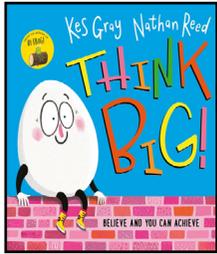


Think Big! by Kes Gray and Nathan Reed



Recommended Year Group: **Reception**
Recommended Edition: **9781444942132**



Unit overview

This three-week unit looks at *Think Big!* – a reimagining of the classic story *Humpty Dumpty*. The story begins with Humpty and his friends discussing the future as they sit together on a wall. Humpty declares he wants to be a boiled egg, but his nursery rhyme friends encourage him to think again by making other suggestions about what he could be. Little Boy Blue thinks Humpty could be an artist, whilst Baa Baa Black Sheep suggests he gets some scissors and becomes a hairdresser. Inspired by his friends' advice about 'thinking big', Humpty declares he is going to work hard at school, get a job in a space agency and become the best astronaut in the universe. Jack Be Nimble is so delighted with Humpty that he gives him a big pat on the back, but unfortunately this results in poor Humpty tumbling off the wall!

Themes and cross-curricular links

- **British Values:** Develop an ethos of inclusivity and challenge stereotypes, particularly around the theme of occupations. Teach children that their views count and that we need to show respect and tolerance of other people's opinions.
- **PSED:** Be able to express opinions clearly whilst being able to listen and respond to what others say through both whole class discussions, group work and talk partner tasks.
- **Physical Development:** Develop children's awareness of personal safety and risk-taking behaviour and possible outcomes and consequences.
- **Mathematics:** Use rhymes and songs involving numbers. Recognise and order numbers 1-20. Opportunities to collect and record data in simple block graphs and tally charts. Play games to develop positional language and vocabulary to describe the properties of shapes.
- **Understanding the World:** Provide opportunities through links with the school and local community to learn about different occupations. Support learning through the use of technology such as computers, digital cameras, CD players and simple recording devices. Investigate materials that would help to keep a boiled egg from cracking when dropped from a height.
- **Expressive Arts and Design:** Opportunities to create imaginary worlds through role play and small world play, enabling children to explore characters and events and to use and develop vocabulary from the unit of work. Use a variety of different media to create pictures and models related to the texts.

Curriculum coverage

Communication and language:

Listening and attention:

- listen attentively
- accurately anticipate key events and respond to what they hear with relevant comments, questions or actions
- give their attention to what others say and respond appropriately
- express views about events or characters in the story and answer questions about why things happened (exceeding Early Learning Goal)

Understanding:

- answer 'how' and 'why' questions about their experiences and in response to the story, events and discussions with others
- follow instructions involving several ideas or actions

Speaking:

- express themselves effectively, showing awareness of listeners' needs
- use past, present and future forms accurately when talking about events
- develop their own narratives and explanations by connecting ideas or events
- recount experiences and imagine possibilities, often using a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events (exceeding ELG)

Reading:

- read and understand simple sentences using phonic knowledge to decode regular words and some common irregular words
- read aloud simple sentences
- demonstrate understanding when talking with others about what they have read
- read phonically regular words of more than one syllable as well as many irregular but high frequency words, use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary and describe the main events in the simple stories they have read (exceeding ELG)

Writing:

- use their phonic knowledge to write words in ways which match their spoken sounds
- write some irregular common words
- write simple sentences which can be read by themselves and others. Some words are spelled correctly, and others are phonetically plausible
- spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing (spaces between words, beginning to punctuate sentences and use a capital letter), and begin to join words and clauses using 'and' (exceeding ELG)

Physical Development:

- use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

Key questions

- What happened to Humpty Dumpty?
- What kind of character is Humpty Dumpty?
- What can you see?
- I wonder what will happen if...
- Why do you think...?
- What's going to happen next?
- What does that word or phrase mean?
- What would you like to be in the future?
- Can you re-tell the story?
- Do you know any other nursery rhymes?

Writing outcomes

- Accident report
- Labels
- Captions and simple sentences
- Questions
- Nursery rhyme innovation
- Writing in role as nursery rhyme character
- Story endings
- Get-well letter

Essential teaching guidance

- Spoken language lays the foundation for all aspects of the work covered in the unit. Quality time needs to be spent explaining, exploring, discussing and using new vocabulary.
- Explicit modelling is a key component of effective teaching. Skilful practitioners will support modelling using talk or 'think-alouds' to help children become aware of the often-implicit processes and decisions a child encounters in all areas of learning.
- All resources, session planning and teaching slides are included within this unit. Some activities may be appropriate for whole class sessions, but it is for the class teacher to decide if activities are best used in adult led sessions with smaller groups of children.
- Activities in this unit of work should also be offered as independent reading and writing opportunities within the continuous provision. This enables children to practise their reading and writing skills independently and to explore the book further through role play and within the creative area.



