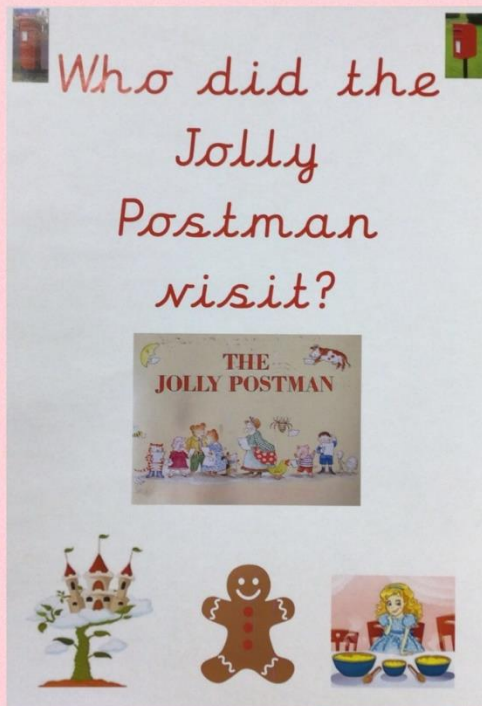
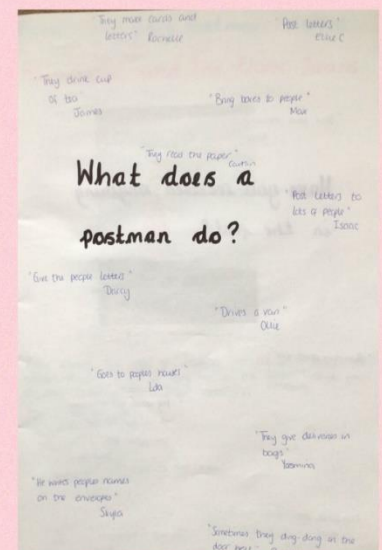
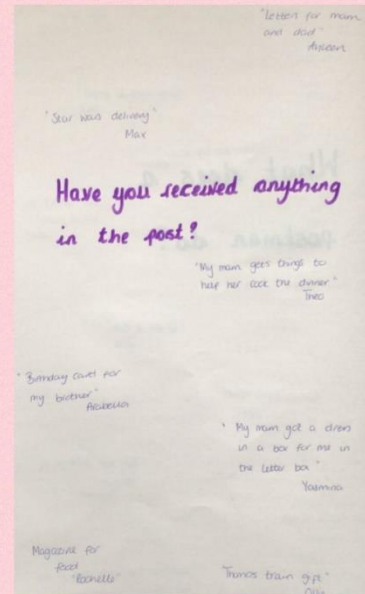


We launched our Enquiry Based Learning with a class discussion about the role of a postman.



We then read 'The Jolly Postman'



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First, The Jolly Postman visited...

Goldilocks and the three bears



After reading the story of 'Goldilocks and the three bears' we created WANTED posters to hang up in the room. As a class we used adjectives to describe Goldilocks...

"She has black hair"

"She has big blue eyes"

"She has a long red dress and red shoes"

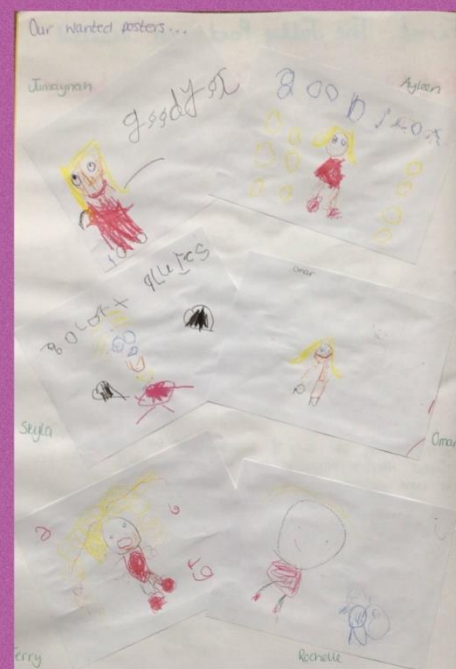
Our story map to help us orally rehearse...



