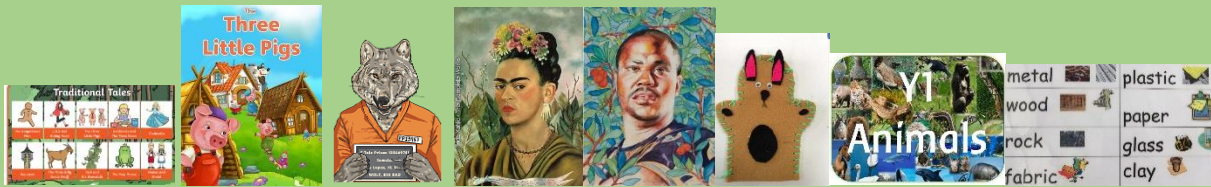




How to make traditional tales come to life?



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Year 1

Terms 3 & 4

Big concept: Investigating & making a difference

Overview:

This enquiry enables learners to learn about traditional tales.

As scientists the children will be learning about animals including humans. We will be sorting and classifying animals into different groups based on their physical features and diet. We will also be investigating and testing a variety of manmade and natural everyday materials. We will be exploring their properties and testing them e.g. waterproof / transparent / strong / brittle.

As artists, the children will explore self-portraits and will exploring line, tone and shape to draw our own portraits.

As geographers the children will be learning about mapping. They will be carrying out field work around the local school area. The children will be reading maps and drawing their own to demonstrate an understanding of settings within traditional tales.

As designers we will use some of our skills to design and make a puppet. We will be developing our sewing skills with textiles and looking at a range of materials that will best support our design. We will bring our puppets to life through our showcasing a puppet show to our parents and carers.

Learning links (previous learning):

Children have learned about traditional tales and familiar songs in the EYFS. This unit will give children the opportunity to investigate characters and themes from traditional tales in more depth and detail.

Celebrating diversity and inspirational People:

Traditional tales from different countries e.g Germany
Modern versions of traditional tales featuring a range of characters, relationships and races.

Launch and Landings

Launch: Experiences throughout unit to launch the learning of different aspects e.g. traditional tales (three little pigs houses, geography resources being delivered to the classroom as a surprise, puppet workshop.)

Landing: Puppet show for parents

Asking EYFS to follow our maps of school to reach the treasure

Experiential learning opportunities:

Experiences throughout unit to launch learning

- Amy Puppet maker workshop day
- Online puppet show
- Traditional tale dress up day

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry	
Geography	DT – Materials (textiles)
<p>What makes traditional tales come to life? How can we help the Three Little Pigs get to Grandma’s House? We will study: The names of our local and wider area The difference between human and physical features Drawings, maps and technology to observe and record the local environment Designing and drawing maps Use NSEW to describe position Use coordinates to identify a location</p>	<p>Materials (Textiles) (Designing and making a puppet for traditional tales puppet show through design process) As designers we will be:</p> <ul style="list-style-type: none"> - Designing a puppet - Make – sewing puppet - Evaluate – self and peer review - Refine – adding improvements
Science	Art
<p>As scientists we will learn: Are animals the same? We will study:</p> <ul style="list-style-type: none"> - Identifying and naming some common animals - How to classify animals by their characteristics and the foods that they eat <p>What materials should I build a house with? We will study:</p> <ul style="list-style-type: none"> - How to distinguish between an object and the material from which it is made - To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - To describe and test the simple physical properties of a variety of everyday materials - To compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>Formal Elements of Art: Line, Tone, Shape Art and Design Skills: Drawing Key Artists: Frida Kahlo, Vincent Van Gogh, Kehinde Wiley (portrait artist), Andy Warhol, Lois Mailou Jones LOE Question: What is a self-portrait? How do I draw one?</p> <p>As Artists we will:</p> <ul style="list-style-type: none"> • Explore mark making, experiment with drawing lines and use 2D shapes to draw • Use our sketchbooks to record our thoughts and ideas • Use our sketchbooks to experiment with line, tone and shape • Plan and create a self portrait

Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p>Class texts: Three Little Pigs & Jail the wolf As writers (text types): Stories (Altered Tales): Adapted story of The Three Little Pigs (story mapping) Stories (Familiar Tales): The Three Little Pigs, Little Red Riding Hood Instructions: Instructions to plant a bean (Jaspers Beanstalk), Instructions to make bread (Little Red Hen, Instructions to make pancakes (Mr Wolfs Pancakes)</p>	<ul style="list-style-type: none"> • place value within 20 • addition and subtraction • place value within 50

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
<p>As fit and healthy citizens we will develop skills in: Flag Football Yoga</p>	<p>As Musicians we will develop music skills and knowledge through Bristol Beacon music curriculum: Singing /Peter and the Wolf/ Musical Movements</p>
Computing	PSHE
<p>In computing we will develop skills through Teach Computing scheme: Digital Writing Grouping Data</p>	<p>As fit and healthy citizens we will develop our knowledge through SCARF scheme: Keeping myself safe Rights and responsibilities</p>
RE	
<p>As philosophers we will explore the question: What do you celebrate and why?</p>	