

Teaching plan for teachers in EYFS



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We're Going to Find the Monster! Malorie Blackman and Dapo Adeola (Walker)

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We're Going to Find the Monster! Malorie Blackman and Dapo Adeola (Walker)

A rip-roaring picture book adventure from superstar pairing Malorie Blackman and Dapo Adeola.

Over the shimmering ocean, up the huge, high mountain, through the deep, dark forest... WE'RE GOING TO FIND THE MONSTER!

Join two intrepid adventurers as their imaginations transform their house into a wild wonderland - and their big brother becomes a mighty monster. A joy to read-aloud with its cumulative refrain, and full of funny, relatable characters, this is a contemporary celebration of creativity, fantasy and family.

Written by bestselling author of Noughts & Crosses, Malorie Blackman, this story was originally published as Marty Monster. This new version has been stunningly brought to life by the award-winning illustrator of Look Up!, Dapo Adeola.

Overall aims of this teaching sequence:

- To think and talk confidently about responses to a book, using prediction, asking questions and making connections with their own experience
- To think about the story meanings conveyed in the illustrations
- To listen with enjoyment and respond to the book, through retelling and re-enacting the story
- To explore and interpret stories through creative activity including play, art, drama, poetry, drawing and writing
- To use language to imagine and recreate roles and experiences
- To sequence and explore story structure through storytelling and story mapping
- To deepen understanding of the world through a fictional text
- To write for meaning and purpose in a variety of narrative and non-narrative forms

This is a Power of Reading Teaching Sequence for Nursery and Reception

Overview of this teaching sequence

This teaching sequence is approximately 3- 4 weeks long if spread over a series of sessions. These lessons and provision ideas are intended for use within Nursery and Reception classes, however they could effectively be adapted for a Year 1 class during their transition period between EYFS and KS1, or as part of a catch-up curriculum.

The sequence follows two heroes Charlie and Eddie as they hunt for a monster. This text is ideal for exploring and developing many aspects of the wider curriculum in particular it introduces children to a

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range of climate zones and habitats such as those in polar regions and jungle environments. Through each session combining discussions, activities and the slow reveal of the text, the pupils will explore the imaginative worlds within the story but also their own imagined settings, characters and storylines. There are great opportunities for imaginative role-play throughout the sequence with additional opportunity for poetry reading and writing, map reading, information writing, instructional writing, story mapping and story writing.

Development Matters (2021) and Early Years Foundation Stage Statutory Framework (2023)

Communication and Language:

- Enjoy listening to longer stories and can remember much of what happens.
- Understand why questions
- Learn and use new vocabulary
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Develop their own narratives and explanations by connecting ideas or events.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Physical Development:

- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Literacy:

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use some of their print and letter knowledge in their early writing.
- Write some letters accurately.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Handle equipment and tools effectively, including pencils for 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 spelt correctly, and others are phonetically plausible.

Cross Curricular Links

Personal, Social and Emotional Development:

- At various points through this story and teaching sequence there are opportunities for children reflect, share and celebrate ideas around their own family relationships and how these might be similar or different to the characters in the story or to the other children in their setting; respecting and listening to others' experiences and personal narratives. You can further this learning through sharing books from the 'Books focused on family relationships' section of this sequence.
- There is also space for exploration of feelings related but not limited to; excitement, adventure, bravery and fears. There are plenty of stopping points to consider the characters' perspectives or feelings with the opportunity to connect these to the children's own experiences of shared emotions or experiences.

Maths:

- This story has many examples of varied positional language and provides opportunities for children to discuss and describe routes and journeys in detail, using the positional language in new and real contexts.
- They will also engage in map reading and creating.
- Real world maps and compasses can be added to adventure role-play areas to extend learning around routes and directions.

Understanding the World:

- Children will talk about members of their immediate family and community in response to the story as well as listen to others talk about their families and this can be extended to compare their own familial lives to the family in the story.

- Children will explore various environments that are different from the one in which they live including polar regions, mountain ranges and jungles. They will be able to understand that these can also be different living environments and habitats for animals including whales, penguins, wolves and tigers. This can be extended, particularly for older learners into further research and ideas around conservation of endangered species and more advanced ideas of adapting to habitats.

Ideas for Continuous Provision

Role Play/ Small world Area:

- Children should have access to resources and materials that support them in exploring the imaginative themes of monsters, heroes and explorers, and the real-world settings of Antarctica, mountain landscapes, and jungles. These can be small world play settings but also larger role-play areas across the indoor and outdoor provision. It is a good idea to create these with the children as the sequence and the story unfolds, adding to the areas and giving children choice and autonomy over the resources used in the areas.
- Begin with simple role-playing props to signify both Charlie and Eddie these can include: a saucepan and lid, a wooden spoon, and a large piece of red fabric for Charlie's cloak. An aviator hat and goggles with a backpack can be used for Eddie. Later, cardboard boxes can be added and puppets or masks for the different animals encountered throughout the story can be added slowly.
- Children should have access to loose parts and other resources that allow them to build these areas themselves with the support of enabling adults and video experiences of such places to help them experience what such an environment is like and what would be needed to build a role-play representation of such an environment.
- Adults should support in finding resources that encourage children to read and write in everyday scenarios, such as posters, labels, list making paper, maps, forms, clipboards and a variety of mark making equipment as well as playing alongside the children to model and support the use of specific language as part of their play.

Water Area:

- Later in the story the children go past a bubble bath and float around in bubbles. It is a good idea to expose children to lots of bubble play in a water tray before this part of the story. This can include providing different objects for blowing bubbles and small parts to construct and create bubble blowers such as string and straws, pipe cleaners and various sized tubes to blow into.
- Include opportunities for washing babies/dollies in soap filled bubbly water.
- Add ice cubes to the water tray alongside boats and Antarctic animals once that part of the story has been revealed.