Planning Overview

Week 1

Objectives and outcomes summary:

This week the children will:

- work in role as an investigator, police officer and news reporter
- write labels and simple sentences
- explore word meanings and new vocabulary
- read and perform the traditional nursery rhyme *Humpty Dumpty*
- make predictions
- continue a rhyming string to complete a new version of *Humpty Dumpty*

Resources provided:

- Pupil resource – Incident report
- Pupil resource – Prediction brick
- Pupil resource – Rhyme match cards
- Pupil resource – *Humpty Dumpty* (fill in the gaps)
- Teaching slides to aid discussion

Links to continuous provision:

- Provide a selection of nursery rhyme books to share, read and talk about in the reading area, and audiobooks of simple texts that the children can listen to and follow independently.
- Provide wanted poster sheets for the children to complete – display around the school or learning area.
- Create an accident department role play area to enable the children to participate in imaginative play – provide a sun lounger covered in a white sheet, metal dishes, a stethoscope, crepe bandages, plastic syringes, some chairs for a waiting area, telephone, clip boards, writing materials, medical posters, etc.
- Plan a nursery rhyme scavenger hunt – hide laminated copies of a well-known nursery rhymes and a suitable prop in different places around the learning environment. Can the children find all the rhymes and say them?
- Fill a set of large plastic eggs with different materials, e.g. rice, dried peas, buttons, a coin, etc. Can the children find the pairs of eggs that make the same sound?
- Provide picture puzzles relating to the key character that the children can cut out and correctly assemble.
- Build a Humpty Dumpty tower – write a numeral on each block and invite the children to order the numbers correctly, and support learning through question prompts.
- Make a large papier-mâché egg and place on a shredded paper/straw in a tuff spot. Provide egg template outlines for the children to record their ideas about what kind of creature, real or imaginary, might hatch from the egg.
- Make a safety poster or warning labels alerting others of the dangers of a high wall or other hazard in the environment.
- Sort different shaped objects into sets, e.g. objects that have curved edges, objects that have straight edges – and find additional objects that could be placed in each set.

Week 2

Objectives and outcomes summary:

This week the children will:

- make predictions
- use picture clues to make inferences
- learn to recognise and write a question
- talk and write about a character's feelings
- compare illustrations and talk about how they are the same and different
- write advice for Humpty expressed as a speech bubble
- explore the meaning of key words and phrases
- sequence events from a story
- compose an ending for the story
- work in role as a nursery rhyme character
- practise editing a sentence

Resources provided:

- Pupil resource – How is Humpty feeling?
- Pupil resource – A new job for Humpty
- Pupil resource – Retell the story
- Pupil resource – A new ending
- Teaching slides to aid discussion

Links to continuous provision:

- Provide a selection of simple information books about eggs to share, read and talk about in the reading area.
- Place a set of laminated eggs in a tuff spot/container and provide large tweezers. Challenge the children to find the two parts of the egg to match the numeral to the correct number of spots.
- Provide a simple tally chart or block graph sheet to enable the children to collect and record their own data about which kind of cooked eggs children like to eat.
- Make a set of rhyming sticks. Write a selection of words on extra-large lollipop sticks and place upright in a sand tray. Challenge the children to find pairs of words that rhyme. Use words from the text as a starting point.
- Make a set of word cards for the children to play the game of 'Snap' or 'Pairs' based on words from the text *Think Big!* – include words that can be phonetically decoded and common exception words.
- Provide large speech bubble shapes for the children to independently record what the nursery rhyme characters said to Humpty when he fell off the wall.
- Provide a selection of other Kes Gray books in the reading area.
- Provide drawing and writing activities about the children's own experiences of having an accident.
- Provide a selection of information books about different occupations in the reading area.
- Provide a variety of jigsaws representing different jobs for the children to complete. Provide sand timers with simpler jigsaws and challenge the children to complete them in a given time.

Planning Overview

Week 3

Objectives and outcomes summary:

This week the children will:

- write a get-well letter to Humpty Dumpty
- understand the key message of a story
- talk and share ideas with others
- write a caption
- draw and label pictures
- write simple sentences about what they would like to be in the future

Resources provided:

- Pupil resource – Aiming for the stars
- Pupil resource – Thinking big! (Drawing)
- Pupil resource – Thinking big! (Writing)
- Teaching slides to aid discussion

Links to continuous provision:

- Provide card-making materials for the children to design and make a get-well card for Humpty.
- Provide a visual set of instructions that the children can easily follow to enable them to make a cress head egg. Observe over time how the seeds grow and what is needed for the cress seeds to grow and keep healthy.
- Make an alphabet set of pictures/occupations – can the children peg them on a washing line in the correct alphabetical order?
- Provide drawing materials for the children to paint and draw pictures of different occupations they know.
- Provide letter writing materials/envelopes in the writing area so that the children can write other letters to friends and family – provide a post box/used stamps so that the children can pretend to post their letters.
- Create a new egg character – decorate a hard-boiled egg using a variety of art materials and imagine a new story.

Related books for wider reading

Nursery Rhyme Collections:

- *Dear Mother Goose* by Michael Rosen and Nick Sharratt
- *Quentin Blake's Nursery Rhyme Book*
- *The Orchard Book of Nursery Rhymes* by Faith Jacques
- *Usborne illustrated Nursery Rhymes* by Felicity Brooks
- *The Puffin Book of Nursery Rhymes* by Raymond Briggs
- *A Child's Treasury of Nursery Rhymes* by Kady MacDonald Denton

Other books by Kes Gray:

- *Oi Frog!*
- *Oi Dog!*
- *Billy's Bucket*
- *You're Called What?*
- *Quick, Quack Quentin!*
- *Mummy Goes to Work*
- *Daisy: Eat your Peas*

Nursery Rhyme Song and Actions books:

- *Incy Wincy Spider and other playing rhymes* by Miles Kelly
- *Old MacDonald had a Farm and other singing rhymes* by Miles Kelly
- *Mother Goose's Action Rhymes* by Axel Scheffler

Other story books about eggs:

- *Egg Drop* by Mini Grey
- *The Odd Egg* by Emily Gravett

Information Books about eggs:

- *Egg to Chicken* by Holly Duhig
- *Chicken and Egg* by Christine Back
- *How an Egg Grows into a Chicken* by Tanya Kant