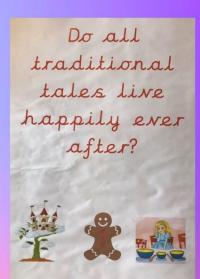
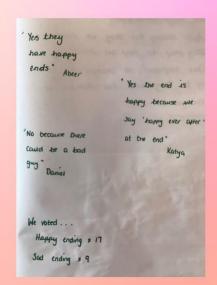
We launched our Enquiry Based Learning with a question.

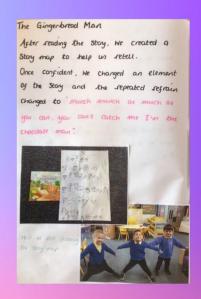




The children could answer but couldn't give a reason.

Our first traditional tale was The Gingerbread Man.

After reading the story, we created a story map to retell. We then changed an element of the story to make our own version.





We carried out a floating and sinking experiment.
We made predictions, tested the predictions then created a table of results.

We had fun
retelling Little Red
Riding Hood.

We enjoyed role play, props and singing about the text.

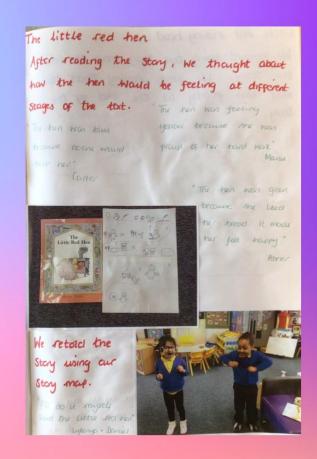


We used our story map to support our story telling.

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We enjoyed reading the Little Red Hen, joining in with the repeated refrains.

We used zones of regulation to discuss how the hen would be feeling at different stages in the story.



We created freeze frames.

We then explored Jack and the beanstalk.
We used props to retell the story. We made our own beanstalks using different resources.





We wrote captions about the giant after labelling him.

During our EBL, we were lucky enough to join a zoom call with Simon Bartrum. He is an author and illustrator.

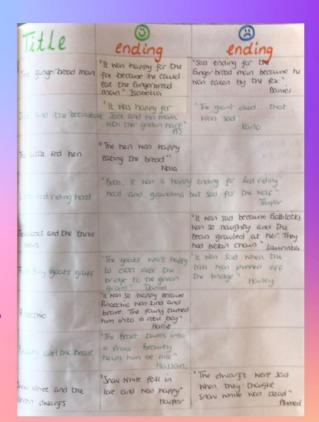
We asked Simon if he had always wanted to write stories and draw pictures.



He told us "I had always loved listening to stories and enjoyed drawing when I was at school".

We read 9 traditional tales.

After exploring each story, we decided if it had a happy or sad ending. The children were encouraged to give a reason for their choice.



We revisited the original question...

The children's answers showed that their inference skills were informing their answers.

