

 <h2 style="margin: 0;">How to make traditional tales come to life?</h2> 		<p>Learning Journey</p> <p>Engaging</p> <p>Authentic</p> <p>Rigorous</p> <p>Nova Curriculum</p>
Year 1	Terms 3 & 4	Big concept: Investigating & making a difference
<p>Overview:</p> <p>This enquiry enables learners to learn more about traditional tales, building on from their learning in the EYFS. As geographers the children will be learning about maps, directions and compass points. They will be carrying out field work around the local school area spotting human and physical features. The children will be reading maps and using technology to explore them. They will be investigating how to help the three little pigs escape from the big bad wolf using maps.</p> <p>As scientists, the children will be learning about what are different parts of a plant called, how to identify different plants and the different leaves from native trees (deciduous and evergreen). We will be investigating how plants grow and growing our own beanstalks alongside learning the story Jack and the Beanstalk. We will also be setting up experiments to test different conditions for plant growth.</p> <p>As artists, the children will explore self-portraits and will exploring line, tone and shape to draw our own portraits.</p> <p>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.</p>		
<p>Learning links (previous learning):</p> <p>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.</p>		<p>Celebrating diversity and inspirational People:</p> <p>Traditional tales from different countries e.g Germany Modern versions of traditional tales featuring a range of characters, relationships and races.</p>
<p>Launch and Landings</p> <p>Launch: Experiences throughout unit to launch the learning of different aspects e.g. traditional tales (three billy goats gruff – bridge making, geography resources being delivered to the classroom as a surprise.) Landing: Puppet show / traditional tales dress up day for parents</p>		<p>Experiential learning opportunities:</p> <p>Experiences throughout unit to launch learning</p> <ul style="list-style-type: none"> - Traditional tale dress up day - Giant leaving seeds and books for chn to explore /Planting seeds - T4 local walk to spot new plant growth

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</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: How do our gardens grow? How do beanstalks grow? We will study: - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees. - use the local environment throughout the year to explore and answer questions about plants growing in their habitat. - observe the growth of flowers and vegetables that they have planted. - names of flowers, examples of deciduous and evergreen trees, and plant structures - observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. - Pupils will records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>	<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 Billy Goats Gruff, Terrible Trolls As writers (text types): defeating the monster story, report</p> <p>Class texts: Jack and the Beanstalk, How to Grow a Beanstalk</p>	<ul style="list-style-type: none"> • place value within 20 • addition and subtraction • place value within 50

As writers (text types): wishing story, instructions text	<ul style="list-style-type: none"> • Measure – length and height • Measure – weight and mass
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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: Grouping Data Digital Writing</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>	