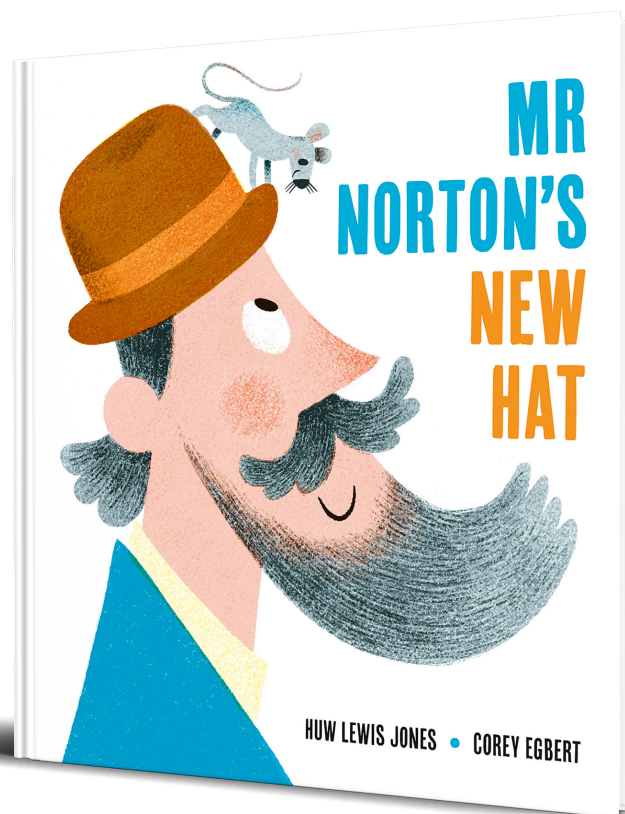


MR NORTON'S NEW HAT

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Teaching Guide



Suitable for:

Early Years Foundation Stage
Ages 4 – 5



What's included:

4 EYFS Lessons to use alongside the Enhanced Continuous Provision plans.
Covering a range of EYFS areas of learning.

An Enhanced Continuous Provision plan linked to the features of the book which will enable children to learn skills, challenge their thinking and help them to embed concepts. It should also provide the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary.



Lesson 1

EYFS Links:

Communication and Language: Listening and Attention – Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Personal, Social and Emotional Development: Understanding emotion – Talk about how others might be feeling.

Personal, Social and Emotional Development: Understanding emotion – Understand their own and other people's feelings.

Communication and Language: Speaking – Extend vocabulary by grouping, naming and exploring the meaning and sounds of new words.

Task 1: Whole class Speaking and Listening focus

Introduce our new book *Mr Norton's New Hat*.

Read through the story as a class. Ask the children:

Who is the main character in the story?

We are going to think about how Mr Norton was feeling during the story. Who can think of some feeling words?

Share answers on the board

happy sad worried excited nervous scared upset

Share page 1 & 2 of the story.

How do we think Mr Norton felt? Use board bank of feeling words to help.

Share your ideas with your partner, share your ideas with the class.

Share page 13 to 16 of the story.

How do we think Mr Norton felt now?

Share your ideas with your partner, share your ideas with the class.



Share Page 21 of the story.

How do we think Mr Norton felt now?

Share your ideas with your partner, share your ideas with the class.

Look at the last page of the book. It has a new feelings word. Add 'Marvellous' to our feelings word bank.

Marvellous!

Task 2: Teacher-led small group task

Have a selection of emotion pictures on the table. (Pictures of someone smiling, laughing, crying, hurt, etc)

How is the person in this picture feeling? How can we tell how they might be feeling?

What makes you feel happy, sad, nervous, excited?



Lesson 2

EYFS Links:

Literacy: Reading – Hear and say the initial sounds in words.

Literacy: Reading – Read words with their phonic knowledge by sound blending.

Expressive arts and design: creating with materials – Make music in a range of ways, play along to the beat of the song they are singing.

Mathematics – Order and sequence events using everyday language related to time.

Mathematics – Experience measuring time with calendars.

Task 1: Whole class

Re-read *Mr Norton's New Hat*. As you read aloud the days of the week in the book stick a day of the week word on the board. (Do not place them in order)

Tuesday Friday Sunday Saturday
Monday Thursday Wednesday

Read the days of the week words together as a class.

