|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson Plan: Story- Supertato by Sue Hendra and Paul Linnet Duration: 30 minutes hall** | |  | **Date: Spring 2020** | |
| **Overall Lesson Objective: All -** To engage and participate in story, beginning to show awareness of parts of the story, showing anticipation | | | | |
| **Learning objectives** | **Communication and language** 8-20 Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse Pays attention to dominant stimulus **ALL** Frequently imitates words and sounds. **EP, KG, AD, SSN, BW, AP**  16 – 26 Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. **ALL** 22-36 Listens with interest to the noises adults make when they read stories. **EP, KG, AD, AP, SSN, BW, OR** 30-50 Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. **KG, AD, SSN, BW**  **Physical development** 30-50 Moves freely and with pleasure and confidence in a range of ways, such as, walking, running, jumping **ALL**  **Expressive arts and design 8-20** Imitates and improvises actions they have observed, Begins to move to music, listen to or join in rhymes or songs. **ALL** 22-36 Shows an interest in the way musical instruments sound. All Beginning to move rhythmically. KG, AD, SSN, BW, AP Beginning to make-believe by pretending. **KG, BW, AD, SSN, AP** 30-50 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. **KG, AD, SSN, BW** | | | |
| **Adult support** | Teacher, TA/PCA support (MH), TA/PCA support (JD/LM) TA/PCA support (KG) | | | |
| **Lesson Content**  **& Differentiation** | **Hall Theatre of possibilities**  Music on entrance to create atmosphere and key children into start of story session.  Children to sit in a circle on mats  Story (PowerPoint) – Supertato (adapted from Sue Hendra and Paul Linnet book)  **Story**  Children to enter hall and sit on mats in a circle to start. Listen to introduction music briefly until children are focused. Introduce story using visual on PowerPoint. Prompt students to repeat title with signing and/or verbal response.  Use PowerPoint to tell the story of Supertato. Encourage children to join in each part of the story. The children will be exploring the story props using their senses (visual, auditory, kinesthetic) during different activities in the story (PowerPoint).  Staff to demonstrate/model each activity using their senses.  **Props**  Supertato mask and cape, Evil Pea mask and cape, green tissue paper ‘peas’, potatoes, bag of frozen peas  **End of story** Children will lie back down on their mats, relax, and listen to the song on the PowerPoint. The story will be finished and time to **Return back to class.**  Throughout session children to be allowed time to explore each activity. Children will work on turn taking with each activity. Children will be given time to further explore different activities during Discover and Do/Literacy sessions in the classroom. |  | | **Plenary**  Celebrate achievements & successes together. |
| **Success Criteria** | All will begin to show awareness of the story and will begin to show awareness from previous weeks. Begin to be more independent in engaging in activities in the hall. Begin to show anticipation.  KG, AD, SSN, BW, EP, OR, AP to remember parts of the story, join in with repeated parts of the story, begin to anticipate what’s next.  OR, EP, MH, JD, AP will engage for longer in story, begin to indicate when wanting their turn, can follow direction from staff.  All staff to model and join in with the story prompting children giving children time to respond and promote independence. | | | |
| **Resources**  **Next steps/**  **observations** | Over the weeks note do children begin to anticipate what’s next? Are they engaging more in each activity? Do they have a favourite part? | | | |