Creative Area:

- Salt dough/ playdough, paint and/or recycled materials to create monster puppets and models.
- Add written or typed copies of the children's favourite soothing poems or songs for them to illustrate independently through a range of media.
- Model how to create bubble prints by blowing air through a straw into a coloured bubble solution and placing paper on top to create unique prints illustrating the delicate outlines of bubbles.
- Gather leaves, sticks and petals, with various shades of green and brown paint to create leaf printing jungle scenes.
- Leave paper plates, string, lolly pop sticks, paints and collage materials along with photographic images of jungle animals, polar animals or wolves for children to create masks for role-play.

Writing and Mark Making:

- Encourage the children to label the props in the role-play areas with their corresponding activities or prominent phrases from the story.
- Large rolls of paper can be put inside or out to encourage extended and collaborative story mapping or mapping of familiar journeys.
- Zig-zag books or simple handmade books left available around the provision will encourage independent story or non-fiction writing in response to the text.

Reading area:

- Create collections and displays of other story books written by Malorie Blackman or illustrated by Dapo Adeola.
- Make provision for the children to read, share, revisit and talk about themed or related books and incorporate this into their play and continuous provision.
- Provide audio books so that the children can listen whilst tuning in to the print of increasingly familiar books. You could also ask parents to record themselves reading aloud books in community languages so that the children can also experience their home or other languages alongside hearing English.
- Ensure that the children are given much opportunity to read for purpose across the provision such as reading maps in the role-play areas, instructions on how to make bubbles, or poetry related to the different areas of provision.
- Provide opportunities for children to revisit and talk together to explore this story for themselves in as many ways as possible:

- Story props: create stick puppets of all the characters and create a table top theatre from a cardboard box.
- Story box: Create a story box of the setting with the children. Fill it with a variety of small people, animals and objects to represent the characters and settings in the story.

Teaching Approaches

- Response to illustration
- Reading aloud
- Re-reading
- Responding to reading through book talk and questioning
- Learning through play
- Freeze-framing and thought tracking
- Writing in Role
- Shared writing
- Illustrating characters
- Independent writing
- Book talk

Writing Outcomes

- Speech and Thought bubbles
- Writing in role
- Labels and caption writing
- Sign/ poster writing
- Role on the wall sentence writing
- Collaborative poetry
- Story mapping
- Shared writing: Instructions
- Independent story writing and illustrating

Links to other texts and resources:

Books about adventures or journeys:

We're Going on a Lion Hunt, David Axtell (Macmillan)

We're Going on a Bear Hunt, Michael Rosen (Walker)

Rosie's Walk, Pat Hutchins (Red Fox)

Books about monsters:

Bedtime for Monsters, Ed Vere (Puffin)

Monster Clothes, Daisy Hirst (Walker)

Monster Food, Daisy Hirst (Walker)

The Colour Monster, Anna Llenas (Templar)

Glad Monster, Sad Monster, Ed Emberley (Little, Brown)

The Gruffalo, Julia Donaldson (Macmillan)

Not Now, Bernard, David McKee (Andersen Press)

Two Monsters, David McKee (Andersen Press)

Poems about monsters:

Let's Invent a Monster by James Carter from Zim Zam Zoom! (Otter-Barry)

<https://clpe.org.uk/poetry/poems/lets-invent-monster>

Monster March by Jane Newberry from Big Green Crocodile (Otter-Barry)

<https://clpe.org.uk/poetry/poems/monster-march>

Books focused on family relationships:

So Much, Trish Cooke (Walker)
A Brave Bear, Sean Taylor (Walker)
Anna Hibiscus' Song, Atinuke (Walker)
Where's Lenny?, Ken Wilson-Max (Alanna Max)
Astro Girl, Ken Wilson-Max (Otter-Barry)
Jabari Jumps, Gaia Cornwall (Walker)
Jabari Tries, Gaia Cornwall (Walker)

Books illustrated by Dapo Adeola

Clean Up! Nathan Bryon (Puffin)
Look Up! Nathan Bryon (Puffin)
Hey You! An empowering celebration of growing up black, Dapo Adeola (Puffin)
My Dad is a Grizzly Bear, Swapna Haddow (Macmillan)
My Mum is a Lioness, Swapna Haddow (Macmillan)

Non-fiction books about animals, environments and geography

Hello World: Animals: An Amazing Atlas of Wildlife, Nicola Edwards, (360 Degrees)
Hello World: A Celebration of Languages and Curiosities, Jonathan Litton (360 Degrees)
Maps, Aleksandra Mizielska (Big Picture Press)
The Amazing Animal Adventure: An Around-The-World Spotting Expedition, Brendan Kearney (Laurence King)
First Facts and Flaps: Planet Earth (Cambell)
Deep in the Forest: A Seek-and-Find Adventure, Josef Antòn (Abrams Appleseed)
Once Upon a Jungle, Laura Knowles (Firefly)
A First Book of Animals, Nicola Davies (Walker)

Books written by Malorie Blackman

Ellie and the Cat, Malorie Blackman (Barrington Stoke)
My Friend's a Gris-Kwok, Malorie Blackman (Barrington Stoke)
Blue Banana: Sinclair the Wonder Bear, Malorie Blackman (Egmond)

Online Resources

www.vitiligosociety.org
<https://clpe.org.uk/poetry/poems/lets-invent-monster>
<https://www.bbc.co.uk/newsround/21955110>
<https://discoveringantarctica.org.uk/introducing-antarctica/imagining-antarctica/being-there/>
<https://www.nurseryworld.co.uk/features/article/enabling-environments-collections-pole-to-pole>
<https://www.edenprojectcommunities.com/stuff-to-do/make-giant-bubbles>
<https://www.science-sparks.com/making-giant-bubbles/>
<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-down-in-the-jungle/zfqgscw>

<https://www.coolkidfacts.com/jungle-facts/>

<https://kids.nationalgeographic.com/weird-but-true/article/jungle>

Teaching Sessions:

Before Beginning the Sequence:

