Wider experience,			
Take a trip on the land train around the town				
Speak in front of the class about something I am good at	Leadership, Good communicators, Confidence	PSHE lesson – what am I good at?	Blogs Tapestry	End of spring 2
Speak in front of the class at Show and Tell about something that interests me		Show and tell sessions each week	Children will talk to the class about their item from home. This will be recorded on tapestry.	Continuous
Sing to a group of elderly people				
Experience attending a club; <b>art, singing, games, music</b>	Resilience, Responsibility, Teamwork, Confidence, Respect	Art club – Monday lunchtime	Photos on the blog Children given opportunities to talk to others in class about what they have been doing each week.	Continuous

Plant bulbs or seeds and watch them grow – complete at home with parents after school activity. <b>parents to send in evidence on Tapestry.</b>	Responsibility, Wider Experience,	Planting in outdoor area	Children will draw pictures of their planting and add captions/labels to their work. Observations on tapestry and the blog.	End of spring 2
Be a class monitor ; <b>feed the fish, good buddy of the day, snack table cleaner</b>	Leadership, Confidence, Responsibility, Good Communicator	Complete an assembly on being a class monitor and talk about what you have to be good at doing e.g. remembering to complete the job every day etc.	Children have their photo taken or draw their own picture of being the monitor and comment on how it made them feel and what skills they learnt e.g. looking after equipment.	Class assembly completed by January and this will be ongoing.
Go to a whole school TEAM event	Leadership, Listening, Good communicator.			
Join in supporting a local charity ; <b>shoebox donation; local church bake sale, coffee morning.</b>	Responsibility, Good Communicator, Supporting others			
Visit the local area and understand the Green Cross Code.	Wider Experience, Pride, teamwork, effective listening			
Visit the local area and understand how to put on a show/pantomime for an audience				
Learn about an occupation by engaging with a visitor from outside of school	Wider Experience, Good Communicator, aspiration, listening			
Upload something onto the school blog as a group; <b>bring a family member for lunch, cooking activity, class swaps (e.g.Y6 coming to create something with F2).</b>	Good communicator, Aspiration, Pride, teamwork			
Host an assembly to the school showcasing a talent.	Pride, Aspiration, confidence	Showcase to parents including a dance and picnic lunch	Evidence on the blog. Children to talk about their favourite part of the performance.	End of spring 1

# Prime Areas of Learning

Communication and Language Development	Physical Development
<p><b>Overview</b></p> <p>Children listen to a range of stories with a common theme e.g. set in a wood or contain monsters to compare characters.</p> <p>All classes will complete vocabulary work linked to the text which they will be encouraged to use in the role-play area which will be linked to the story.</p> <p>The children will access the class text in the reading area and there will be a clear vocabulary display to prompt the children to use the words from the story.</p> <p>Props will be in the role play area from the story for children to use these props and role play parts of the story and develop this further to create their own monsters from the range of books which they read.</p>        	<p><b>Overview</b></p> <p>Children will be encouraged to create their own assault courses to make their way through the ‘forest’.</p> <p>They will link this to writing by making signs for their assault courses for children to follow.</p> <p>They will be encouraged to use small movements by moving through small spaces and developing their spatial awareness.</p> <p>The children will access a dance lesson once a week and gain confidence in this lesson.</p> <p>They will access a range of tools linking to their writing and creative areas in the provision to handle these tools effectively.</p> <p>In F2, the children will create small scale forests using small plastic trays and use the schools landscape to create these making their own mini-trees and flowers and work carefully to create these on a small scale and they will use small scale tweezers to create them to develop their fine motor skills further. The children will also be exposed to focusing further on their pencil grip and F1 children will develop this further to support the development of their writing. They will work on large scale drawing huge paths through the forest on the ground outside and use their imaginations to create their own imaginary forests on a large scale.</p> <p>In F1 the children will use different sized mixing bowls to mix up the different recipes from the story to use their gross motor skills and develop their pivots for writing further.</p>    
<p><b>Assessment Links</b></p> <p><b>ELG1 Listening and Attention</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>ELG2 Understanding</b> Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><b>ELG3 Speaking</b></p>	<p><b>Assessment Links</b></p> <p><b>ELG4 Moving and Handling</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>

<p>Children express themselves effectively, showing awareness of listeners' needs. They develop their own narratives and explanations by connecting ideas or events.</p>	
<p><b>Provision</b></p> <ul style="list-style-type: none"> <li>• Manipulatives/puppets/role play items for children to role play with (ensure these are the ‘real’ items rather than printed off.             <ul style="list-style-type: none"> <li>• Vocabulary board up for children to refer to during creating their own stories in role play or reading area.                     <ul style="list-style-type: none"> <li>• Role play area with real props from the stories as the topic develops further.</li> <li>• Copies of the class text in the reading area for all children to access.</li> </ul> </li> <li>• In F1, stories on iPads for children to have opportunities for stories to be read to them from the iPad.</li> </ul> </li> </ul>	<p><b>Provision</b></p> <ul style="list-style-type: none"> <li>• Access to physical equipment, which they can move safely.</li> <li>• Range of equipment which develops their fine and gross motor skills (see writing journey from F1 to F2)</li> </ul>

