

The Enchanted Woodland and Traditional Tales

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MAIN FOCUS - Computing			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p><u>Coding</u></p> <ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. <p style="padding-left: 40px;">route to decode words.</p> <ul style="list-style-type: none"> read common exception (tricky) words read aloud accurately books that are consistent with their developing phonic knowledge. <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> listen to and discuss a wide range of stories at a level beyond that at which they can read independently. become very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics. 	<p>VISITS, KEY TEXT, EXPERIENCES ETC HERE</p> <p>Use iPads/laptops to access books if reading aloud, sharing, immersing the children in the writing of various authors.</p> <p>Talking about illustrations.</p> <p>Collect favourite vocabulary and significant vocabulary related to narrative, particularly traditional tales.</p> <p>Relate narrative to own experiences and knowledge, discussing feelings.</p> <p>Listen to different versions of the same traditional tales.</p> <p>Listen to alternative/silly versions of well-known traditional tales.</p> <p>Watch a film version of a well-known traditional tale.</p> <p>Key Texts:</p>	<p>EXAMPLES OF WHAT THE CHILDREN MIGHT MAKE, DESIGN, SHARE OR RECORD their own progress as they work their way through the different coding activities.</p>	<p>WHAT ARE THE OBSERVABLE AND ASSESSABLE CHARACTERISTICS? IF CHILDREN HAVE BEEN TAUGHT THIS CODING SHARED TAKE EXPERIENCES AND CREATED THEIR OWN CODES. WHAT WILL WE SEE/WHAT WILL THEY KNOW?</p> <p>Children will be able to discuss the feelings and actions of characters in books that have been read.</p> <p>Children will be able to discuss the common features/characteristics of a traditional tale – good character, bad character, happy ending (often based on wealth, love), horrible ending for the bad character.</p> <p>Role-play stories that have been read and their own versions.</p> <p>Read aloud with feeling and expression.</p>
<ul style="list-style-type: none"> make inferences on the basis of what is being said and done. predict what might happen on the basis of what has been read so far. 			

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<p>WRITING</p> <p><u>To write with purpose</u></p> <ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. <p><u>To use imaginative description</u></p> <ul style="list-style-type: none"> • Use adjectives to add detail. <p><u>To organise writing appropriately</u></p> <ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. <p><u>To analyse writing</u></p> <ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. <p><u>To present writing</u></p>	<ul style="list-style-type: none"> • Cinderella (traditional version) • Jack and the Beanstalk – Richard Walker & Niamh Sharkey • Jack and the Beanstalk – Josephine Poole & Paul Hess • The Pea and the Princess – Mini Grey • The True Story of the 3 Little Pigs – Jon Scieszka • The Three Little Wolves and the Big Bad Pig – Eugene Trivizas & Helen Oxenbury • The Three Pigs – David Wiesner • Jim and the Beanstalk • Jaspers Beanstalk • Hansel and Gretel • The Little Red Hen • The Enormous Turnip • Sir Charlie Stinky Socks • Sir Scallywag • Non-fiction texts – plants, animals, castles. • St George and the Dragon • How to be a Knight • Knights 	<p>Re-enact traditional tales that have been read in class through role play. Perform these to an audience (other members of the class, another class, parents?)</p> <p>Retell traditional tales through use of puppets (link to DT)</p> <p>Create collages from the illustrations in a variety of books. Use these to retell stories. (Art)</p> <p>Create a story board as a means of planning their own traditional tale – collect significant images/illustrations from books that have been read, develop descriptions of a good and a bad character, develop a description of a ‘magical’ setting (castle, palace etc).</p> <p>Use story boards to write own 4-part traditional tales.</p> <p>Create an alternative version of a well-known traditional tale, similar to those read in class (eg. The Three Little Wolves and the Big Bad Pig). Discuss different perspectives.</p>	<p>Use language that regularly appears in traditional tales (eg. “Once upon a time..”, “They lived happily ever after...”)</p> <p>Read their writing back to themselves and an audience.</p> <p>Use adjectives to describe characters and settings.</p> <p>Discuss language choices.</p> <p>Discuss feelings in writing.</p> <p>Discuss their work – what effect does it have on the reader</p> <p>Children will make phonetically plausible attempts of most spellings and apply the correct spelling of tricky words that have been taught in their independent writing. Use the correct spelling of a suffix when no change is needed to the root word (eg. help<u>ed</u>, help<u>ing</u>, help<u>er</u>).</p> <p>Children able to formulate and refine questions.</p>
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<ul style="list-style-type: none">• Read aloud writing clearly enough to be heard by peers and the teacher.• Read aloud writing with some intonation. <p><u>Transcription:</u></p> <ul style="list-style-type: none">• add prefixes and suffixes (-s, -es, ing, ed, er, est, un-)• apply simple spelling rules <p>HISTORY <u>To investigate and interpret the past</u></p> <ul style="list-style-type: none">• Ask questions such as: What was it like for people? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past.	<p>Weekly lesson focused on spelling rules in addition to daily phonics work.</p> <p>Find out about knights and the way of life for people a long time ago – link to Mayfair and traditions / traditional tales.</p>	<p>Discuss why castles were built and the key elements for defence (eg. drawbridge, portcullis).</p> <p>Describe what life was like living in a Castle.</p>	<p>Children can talk about the past and compare it to nowadays.</p>
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<p>SCIENCE (SH) <u>Plants:</u></p> <ul style="list-style-type: none"> • identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. • identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. 	<p>Explore the school grounds to identify the different types of plant life growing here.</p> <p>Prepare class garden area and discuss different types of plants there. Discuss what is needed for the plants to survive. Grow beanstalks (linked to English work – ‘Jack and the Beanstalk’), cress heads and Time Peak’s space seeds.</p> <p>Visit to Chesworth Farm with Yellow class.</p>	<p>Children plant and take care for their beanstalk and cress.</p> <p>Write instructions for planting and caring for beans (English).</p>	<p>Children are able to identify and classify some common plants. They will be able to identify some deciduous and some evergreen plants.</p> <p>Describe the basic structure of common flowering plants.</p> <p>Describe how seeds and bulbs grow into mature plants.</p> <p>Describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
<p>DESIGN & TECHNOLOGY <u>To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. 	<p>Design, make and evaluate a puppet. Linked to topic – a character from a traditional tale.</p> <p>Make a role play castle based on a design.</p>	<p>Hand puppets based on a character from a traditional tale.</p> <p>Create fairy tale character sculptures.</p>	<p>A good knowledge of which tools, equipment and materials to use to make their products.</p> <p>Show levels of originality and the willingness to take creative risks.</p> <p>Work carefully and safely.</p> <p>An ability to reflect on their work, identifying areas for improvement.</p>