- This story mirrors the structure and repetitive language of stories such as *We're Going on a Lion Hunt* by David Axtell (Macmillan) and *We're Going on a Bear Hunt* by Michael Rosen (Walker) which the children may already be familiar with. Share these stories with the children and create a table top display with other similar adventure stories that the children already know and enjoy.
- For the majority of the sessions, you will need to hold back from sharing the front cover illustration and title of the text with the children. Covering the front cover of the book loosely with wrapping paper and masking tape will support this. When the cover is eventually revealed near the end of the sequence you are revealing this like a gift to the children, making the experience of sharing this book even more special, suspenseful and pleasurable.
- Prepare a Working Wall display space and/or shared journal where you can keep records of class discussions, artwork, photographs and writing that are produced as you work through the book. Your shared journal can be prepared by sewing or stapling together large pieces of sugar paper.
- Part of your Working Wall/ shared reading journal should include space for new vocabulary from the book to be added. As you work through the teaching sequence pause at any new or complex words, explore the meanings of the new words together and then add these to your display referring back to them regularly and in new contexts such as in role-play or modelled alongside the children during independent play.
- Throughout this sequence the children should be provided with ample opportunity for role-playing and re-enacting the story in imaginative ways. This can be supported by collecting various simple props which you add to as you reveal the story. You can begin with real objects related to the two main characters Charlie and Eddie including a saucepan and lid, used as a helmet and shield for Charlie, a wooden spoon, and a large piece of red fabric for her cloak. An aviator hat and goggles with a backpack can be used for Eddie's character. Later, cardboard boxes can be added, and puppets or masks of the different animals encountered throughout the story.
- One of the main characters in the story, Charlie, has vitiligo. All the practitioners in the setting can find out more about vitiligo at www.vitigosociety.org.

Introducing the book: Response to illustration and Freeze-framing

- With the front cover of the book hidden from the children, reveal just the illustrations on the front endpapers on the inside cover of the text and the publication page. This should be displayed large enough for all the children to see clearly, perhaps on the IWB or a large printed copy.
- Ask the children to talk about their initial responses to the illustration of the two children on the publication page:
 - Tell me, what do you notice about the children?
 - What are they wearing?
 - Is there anything that puzzles you about the illustration?
- Now, tune the children into looking more closely at the smaller details in the illustrations and using these to make simple inferences:
 - What could be in the child's backpack?
 - What could the pan and wooden spoon be used for?
 - Looking at their faces and body language, how might the children be feeling?
- The children may notice the outline drawings of the boy and girl running in opposite directions on the endpaper and infer that the children are scared and running away from something. Encourage them to make some initial predictions about what this story may entail.
- Scribe the children's initial responses around a printed copy of the endpaper/ publication page to use in your large shared class journal or put directly onto your Working Wall.
- Now turn to the next page showing Charlie standing holding the wooden spoon in the air. Keep all text covered at this point.
- Give the children time to explore the illustration in depth, inviting responses about what they can see, what they think might be happening and anything else they notice.
- Draw their attention to the objects around the garden. Encourage the children to make personal connections to those objects and their own lives, for example; do they have a scooter at home? Have they ever used a hula hoop in the playground? Do they know what a glockenspiel sounds like?
- To support children, make connections to these experiences you can add these objects to your outdoor area or use them alongside the role-play props described in the 'before beginning the sequence' section.
- Draw their attention to the two children in the illustration. Ask the children what the relationship between them might be? Are there any similarities or differences between the characters? Looking at the drawing on the ground, what might this tell us about their relationship?
- Now draw children's attention to Charlie standing with the saucepan on her head. Her mouth is slightly open as if she is saying something proudly. Invite the children to mirror her body language, imagining they are her. Invite children to take turns to put on the red cloak, saucepan, lid and spoon and pretend to be her. What might she be saying? How is she saying it?

- You can scribe for the children as they think and compose aloud or have the children write these as simple sentences which they can then place in speech bubbles, cut out and place around an enlarged copy of the illustration.
- Turn to the next spread. Again keep all the text covered, but you may wish to reveal that Eddie has a speech bubble above his head- without showing or reading what it says.
- Just as you have done with the previous illustration allow the children to mirror the character's body language and facial expressions. Allow them to make a 'funny face' like Charlie, you may wish to allow them to make as many different 'funny faces' as they can, allowing them to explore and add vocal sounds along with the faces as extra emphasis.
- Now draw their attention to Eddie, looking at his facial expression and his finger near his mouth. What might he be trying to say to Charlie? Split into pairs and have the children take on the role of each of the two characters and hold as freeze frames. You can photograph the children doing this in their pairs and have them work together later to add their own written thought bubbles, or sentence strips writing in role, placed around their picture and add these to your class display or shared book.
- Look to the next picture of the two children running and begin to make predictions around where they may be running to or what they could be running from.

Developing a deeper response: Imagining Monsters

- Make some 'Monster Footprints' to leave out in the classroom in the morning before this session.
- To create a sense of mystery and suspense have the children walk in to find the footprints and begin to wonder; Who do we think they belong to? Scribe children's ideas in speech bubbles as a record of their hypothesis.
- Without sharing the front cover of the book, look at the footprints around the setting and re-read the text on the first pages of the book which you looked in the previous session.
- Now read aloud until the first instance of "We're going to find the **monster!**"
- Explore children's initial ideas around monsters. What they could look like, what they might eat, where they live, support the children to make links between any stories the children are already familiar with about monsters. Encourage them to draw upon the examples they may have seen in film, magazines, or other picture books alongside using their own imagination.
- Look back at the last two pages read aloud and pull out the key language used to describe the monster; **grumpy, hungry, snappy** and **prickly**.
- Share with them the poem Let's Invent a Monster by James Carter from Zim Zam Zoom! (Otter-Barry) <https://clpe.org.uk/poetry/poems/lets-invent-monster>
- Watch the poet, James Carter, perform his poem then re-read it aloud to the children.
- Next, have the children create drawings, paintings, paper puppets or salt dough sculptures of their imagined monsters.
- Encourage the children to label the parts of their monsters. They could use some of the language influence by the poem such "as a spine of spikes" or their own creative language.