They are all muddled we are going to sing a song to show us the order.

Sing the days of the week song:

"Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday too. 1,2,3,4,5,6,7 days each day different and everyday new"

Reorder the days of the week on the board. Sing the song again to check they are in correct order now.

Teacher-led small group –

Does anyone know what day of the week it is today?

Re-sing the song and put your hands on your head as you sing today's day.

Cut out the days of the week words (Appendix 1). As a group sound the first 2 or 3 letters out, can we guess which day it is with these sounds?

Glue them in the correct order in your books.

Extension: Write the day of the week name under each stuck-in word.



Lesson 3

EYFS Links:

Communication and Language: Understanding – Make comments about what they have heard and ask questions to clarify their understanding.

Communication and Language: Speaking – Use talk to organise, sequence and clarify thinking.

Literacy: Writing – Use their phonic knowledge to write things such as labels and captions.

Mathematics – Experience measuring time with calendars.

Mathematics – Recall a sequence of events in stories.

Task 1: Whole class

Sing our days of the week song.

What happened to Mr Norton on Monday?

Read the correct page of the book aloud (p 1 - 4). Choose a child to recap what happened that day in their own words.

What happened to Mr Norton on Tuesday?

Read the correct page of the book aloud (p 5 - 6). Choose a child to recap what happened that day in their own words.

Repeat for Wednesday, Thursday, Friday, Saturday and Sunday.

Teacher-led small group –

Diary of Mr Norton's week.

Children to have a table (appendix 2). This is a calendar of Mr Norton's week. Add the days of the week in order in each box. Then talk about what happened to Mr Norton each day and draw a picture to show this in each box.



Differentiation:

A - Children to use their phonic knowledge to sound out and write the days of the week.

B - Children have days of the week cards so they can copy the spelling for each day.

C - Children to have days of the week written on strips of paper. Sound out to decode and read the words before sticking in correct box.

Extension:

Children to add captions under their picture to describe what is happening.



Lesson 4

EYFS Links:

Expressive arts and design: Creating with materials – Share their creation, explaining the process they have used.

Expressive arts and design: Being imaginative and expressive – Use tools for a purpose.

Expressive arts and design: Being imaginative and expressive – Use their increasing knowledge and understanding of tools and materials to explore their interests.

Communication and Language: Speaking – Express their ideas and feelings about their experience using full sentences.

Task 1: Whole class

Who remembers what happens at the end of our story *Mr Norton's New Hat*?

Re-read the pages where Mr Norton receives a parcel and opens it to discover a new hat.

We are going to make our own fabulous hats today.

On your mini whiteboards can you draw a picture of a hat you would like to make. Think about size, colour and decoration.

Task 2: Whole class

Create and decorate your own fabulous hat.

Task 3: Whole class Show and tell

Share your completed hats with the class. Say what you like best about it.



Malleable area:

Can you make one of Mr Norton's animal friends out of playdough or clay?

Class to create a zoo of all the animals from the story.

Construction area:

Build a new house for Mr Norton that would fit all his animal friends in.

Outside area:

Number hunt activity - How many Mr Norton's hat pictures can you find hidden outside? Carefully count them all and write down the number you found.

Who found the most?

Role play:

Mr Norton's Hat Shop - turn the roleplay into a hat shop with many different kinds of hats for children to try on and explore.

Enhanced Continuous Provision Book: Mr Norton's New Hat

Table activity:

Draw and colour a picture of your favourite part of the story. Add captions if you can.

Carpet area:

Share a copy of *Mr Norton's New Hat* with a friend.

Use the pictures to help re-tell the story.

Table activity 2:

Matching pairs game. Match words cards from the story with the same initial sound.

birds - bicycle
squirrel - shoe
cats - coat
mole - mug
skunk - sink
bear - bath

Table activity:

What animals did Mr Norton meet each day?
Match the day of the week card with the correct picture of the animal.

Use a copy of the book to help.

How many animals did he meet altogether?

Art area:

Decorate Mr Norton's hats.
Have cut outs of Mr Norton's original and new hat.

Use a range of material and tools to decorate.



Appendix 1

Monday	Tuesday	Wednesday
Thursday	Friday	Saturday
Sunday		



Appendix 2 – Mr Norton's Week

