

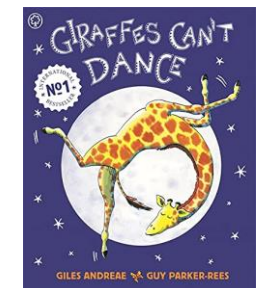
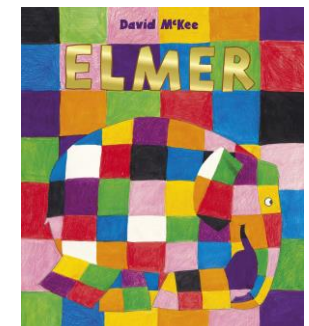
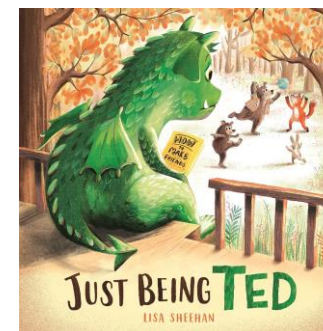
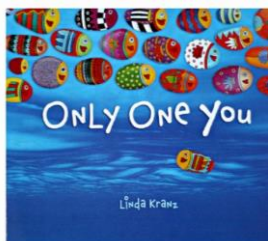
**Final outcomes for the unit (including audience/purpose):**

- Reason – retell the story of Norman
- Audience – children in nursery class
- Features – sequence events of the story using vocabulary to describe feelings
- Tone – emotive/ storytelling

**Main text:**

*Perfectly Norman* by Tom Percival

**Accompanying texts:**





## P.I.C.C. a Text Unit Medium Term Plan EYFS

### Hook

A curiosity box of feathers is found in the classroom – “I wonder who they belong to...”

### Phase 1 – Predict

**Key objective and outcome for this phase:** Children to make basic predictions about what they are going to read.

#### Main Input

- Bring the box of feathers out – what discussions have you had with the children? Could they draw upon prior knowledge to explain who the feathers could belong to?
- Tell the children that the feathers belonged to someone from a story – show them the book covered in sugar paper. Start early prediction skills, based on the feathers in the box, to encourage the children to answer ‘who’ questions. ‘Who do you think the story is about?’
- Give the children the model of “I think it is about ... because....” Encourage them to use their background knowledge of what animals/creatures have feathers.
- Explain that you are going to reveal bit by bit who the story is going to be about. Rip off sections which reveal some of the feathers. Does this help with their prediction? Explore any responses in more detail. Then, reveal parts of Norman. Can they guess now?
- Once the title is revealed, and you have read it to the children, can they think of a reason why Norman might have wings? What’s different about him?
- Talk about differences. Do children think it is good to be different? Why? Why not? Talk about the concept that we are all different and that is good.
- Finally, read the story together as a class in story time.

### Phase 2 – Interrogate (Building Understanding of the Inspiration Text and Linking that to our Writing)

**Key objective and outcome for this phase:** Children to sequence the story. Children to identify vocabulary used to describe emotions in the story.

#### Main Input

- Recap with the children what happened in the story, can they remember? Encourage them to answer the questions: *Why was he different? How did he feel?*
- Looking at different sections of the story – can the children sequence the events? Verbally, can they describe what happened at the beginning, middle and end?
- Re-read the story, this time focusing on how Norman felt. Can the children listen out for any words that are used to describe his feelings? How can they tell from the illustrations?
- Model with an image from the story, can the children unpick how Norman is feeling? E.g. the picture of Norman in the park. *How is he feeling? How do you know?*
- Talk about his facial expression and body language. Encourage the children to act this out and look at themselves in little mirrors.
- Then, read the section of the story to them. Can they answer *why was he feeling sad?*
- Following on from the main input, have a selection of different images from the story as a focus activity – can they children verbally describe how Norman is feeling? How do they know? What was happening in the story at the time?
- Encourage the children to use the structure, “Norman felt... when... because...”. Model this to the children so that they are encouraged to talk in complete sentences.
- Some children may then label the emotions and feelings that Norman experienced.
- Within the provision or focus activities, provide resources for the children so that they can practise sequencing and retelling the story, e.g. copies of the book, images from the story that they need to order, story frames etc.