- Allow time for the children to introduce their monsters to their friends and celebrate their imaginative responses and descriptive language.
- To extend further, you can add the monsters to a ‘monster area’ alongside other books on the theme of monsters and dressing up clothes or story props related to monsters.

Response to illustration and Role Play

- Re-read from the beginning on the story to where you stopped in the last session, still without revealing the front cover.
- Turn to the next spread of the children in their cardboard box boat.
- Give the children time to explore the illustration in depth, inviting responses about what they can see, what is happening in the picture and how it makes them feel.
- What do they notice? Where do they think Charlie and Eddie are? Link the discussion back to the children’s own lived experiences, have they ever played in the snow? Have they ever been on a boat?
- Reflecting further, what dangers might there be there? What tells you this? What could happen next?
- Record their initial ideas around a copy of the illustration for your shared reading journal.
- Read aloud the text up to “Over the **shimmering ocean**... We’re going to find the **monster!**”
- Spend time imagining and role-playing taking on the role of Charlie and Eddie in their cardboard box boat. You can use your role play objects/ story props collected earlier on large blue and shimmering fabric which other children move dramatically to create waves around the box boat.
- To help children imagine and understand the large scale of a whale in the wild show them a video such as the Newsround clip ‘Antarctic blue whales tracked by their sounds’
<https://www.bbc.co.uk/newsround/21955110>
- To enrich the children’s role play, explore other Antarctic animals and scientists’/ explorers adventures in Antarctica through websites such as:
<https://discoveringantarctica.org.uk/introducing-antarctica/imagining-antarctica/being-there/>
- With the children co-create a small world area and larger role-play areas dedicated to polar region exploration. You can use recycled materials, white fabric, puppets, winter cloths, torches, and ice cubes as resources for this. Further ideas for role-play resources can be found at: <https://www.nurseryworld.co.uk/features/article/enabling-environments-collections-pole-to-pole>
- Spend time with the children writing and creating signs and warning posters for your role-play area for the characters in the story to read- these could include warnings such as; ‘Danger whales swimming!’ ‘Warning deep water ahead!’ ‘Beware of icebergs’

Role on the Wall

Role on the wall is a technique that uses a displayed outline of the character to record feelings (inside the outline) and outward appearances (outside the outline) at various stopping points across the story. Using a different colour at each of the stopping points allows you to track changes in the character’s

emotional journey. You can include known facts such as physical appearance, age, gender, location and occupation, as well as subjective ideas such as likes/dislikes, friends/enemies, attitudes, motivations, secrets and dreams.

- Now that the children have been introduced to the two main characters in the story alongside the first leg of their journey explain that you are going to learn more about the main characters in this session.
- Focus first on the character of Charlie. Turn to the first page showing Charlie standing with the saucepan on her head. What do we learn about her from this picture? Looking at the small details in the picture, are there any similarities they share with Charlie? Encourage the children to draw on their personal connections with questions such as:
 - What does this picture tell us about Charlie?
 - What do you think she really loves?
 - How do you know this?
 - Do they look about the same age?
 - Do they ever play dress up like her?
 - Do they look like Charlie?
 - Do they have similar hair or clothes?
- Turn to the second spread in the book with Charlie pulling a face and then with her running in front of Eddie. Ask the children to think about what more this tells them about her.
- Now complete a role on the wall for the character of Charlie. You may want to choose an image from the book to trace around such as Charlie with her cape and saucepan on her head from the first page.
- Ask the children to describe, first of all, her appearance and behaviour on the outside of the outline and then ideas about her thoughts, feelings and personality on the inside.
- Prepare the children to talk about Charlie by asking them, if we were going to write something about Charlie, what might we say about her? They may begin by describing her by her physical features or they may talk about what they know she likes from the illustration and the story so far. Allow them to talk about and try out a number of ideas, saying the sentences out loud, ready for writing.
- Recast, modelling the sentence structure for writing where necessary. Some may choose very direct observations, some may begin to look at closer details to make inferences about the character, based on things they see, e.g.:
 - Charlie is a girl.
 - She has long hair.
 - She likes adventures.
 - Charlie is brave.
- Scribe the sentences on the Role on the Wall. Discuss with the children how they know these things are true, encouraging them to go back to the illustrations and story so far for evidence and supporting them to do so, e.g. 'I think she likes adventures too because she decided to sail over the ocean to find the monster.'

- Take the opportunity to clarify, extend and enrich children’s vocabulary and language choices. For example, if a child says ‘Charlie has brown hair’ you can pick up on this and expand the sentence; ‘Yes, Charlie’s hair is dark brown. It also looks curly and long.’ When expanding a sentence, take care to expand just enough to give the child an achievable model.
- Children might notice and discuss the different skin tones that Charlie has. Practitioners can expand their own knowledge about vitiligo in preparation for supporting these discussions through the vitiligo society website: www.vitigosociety.org. Children might begin these discussions by noticing how this might be similar or different to their own skin, or the appearance of other people they know. Value each child’s contributions, remembering to be mindful of the circumstances and sensitivities of the children within the group.
- You can extend this session to also create a Role on the Wall for Eddie and draw children’s attention to the similarities and differences between the characters. For instance, while Charlie is very brave and confident the children may deduce that Eddie is more cautious because he said ‘We’ll need to be very careful!’ and he looks very worried in the illustrations.
- You can encourage the children to speculate about the two characters’ relationship, perhaps they are siblings or best friends. You can frame these as questions on the Roll on the Wall.
- Support the children to develop a growing sense of empathy for and connection to Charlie and Eddie as the story develops, revisiting the Role on the Wall as appropriate.