Personal, social and emotional development	Literacy
<p><b>Overview</b></p> <p>F1 to talk about their dreams, what are they? Do we have good and bad dreams? Incorporate worry dolls – tell the worry monster about any worries / bad dreams. Link this to creative area of the provision where children create their own worry dolls – this can also link to physical development.</p> <p>F2 using feeling monsters on feelings chart (linked to Inside Out and Monsters inc). F2 conduct circles so that the children lead this saying ,’ Good Morning… How are you feeling today?’ Discuss how we are all feeling monitors. Develop group work within the provision and select children to work together in the provision to develop other friendship groups.</p> <p>Continue to embed RP within the classroom and talk about the stories and which characters made the right choices and wrong choices. Link this to the Monsters Inc film and create discussion around this e.g. The monsters scaring children – is this right or wrong? What would you do if someone scared you?</p> <p>Children will work together within groups to create role play stories which they will perform to the rest of the class and this learning will be celebrated.</p>     	<p><b>Overview</b></p> <p>F1 to begin their Gruffalo story by going on a Gruffalo hunt in school, finding the items in the outdoor areas that are linked to props from the story.</p> <p>F2 to launch their story The Gruffalo’s child by following the trails outdoors. Measure the footprints, order them in size and take pictures of the footprints to see who has visited school.</p> <p>F2 using phonics ‘monsters’ to feed words and captions in lessons. See separate Writing and Reading Plans.</p>
<p><b>Assessment Links</b></p> <p><b>ELG 6 Self-confidence and self-awareness</b> Children are confident about trying new activities, and say why they like some activities more than others. They are confident in speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p><b>ELG7 Managing feelings and behaviour</b> Children talk about how they and others show feelings, talk about their own and others behaviour and it consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>ELG8 Making relationships</b> Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.</p>	<p><b>Assessment Links</b></p> <p><b>ELG 9 Reading:</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>ELG10 Writing</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
<p><b>Provision</b></p> <ul style="list-style-type: none"> <li>Ensure children have access to a range of equipment so they are selecting this equipment themselves.</li> <li>Making worry dolls in creative area</li> </ul>	<p><b>Provision</b></p> <p>Puppet theatre See separate reading and writing plans.</p>

- RP displays up and feelings charts

<p><b>Maths</b></p> <p><u>Overview</u></p> <p>F1 to make 2D shape monsters.</p> <p>In F1 the children will use pattern making to create a bridge for the billy goats to trip-trap across. See separate Maths plans.</p> <p>Children will make Gruffalo crumble linked to numbers and measures e.g. 3 cups of...</p>   	<p><b>Understanding of the World</b></p> <p><u>Overview</u></p> <p>Continue to embed circles however develop children listening to other children further e.g. asking children to remember something that a friend said in the circle and sharing it with the group.</p> <p>Continue to complete show and tell based around something the child likes to do so other children can learn something more about a child from their class.</p> <p>Continue RE lessons from separate planning document.</p> <p>Look at the settings of the stories. Get children to understand what their local area is like and describe what is in their local area. Now get them to describe the things they may find in a wood and why these might be different from their local area.</p> <p>Plant some trees in the outdoor provision and children can keep a virtual diary of what happens to the trees and how they care for them and what they need to grow.</p> <p>Children learn about the animals which can be found in the forest and learn about how to care for them. Get the children to make some DT projects to put up in their own forest and get the children to make some things to give to a HCAT school which has a forest in their school to help the wildlife e.g. Thoresby. The children could visit the school to give them the gifts and go and look around the schools forest. (Maybe try Longhill or Thanet so its within walking distance?) Could also try other local places such as a local church which has an outdoor area to encourage wildlife?</p> <p><b>Assessment Links</b></p> <p>ELG 11 Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</p> <p>ELG 12 Shape, space and measures Children use everyday language to talk about size, weight and position. They recognise, create and describe patterns.</p> <p><b>Assessment Links</b></p> <p>ELG13 People and Communities: Children talk about the past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG14 The World: Children know about similarities and differences in relation to place, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>The make observations of animals and plants and explain why some things occur, and talk about the changes.</p> <p>ELG15 Technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p><b>Provision</b></p> <p>See separate Maths plans.</p>

Expressive Arts and Design	Outdoor provision
Overview	Overview
<p>F2 shadow stick puppets used in role-play area linked to Gruffalo's child. Chn using puppets in puppet theatre.</p> <p>F2 to create their own dreamcatchers.</p> <p>All children learning songs linked to monsters. Expose children to classical music and getting them to choose music to match parts of the film e.g. slow calm music when Boo is falling asleep, fast and loud music when something happens in the film to make the characters panic. Children can develop this further and link it to emotions. Potentially, contact some instrument players who can come in and showcase classical music to the children.</p> <p>Children create their own trees using bark rubbings and fallen leaves to create their own forests for the role play area.</p> <p>Children use the trees in their environment and clay to make animals or monster faces to go onto the trees. We will blog/tweet these and encourage our families to come and look for our animals hidden in our outdoor environment.</p> <p>Children will use a range of tools for effect and we will link to the physical development.</p>  	<p>F2 – shadows linked to Gruffalo's child</p> <p>Children having a place where they can role play the story and create little dens/habitats and pretend to be animals from the story e.g. the snake lives under the logs.</p> <p>Children will go on a minibeast hunt in their gardens. F2 will create mini beast hunt sheets for Class 2SS to be invited down and use to look for minibeasts.</p> <p>We will create gruffalo tracks and goat tracks outdoors when looking at the stories for the children to work out who the characters for our new books might be.</p>  
<p><b>Assessment Links</b></p> <p>ELG 16: Exploring and using media and materials</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>The safely use and explore a variety of materials, tools and techniques, experiments with colour, design, texture, form and function.</p> <p>ELG17: Being imaginative</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>The represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	
<p><b>Provision</b></p> <p>Range of resources for children to choose from to create their own sea creatures</p>	