## P.I.C.C. a Text Unit Medium Term Plan EYFS

### Phase 3 – Capture (Capture Ideas)

**Key objective and outcome for this phase:** Children to explore emotions of different characters in other stories.

#### Main Input

- Sharing different stories from the accompanying texts list, discuss and talk about the different emotions/feelings of the characters at different stages of the story. E.g. when Elmer thought the other elephants were laughing at him. Or, when Gerald danced at the end of story.
- Can the children then structure this into complete sentences, e.g. “Ted felt... when...because...” or “Gerald felt...when...because...” Some children may need support in understanding the reasons.
- Can the children make links with some of the vocabulary gathered from the story about Norman? E.g. feelings of sadness and joy.
- Children oral rehearse sentences describing how the characters felt at different stages of the story. Are there new words they can use to describe?
- Model writing labels and captions to images of the different characters from the stories. Explicitly make links to application of phonics knowledge when segmenting to spell and display these for children to see within the environment.
- Set up small world props, puppets or images from the stories so that children can reenact these within their play.
- Provide writing tools and prompts so that children can explore writing their own labels and captions.

### Phase 4 – Create (Planning, Writing, Editing and Evaluating)

**Key outcome for this phase:** Children to retell the story.

#### Main Input

- As a whole class, model the **process of planning** the retelling of the story about Norman, this could be drawing a story map or the sequenced images from the story. Make references to how Norman was feeling at different points.
- Talk aloud the sequence of events and orally rehearse what you are going to write.
- Next, model the **process of writing** for a section of the story. This could be whole class or small groups depending on the children’s needs.
- Think aloud the writing process ensuring explicit modelling of word to sentence building.
- Look back at the planning model you created and use this to help organise the writing.

*As children in EYFS will be developmentally at different stages, below is the range of expected outcomes:*

- Some children will ‘walk the story’ by **looking through the book with an adult (or child/ren in nursery)** retelling what happened.
- Some children to focus on **verbally retelling** – this could be by drawing out the story and verbally retelling, making puppets and using props to retell the story
- Some children may be able to **explore early mark making and labelling** – this could be by drawing images from the story and **labelling** how Norman felt, story board with some simple **captions**.
- Some children may be able to do a **shared write retelling the story** as a group and then attempt their own version.
- Some children may move on to **independently write the retelling of the story** or **innovate and create a story** of their own.

Children then share their outcomes with the children in nursery class.

**Enhancements for Areas of Provision**

**Communication and Language**

**Early Reading – Role play – Small world**

Books around the environment – a range of texts that celebrate diversity and individuality.

Small world – wooden peg people and props to retell story.

Tapping into fantasy and super powers – props in deconstructed role-play area to create own story (masks, capes, crowns, badges, wings)

Act out freeing who they are – all put coats on then take them off to reveal themselves. Orally rehearse a sentence to explain what makes them special. “I am perfectly... It makes me happy when...” (Some may record this in writing)



**Physical Development - Early Writing**

Practising putting coats on/off – dexterity for buttons, zippers etc.

Fine motor – feather blowing with a straw (control of the straw); sorting feathers using pincers; feather threading

Mark making – chalk outline of wings; writing with feathers in sand/ink

Other writing outcomes – letters to Norman



**PSE**

Exploration of emotions and feelings – what makes us feel sad/angry/happy – talking points  
What makes me special? Have mirrors – talk about what’s unique about them? What do they do?



**Maths**

Counting feathers  
Sorting and grouping feathers into categories  
Compare length and weight of feathers



**UtW**

Drawing maps from the story of familiar settings and buildings  
Using construction materials and junk modelling create the different homes people live in  
Feathers – exploration of different bird feathers and identification from images/books



**EAD**

Children to create their own wings – focusing on joins and how to wear