Sharing Poetry and Song

- Re-read the story so far and encourage the children to read along and join in with the repeated refrain ‘We’re going to find the **monster!**’ with emphasis and expression.
- Read on until ‘Look out! A hungry wolf!’ Pause here and discuss the wolf’s possible motives, drawing their attention to the word ‘hungry’ used to describe him.
- Elicit children’s current understanding of wolves. You can draw on their knowledge from literary examples of wolf characters they may have come across in Traditional Tales such as the Big Bad Wolf in Little Red Riding Hood or the wolf in The Three Little Pigs. Explore the types of things the wolves do in these familiar tales and what the wolf characters might say.
- In the continuous provision you can add a wolf puppet or mask to your role-play area. If possible use climbing apparatus or crates outside to represent the mountains for children to climb and role-play being Eddie and Charlie climbing the ‘**huge, high mountain.**’
- Take turns to act out the role of the wolf, drawing on the types of things that wolves in other stories might say or do. You can recast these and play with those familiar phrases turning them into language such as “I will huff and I’ll puff and I will blow you down the mountain!”
- Read on through the next spread.
- Read back the sentence ‘And she sang a soft, sweet song to sooth it.’
- Ask the children about songs, poems or rhymes that feel soothing and relaxing to them. Make a list of these and compile them to create an anthology of favourite songs and rhymes which feel calming to the children.
- Pick a couple of the children’s favourites sing or perform them together and then engage the children in responding to the poetry or songs:

- What did it make you think of?
- How did it make you feel?
- What made you feel this way?
- Tell me...was there anything you liked about this poem/song? Why?
- Was there anything that you particularly disliked...? Why?
- Was there anything that puzzled you?
- Were there any words or phrases that you liked the sound of? Why is that?
- Were there any patterns...any connections that you noticed in the words...the rhythm or rhyme?
- Ask parents or family members to write down any lullabies or songs they enjoy singing with the children at home to relax them, or ones they remember from their own childhood. Add these to the anthology. These can be in the children’s home languages, and voice recordings or videos of the families singing them can be collected and shared together.
- Decorate and illustrate your created anthology of calming songs and rhymes in your reading area for the children to independently revisit later.

Activating Prior Knowledge: Climate, Environments and Habitats

- Re-read the story so far and then read up to “They crept through a deep, dark jungle...” and pause there looking at the illustration together.
- Allow the children the time to look at and respond to what they can see and what they think they know about this picture.
- Ask the children questions to support their discussions, such as, what can you see in this image? What do they notice? Look at the different plants, leaves and vines across the page, what could this tell us about this new environment? What else can they see in this picture?
- Ask the children if anything in the illustration puzzles them; do you have any questions? Does it remind you of anything in real life or stories?
- Scribe the children’s ideas around a copy of the picture. This will give you a good opportunity to analyse the children’s base vocabulary around jungles, animals, and habitats.
- Display the children’s ideas and responses to the illustration on a Working Wall so that you and the children can refer back to this in following sessions.
- Prepare a large copy of the below grid to be displayed on the Working Wall and added to as learning progresses throughout the session and the teaching sequence:

| What we already know about jungles: | What we want to find out about jungles: | What we’ve learnt about jungles: |
|-------------------------------------|---|----------------------------------|
| | | |

- Focus with the children on the first column. What do they already know about jungles? Help them to articulate their ideas into short statements to write down, recasting or remodelling if necessary and draw on what you have read and observed in the book so far to support the children's thinking.
- Draw their attention to familiar songs, rhymes or stories they might be familiar with about jungles such as 'down in the jungle where nobody goes (Jungle Boogie)'.
<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-down-in-the-jungle/zfqgscw>
- Songs such as these will help them identify possible animals that could live in the jungle to support their initial ideas.
- Now move on to the second column. What would they like to find out about jungles? Support the children to phrase ideas into questions, scribing these with question marks onto the grid.
- Now talk about the third column with the children. How do you think we could learn more about jungles? Discuss ideas with them, such as: read an information book, watch a video about jungles, ask an expert explorer, perhaps visit a zoo to learn more about the animals that live in jungles.
- The term 'rainforest' is sometimes used synonymously to 'jungle', although there are some differences. The text uses the term 'jungle' so it may be useful as starting point to use this term but explain the similarities and differences between jungles and rainforests. A useful explanation can be found at: <https://www.coolkidfacts.com/jungle-facts/>
- Explain to the children that this grid will help to share our learning and that if they think of any more things they know, questions they have or if they learn anything, they can add to the information on the grid.
- You may wish to display the grid in a place accessible to parents so that they can add any questions or information to the grid that children may find at home.
- Following this session, ensure that there are resources and materials to support the children's learning in the continuous and wider provision so that they can answer any of their questions or generate more questions for the grid either independently, with a peer or with adult support.
- Up to this point in the story children have learnt about some of the world's major biomes. A biome is a large ecosystem where plants, animals, insects, and people live in a certain type of climate. Whilst this session focuses on one aspect of the forest biome, the jungle, depending on children's levels of interests, experiences and age, you may wish to widen children's knowledge and understanding by focusing on a different biome, such as the Antarctic tundra biome or to think more widely about how the world is made up of five major types of biomes: aquatic, grassland, forest, desert, and tundra.

Information Reading

- Re-read the story so far and then read up to "The most fearsome, fierce tiger in the whole world slunk past."

