
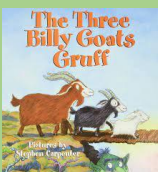




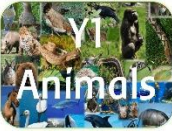




<div>  <div>         </div> </div> <div> <b>What makes a great traditional tale?</b> </div> <div> <b>L</b>earning Journey  <b>E</b>ngaging  <b>A</b>uthentic  <b>R</b>igorous  <b>N</b>ova Curriculum         </div>		
<b>Year 1</b>	<b>Terms 3 &amp; 4</b>	<b>Big concept: Investigating &amp; making a difference</b>
<b>Overview:</b> 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. As scientists, the children will be learning about common animals as most traditional tales feature different animals. They will be naming animals and identifying them by their characteristics and diet. We will also be exploring humans as animals and investigating the basic parts of the human body and the five senses. As designers we will be creating a range of different puppets. We will launch this investigation with a workshop where we get to explore a range of puppets. We will then be designing and creating our own puppet using different joining techniques. We will bring our puppets to life through our showcasing a puppet show to our parents and carers. As artists, the children will explore self-portraits and will exploring line, tone and shape to draw our own portraits.		
<b>Learning links (previous learning):</b>		<b>Celebrating diversity and inspirational People:</b>
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.		Traditional tales from different countries e.g Germany Modern versions of traditional tales featuring a range of characters, relationships and races.
<b>Launch and Landings</b>		<b>Experiential learning opportunities:</b>
<b>Launch:</b> 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.) <b>Landing:</b> Puppet show / traditional tales dress up day for parents		Experiences throughout unit to launch learning - Shadow puppet workshop and show Traditional tale dress up day
<b>Enquiry Challenges</b>		
<b>Enquiry challenge 1:</b> (DT) Design and create your own puppet based on a traditional tale character <b>Enquiry challenge 2:</b> (Geography) Design and create a map to help the pig escape the wolf and get to Grandma's house		

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry	
Geography	DT – Materials (textiles)
<p><b>How can we help the Three Little Pigs get to Grandma's House?</b></p> <p><b>We will study:</b></p> <p>The names of our local and wider area</p> <p>The difference between human and physical features</p> <p>Drawings, maps and technology to observe and record the local environment</p> <p>Designing and drawing maps</p> <p>Use NSEW to describe position</p>	<p><b>What makes a great puppet?</b></p> <p>Materials (Textiles) (Designing and making a puppet for traditional tales puppet show through design process)</p> <p>As designers we will be:</p> <ul style="list-style-type: none"> <li>- Designing a puppet</li> <li>- Make – joining techniques</li> <li>- Evaluate – self and peer review</li> <li>- Refine – adding improvements</li> </ul>
Science	Art
<p><b>Are all animals the same?</b></p> <p><b>As scientists we will learn:</b></p> <ul style="list-style-type: none"> <li>• Identifying and naming some common animals</li> <li>• Identify and name animals that are carnivores, herbivores and omnivores</li> <li>• How to classify animals by their characteristics (fish, amphibians, reptiles, birds and mammals)</li> <li>• Identify, name, draw and label the basic parts of the human body</li> <li>• Say which part of the body is associated with each sense</li> </ul>	<p><b>What is a self-portrait? How do I draw one?</b></p> <p><b>Formal Elements of Art: Line, Tone, Shape</b></p> <p><b>Art and Design Skills: Drawing</b></p> <p><b>Key Artists: Frida Kahlo, Vincent Van Gogh, Kehinde Wiley</b> (portrait artist), Andy Warhol, Lois Mailou Jones</p> <p><b>As Artists we will:</b></p> <ul style="list-style-type: none"> <li>• Explore mark making, experiment with drawing lines and use 2D shapes to draw</li> <li>• Use our sketchbooks to record our thoughts and ideas</li> <li>• Use our sketchbooks to experiment with line, tone and shape</li> <li>• Plan and create a self portrait</li> </ul>
<b>Enquiry challenge 3: (Science)</b>	

Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p><b>Class texts: Three Billy Goats Gruff, Terrible Trolls</b></p> <p><b>As writers (text types): defeating the monster story, report</b></p> <p><b>Class texts: Jack and the Beanstalk, How to Grow a Beanstalk</b></p> <p><b>As writers (text types): wishing story, instructions text</b></p>	<ul style="list-style-type: none"> <li>• place value within 20</li> <li>• addition and subtraction</li> <li>• place value within 50</li> <li>• Measure – length and height</li> </ul>

	<ul style="list-style-type: none"> <li>• Measure – weight and mass</li> </ul>
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Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
<b>As fit and healthy citizens we will develop skills in:</b> Team Games Yoga	<b>As Musicians we will develop music skills and knowledge through Bristol Beacon music curriculum:</b> Singing /Peter and the Wolf/ Musical Movements
Computing	PSHE
<b>In computing we will develop skills through Teach Computing scheme:</b> Using a keyboard	<b>As fit and healthy citizens we will develop our knowledge through SCARF scheme:</b> Keeping myself safe Rights and responsibilities
RE	
<b>As philosophers we will explore the question:</b> What do you celebrate and why?	