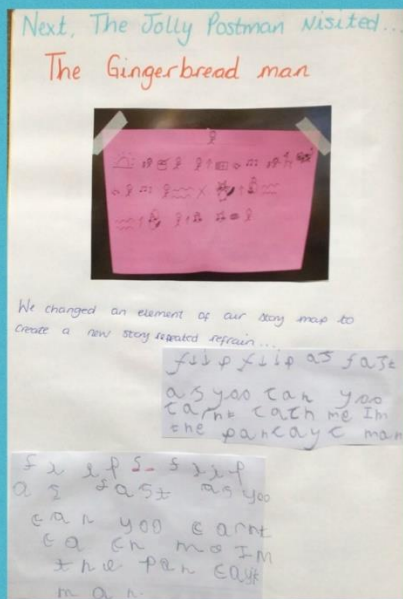
We read Goldilocks and the three bears.

We used adjectives to create wanted posters to help find Goldilocks.

We created a story map and orally rehearsed the story to an audience.



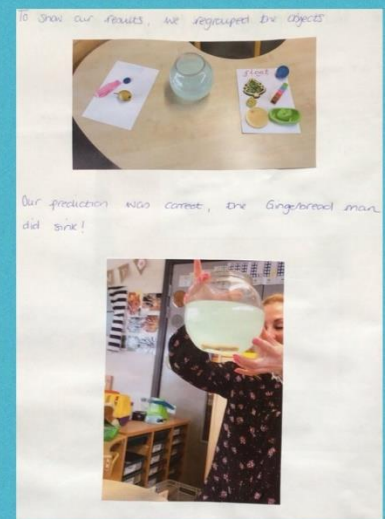
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After reading The Gingerbread Man, we created a story map. We changed an element of the story map to make a new repeated refrain!

We created a science experiment to find out if the Gingerbread Man (and other objects) would float or sink?

We made a prediction, tested our prediction then recorded our results.



PIC•COLLAGE

Then, Jack and the beanstalk...

In our maths lesson, we measured beanstalks using non standard units

14 05 22

Measuring

Khairah predicted how tall she thought the beanstalk was using blocks to measure. "It will be 80 blocks"

We tested the prediction...



"It's 41 tall"

18 05 22

Measuring

Sam predicted the beanstalk would be 2 m tall...



Sam measured the beanstalk "it's 9 to be 10"