- Now look at your knowledge grid created collaboratively in the previous session.
- Read aloud the 'What we already know about jungles' and the 'What we want to find out about jungles' sections and explain that in this session the children are going to be researchers and add to the final column of their knowledge grid.
- Discuss the various ways they could gather the information they would like to find out about jungles, this could be non-fiction texts, digital texts such as online videos or websites, magazines or visits to a real jungle or zoo.
- Depending on what it is the children would like to find out, and how they would like to do it you might wish to begin by reading aloud from *Once Upon a Jungle* written by Laura Knowles (Firefly). Once read aloud use the illustrations and the text to draw out some of the answers to the children's questions, these can be scribed onto your knowledge grid or the children can write their own facts onto sentence strips and added to the grid.
- Following the children's interests and inquiries you might then wish to share where in the world jungles can be found using a children's atlas such as *Maps* by Aleksandra Mizielska (Big Picture Press) or *Hello World: Animals: An Amazing Atlas of Wildlife*, Nicola Edwards, (360 Degrees).
- If children become particularly interested in certain animals in the jungle and wish to find out more this could lead you to look up individual animals in books such as *A First Book of Animals*, by Nicola Davies and illustrated by Petr Horáček (Walker).
- Ensure that you share a variety of information sources including digital texts. This could lead you to child centred websites with short visual facts such as <https://kids.nationalgeographic.com/weird-but-true/article/jungle> or videos which show videos of the animals in their natural habitat such https://www.youtube.com/watch?v=4lrVh_PK5aw
- Once you have researched as a group and added facts and answers to your knowledge grid, leave the texts used in the session around your learning environment for children to access independently. Depending on your children's current reading progression you may wish to add relevant non-fiction decodable readers for them gather more information independently.
- To extend further, create a small world area with a jungle set up. You can hide more facts around the small world for children to find and read, use real world images of the animals as well as adding non-fiction texts to go alongside the small world area to encourage play influenced by the texts. Enabling adults can support and extend this by narrating the children's play, adding factual statements and new vocabulary such as 'The tigers strips help them hide in the jungle so that they can pounce on their prey!... The monkeys swing from the long vines that grow in the thick jungle.'

Non-Fiction writing

- Look back at your knowledge grid and explain to the children that you would like to present the information for others so that the children can share their new knowledge in exciting ways.
- Remind the children of the range of sources they used and how the information is presented.

- Model how to how look at an image of an animal or plant or a detailed model such as a small world toy and create an observational drawing of it.
- Next, model how you can write a factual sentence or caption related to your drawn image. You may wish to add labels to the illustration.
- Invite the children to create their own information text about jungles. Encourage them to choose which aspect of the jungle environment interested them the most and give them autonomy over how they wish to present their information. They may choose for instance to create a lift-the-flap information book inspired by *First Facts and Flaps: Planet Earth* (Cambell) or a digital text like a video documentary with a factual voice over. They may wish to use computers to create a typed page for a website or combine printed images from the internet and written captions to create small individual zig-zag books. The children may wish to work collaboratively and create a page each to be combined to make a class information book about jungles.
- Spend time sharing your information texts together and take these beyond the classroom by sharing with another class or year group. Leave the children's creations in your reading area for children to share and read to one another to continue to learn more about jungles.

Map reading

Prior to this session collect many examples of different maps. These could include underground maps, bus route maps, maps of the local area, maps from other counties, historic maps, world map posters, 'treasure maps', a globe, and maps within books such as a children's atlas like *Maps* by Aleksandra Mizielinska (Big Picture Press). You could collect them yourself or involve families in collecting maps that may be significant to them.

- Re-read the story so far, continuing up to 'Phew! That was close!'
- Look at the illustration of the map on the next page. If possible display a large copy of the map or pass the book around for children to look at in more detail at the map.
- Before reading the text, allow the children to respond to the illustration. What is it showing them? Have they ever seen anything like this before? Does it remind them of anything?
- Present the collection of maps to the children. Allow them to look at each one, hold them, handle them, talk to each other in pairs or small groups, commenting on what they notice, speculating around what they could be used for, who might use them? How they could be used.
- Allow time for the children to compare and contrast them, commenting on any similarities or differences.
- Draw on their own real-world experiences of using maps. For example, have they ever used the London Underground map? Have they needed a map for a treasure hunt? Or to find their way if they were lost?
- Consider with the children the wider technological uses and application of maps. Perhaps using maps on their tablet or parents' mobile phones? Have they been in a car with a satellite navigation devise?

- You may also wish to introduce a globe at this point and allow them to explore it together and compare it to the two-dimensional maps.
- Take photos of the children handling the maps and add these to your display or shared reading journal. Adding the children's responses around the pictures, as speech bubbles or captions.
- To support children's knowledge and understanding of the immediate world around them you can use an online map much as 'Google maps' to locate your school or setting. Switch between satellite, street view and maps to expand their understanding of the uses of maps.
- You could plan a small trip to a local place such as a park, shop, library and use the 'directions' feature to explore the different possible routes to that place. You can take the children on this trip with printed copies of the map to hold and use on the journey. They could have these on clip boards with pencils to pause on the journey and add things they see, landmarks or signage, to their own maps and draw lines or arrows to track their journey to and from the place.
- Model through shared writing how to create a map of a familiar place or journey such as a map of your classroom. If you create a classroom map you can hide something in the classroom and mark it on the map and allow the children to go on a 'treasure hunt' around the classroom following the map in small groups. You can do this with a monster puppet or soft toy for it to be a classroom 'monster hunt'.
- Leave large pieces of rolled out paper, or squared paper around the indoor or outdoor environments for children to create their own maps of familiar places or journeys, these could be their journeys to school, maps of their houses, maps to their grandparents or friends' homes. Or their own classroom maps to create their own monster hunts for their friends to follow and find the hidden monster.
- To extend children's interactions with technology further you can introduce 'Bee-Bot's'. Use the Bee-Bot floor maps or create your own with the children and spend time exploring and creating different journeys for the Bee-Bot to follow.

Shared Writing: Poetry and Alliteration

- Re-read the story so far, continuing up to 'Phew! That was close!'
- Draw the children's attention to the alliteration within the lyrical phases such as 'deep, dark jungle', 'fearsome, fierce tiger', 'huge, high mountain'.
- Explain to the children that you are going to use their knowledge of initial sounds to create a class/ group poem about a monster hunt.
- Use the repeated phrase 'We're Going to Find the Monster' as your poem title.
- On sentence strips scribe or have children write their own alliterative phrases that can describe a journey around your setting to hunt for a monster. You can use the maps created in the previous session to support this.
- Give them examples to help them with their initial ideas, clearly modelling the opportunities for alliteration and word play.
- Expand these to also include positional language – for example;

We're Going to Find the Monster!

On top of the tall table

Through the dangerous door

Under the stinky sink

Over the chunky chair

We're Going to Find the Monster!

- As a group read aloud and play around with the order of the sentence strips to create a verse of a poem. You can add 'We're going to find the monster!' at the beginning and end as shown in the example above or make it more repetitive and add it after every one of two lines of the poem. Read it aloud and experiment with different ways of doing this until you create your shared poem.
- Once the group has organised their words and phrases into verses, support the children to develop this into a performance, inviting the children to consider vocal expression and intonation, actions or sound effects, as well as how it will be performed as a group – chorally or through individual parts.
- In groups rehearse and then perform the poem or poems.
- Allow time to perform the poem as a class or in groups to an audience. This could be to another class, for invited families, or in a school assembly.

Story mapping

- Re-read the story encouraging children to chime in with repeated refrain and add actions to mirror the adventure as they begin to join in and read aloud as a group.
- Show children the page showing the map of the journey so far. Allow the children to explain the map, retelling the story to each other in their own words using the map as a support.
- Now read the text on the page aloud.
- Using a variety of different sized papers, crayons, coloured pencils, and paints encourage the children to make detailed and varied story maps.
- Suggest that they can annotate these in any way they like, for example adding speech bubbles, or by writing captions for parts of the story that they particularly like. Model drawing on the repeated and patterned story language.
- Children can then present these to others, using their maps to help them retell the story or re-imagine their own story inspired by the text.
- You can extend this by allow children to make maps of other possible imagined monster hunts such as ones around the classroom modelled in the map reading session and writing and the poems from the previous few sessions.
- To support and extend their ideas you can use the monster puppets created previously in the sequence and move the monster through different scenes and settings in the story and then move the monster into other books, these could be the information books you used previously, or use post cards from different places around the world. The postcards can be

collected by the wider school community; other teachers, or families. Use the monster puppet (or puppets of Charlie and Eddie searching for the monster) to journey around different environments and parts of the world imaginatively, allowing the children to tell their own stories and record these in their story maps.

- Once completed you can explore folding the maps in various ways or rolling them like a treasure map and using them in the role play area for children to act out the journey so far, or go on their own adventures.

Non-Fiction Reading and Writing: Instructions

- Re-read the story so far and then read on up to 'Across the bubbly bubble lake... We're going to find the **monster!**'
- Draw children's attention to the illustrations of Charlie and Eddie floating in the bubbles. Speculate with the children about what it might feel like to be inside a bubble.
- Explain that you are going to do an experiment to see if you can make large bubbles around each other and experience what it is like to be inside a bubble just like the characters in the story.
- Begin by following the recipe to make giant bubbles outside such as these: <https://www.edenprojectcommunities.com/stuff-to-do/make-giant-bubbles>
- Then extend the activity to placing the bubble mixture in a tough spot tray. Have a child stand in the tough spot tray or small paddling pool and experiment with slowly and carefully placing a hula hoop around them and pulling it up over their heads as shown here: <https://www.science-sparks.com/making-giant-bubbles/>
- Take photos and videos of the different stages of the experiment. Scribing children's observations and predictions as the children are engaged in the different stages of the experiment.
- Spend time reviewing the photos and videos with the children, encouraging them to recount what they were doing. They can sequence the photographs as they recall what they did at each stage.
- Extend this further by modelling how to write, through shared writing, simple instructions on how to make a giant bubble around a person. Children can then go away and make their own instruction writing in a pamphlet or poster, using the photos or their own drawings to support this.
- You can also do this orally by creating an instructional video through editing the videos of the children engaged in the experiment together and having children create voice overs recalling what they did at each stage. Share these outcomes with families so that the children can engage in similar experiments at home.

Exploring story settings

- Re-read from the beginning of the book, pausing at the next page ending 'Ooh! This is the smelliest, messiest, scariest place in the WHOLE WIDE WORLD!'

- Being particularly sensitive to children's worries and fears allow children to discuss what might be in a very smelly, messy and scary place where a monster might wish to live. Scribe the children's ideas around a copy of the page showing the entrance to the monster lair.
- You might wish to explore lairs used by wild animals as inspiration. Show children real images of animals such as wild lions in their lairs. Why might wild animals wish to have a lair? What are the similar features of their lairs?
- In the creative area in small groups, have the children create a smelly, messy and scary home for a monster in a shoebox using recycled materials or modelling clay. As an alternative the children could make these at home and bring them in to 'show and tell' their monster lairs with their peers, describing why it would make a good home for a monster.
- Get the children to think carefully about where the monster might sleep and eat in its home.
- Create a display of monster lairs in the classroom near your 'monster area' from earlier in the teaching sequence for children to return to and continue to share their ideas about monster homes and lives with their friends.
- They could link this learning to previous learning about maps and create maps of the monster lair or how to find the monster lair.

Prediction and Personal Narratives

- Re-read the story so far continuing on to the page of Eddie and Charlie laughing.
- Without reading the text on the page allow the children to wonder how the children are feeling in that moment. What tells them this? Was it what they were expecting?
- Spend time making predictions about what could happen next. Are there any clues in the text or illustrations that tell us more about the monster?
- Now read on to the end of the story.
- Pause at the end to allow the children to discover and understand who the monster really was; they might wish to share their experiences of playing similar chasing or tickling games with their families or friends. Ensure all practitioners have good knowledge of the children's current home lives prior to this session and whilst being sensitive to these expand children's discussions to include the kinds of play they enjoy at home with their families. Do they like to dress up with their siblings? Do they ever play board games with their families? Do they have a favourite show or film they like to watch together with the special people in their lives? Do they have a favourite toy they enjoy playing with at home? Share these ideas first orally together, supporting the children to express their ideas in sentences and expand their ideas where appropriate.
- Record the examples of games and play the children enjoy engaging in at home in your shared reading journal near a copy of the final illustration in the text of all the family tickling Marcus to help the children make the connection between the events and familial relationships within the story and their own.
- You could scribe these, have the children write them on sentence strips, or draw their own captioned pictures of them playing at home with their families.