05 22

Measuring

Isaac predicted 50 bobbins to reach the top of the beanstalk

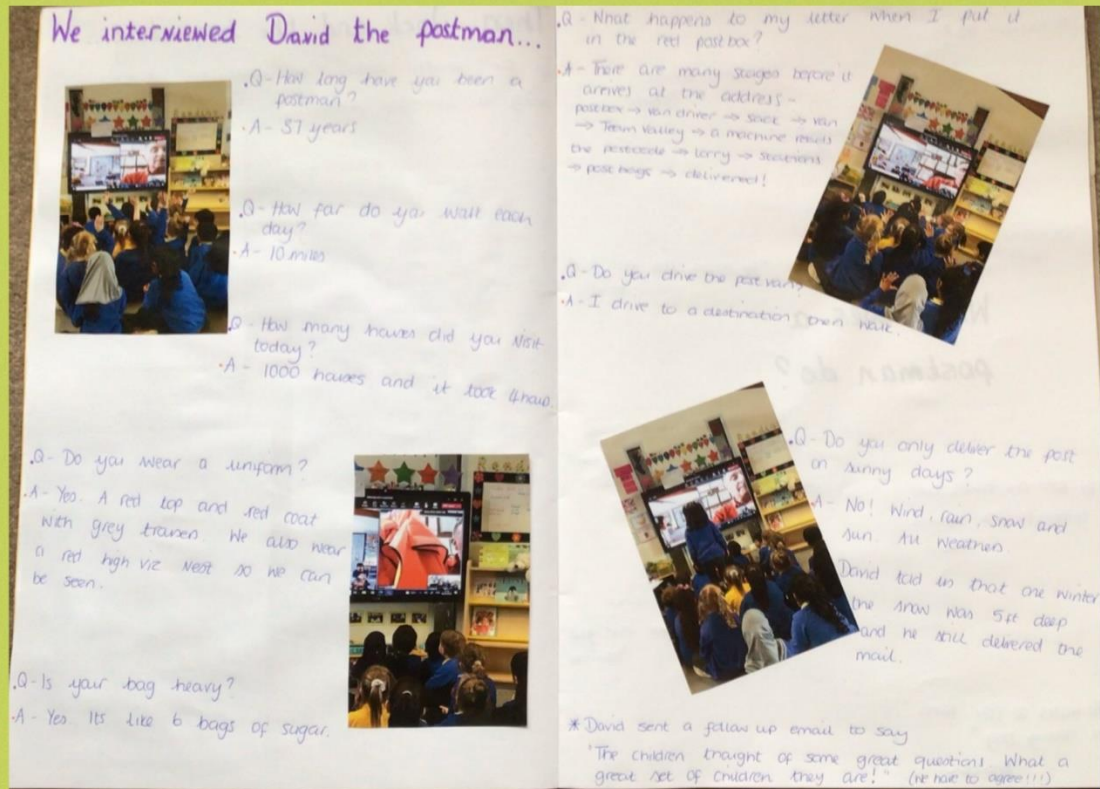


He tested the prediction.

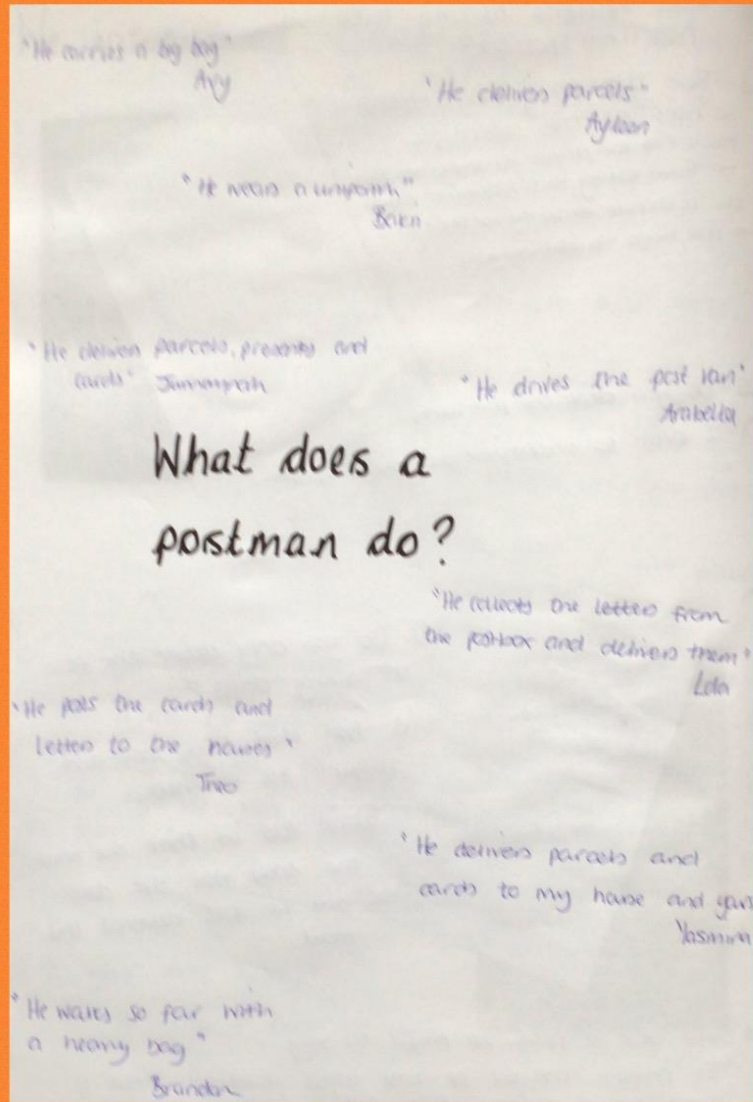
The beanstalk was "23 counters tall"

After reading Jack and the beanstalk, we measured different beanstalks using non standard measures.

Our interview with David the postman



We revisited our original question...



The children gave detailed answers using information we had found out during our enquiry.

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