- This activity can be extended to involve families by inviting them to bring in pictures of the children engaged in play with them at home, they can use these to support a 'show and tell' and then use them as inspiration and stimulus for personal narrative writing.
- Alternatively, children can be given small note books to take home to use a diary where they write and draw about what they do at home over the weekend or in the evenings. Families can write in these too so that they become a shared writing book.
- To extend these home-school links beyond this teaching sequence a monster soft toy could be sent home to different children each weekend or evening, alongside a copy of *We're Going To Find the Monster!* and a large note book or scrap book for children to record different adventures the monster goes on with their families in their homes. This book can include writing, photographs, drawings, tickets, receipts, maps, etc to become an engaging record of the monster's journey and a valuable book to read and share with the whole class weekly.

Booktalk

- Before you finally unwrap the book give the children the opportunity to guess what they think the story may be called or to write their own title as if they were the authors of this book. You can extend this by letting the children create their own titles and front-page illustrations.
- Then unwrap the book and if possible allow them to pass the book around and explore and enjoy the different textures and interesting aspects of the front cover such as the raised bubbles and the sparkles on the snow of the snow-capped mountains.
- Once you have unwrapped the book turn to the blurb and read through to 'But who IS the mysterious monster that these heroes are hunting?' Allow the children to answer in their own words.
- Come back to the book again and re-read the entire story as a whole including the front cover and title. Allow the children to begin to explore their responses to it through book talk with the help of what Aidan Chambers calls 'the four basic questions'. These questions give children accessible starting points for discussion:
 - Tell me ... was there anything you liked about this story?
 - Was there anything that you particularly disliked?
 - Was there anything that puzzled you?
 - Were there any patterns ... any connections that you noticed? Did it remind you of anything else you've read or seen?
- The openness of these questions unlike the more interrogative 'Why?' question encourages every child to feel that they have something to say. It allows everyone to take part in arriving at a shared view without the fear of the 'wrong' answer. Record the children's book talk in your group journal.
- You can extend the children's thinking through more evaluative question, such as – Why do you think the author, Malorie Blackman, chose to write this book? Who do you think would like this book? Why?

- Leave a copy of the book in the book corner or ‘monster area’, along with your group journal, for the children to revisit and re-read in independent learning time, by themselves or socially in a group.

Bookmaking and publishing: A new version of the story

- The strong memorable patterning of this text provides an excellent structure for children to use to create their own versions, for example, ‘We’re going on a ghost hunt’, ‘We’re going on a zoo trip’, ‘We’re going down the market’
- Children can write and illustrate their own hunting or adventure story in simple zig-zag books or on various pages of A4 paper folded and stapled or ribbon tied.
- They could draw upon their work with local journeys and maps or from their growing knowledge and understanding around contrasting environments such as jungles or any of the other biomes explored through the previous sessions.
- Encourage them to use alliterative and repetitive language similar to the phrases used in the story and explored in the shared poetry writing session.
- Have copies of the book and selected spreads available so that the children can look at the original illustrations together to inspire their ideas. Support the children in putting their ideas together and translating these onto the page through modelling and demonstrating this yourself alongside the children. Model the process of coming up with an idea, translating this to a drawing on the page and then thinking of the words that might accompany the image, modelling how to transcribe these in ways that match the children’s current level of development, e.g. through modelling how to segment words into constituent phonemes, drawing on high frequency words displayed in the setting or in scribing children’s reading of their work alongside their mark making as they ascribe meaning to the marks they have made.
- Allow time for illustrating their pages using bright and bold colours like those used in Dapo Adeola’s illustrations.
- Encourage the children to read their adventure stories to their peers then take them home to share their published books with someone at home.

Vocabulary Development:

Word collections:

- To explore and enrich the range of language used, regularly read aloud books exploring monsters and journeys in the ‘Links to other texts and resources’ section at the start of this sequence.
- Explore, clarify and discuss any words that come up in the text that may be new to the children and provide opportunities to explore these in context. For example, you may want to explore the terms shimmering, fearsome, slunk, fiend and lair. Add the words and their definitions to your working wall and continue to regularly review them with the children, modelling the use of them

in context and encouraging the children to use the new vocabulary throughout the day, particularly when engaged in role-play around the story.

Early Phonological Development:

Environmental Sounds and Voice Sounds:

Looking at the various settings and environments included in the story, allow children to explore the environmental sounds they might here if they are in the settings. They can do this through closing their eyes and imagining the sounds and then describing them. To support this videos or soundscapes can be used, for example the splashing of the waves onto the ice in Antarctica, the howling winds in the mountains and the quiet pops of the bubbles in the bath. Children can explore mimicking these sounds with their voices or through body percussion. Alternatively, you can extend this by using and collecting onomatopoeic language to mirror the sounds such as splish, splash, drip, drop, pop, plop. You can scribe these onto post-it notes and add them to the story as you read. Encourage the children to perform the story using the onomatopoeic words repeatedly you can also layer these with some body percussion to make their own soundscape.

Oral blending and segmenting:

Look at words in the text and illustrations that could be collected as objects to practise oral blending and segmenting in early phonological awareness, e.g. a cardboard **b-o-x**, a **p-a-n** as a **h-a-t** for Charlie, the tiger was actually the family **c-a-t**.

Use and Application of Phonics and Spelling:

Basic code:

- ten, in, off, had, hid, but, and, hug, mum, dad, sit, did

Consonant clusters:

- monster, slunk, stop, crept, sprang, snatched

Opportunities to introduce the complex code:

- The text contains interesting vocabulary using:
 - y endings- grumpy, hungry, snappy, foamy, tummy
 - ly endings- prickly, bubbly
 - er endings – monster, tiger
 - iest endings- smelliest, messiest, scariest

High Frequency Words:

- be, the, said, and, in, they, went, going, their, there, this, we're, was, her, what