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<p><u>To master practical skills</u></p> <ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <p>ART (SH)</p> <p><u>To master techniques</u></p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p>PSHCE</p> <ul style="list-style-type: none"> • Staying safe • Managing feelings 	<p>Use observational skills to draw and paint the natural world eg flowers, plants, animals, self-portraits.</p> <p>Look at work by Andy Goldsworthy to describe what they like or find interesting. Imitate some of his ideas in their own sculptures.</p> <p>Illuminated writing for first letter of name</p> <p>Staying safe on the internet (computing)</p> <p>Discussions based around books shared in class – focus on good/bad characters. How could</p>		<p>Children demonstrate independence, initiative and originality which they can use to develop their creativity.</p> <p>Children show the ability to select and use materials, processes and techniques skilfully and inventively.</p> <p>Children are aware of some of the risks that the internet poses and have an understanding of how to stay safe when online.</p> <p>Children can describe how they feel in certain situations and understand that it is normal to feel</p>
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	<p>certain characters have stayed safe?</p> <p>Design a shield using personal interests and family links.</p>		<p>angry/frustrated/upset at times. They will be aware of strategies to resolve any situations where they may feel this way.</p>
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MAIN FOCUS - Maths			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p><u>Counting</u></p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards from any given number. count read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. given a number, identify one more or one less. <p><u>Number Bonds</u></p> <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. <p><u>Mental Calculation</u></p> <ul style="list-style-type: none"> add and subtract one-digit and two-digit numbers to 20, including zero. <p><u>Reading and writing numbers</u></p> <ul style="list-style-type: none"> read and write numbers from 1 to 20 in numerals <u>and words</u>. <p><u>Written methods</u></p>	<p>Daily opportunities to practise number bonds. Adult led or opportunities through play (eg. sand pit/water tray activities, number beanbags, counting items in role play area).</p> <p>Daily opportunities for counting; either backwards in 1s or in 5s/10s.</p> <p>Addition/subtraction/money based games on the computers for children to access independently.</p> <p>Dice games (eg. Dotty six) to develop quick recall of number bonds.</p> <p>Build patterns using Numicon and Cuisenaire related to number bonds and counting in 2s/5s/10s.</p> <p>Tuff-spot activities for children to access independently.</p> <p>Opportunities for children to apply calculation skills when solving problems – Nrich, Black Douglas.</p>		<p>Children can count forwards in multiples of 2s, 5s and 10s. They can count forwards or backwards in 1s from any given number within 100.</p> <p>Children can find a range of number bonds and subtraction facts for a given number within 20, using resources such as Numicon and Cuisenaire where needed.</p> <p>Children are able to solve missing number problems eg. $9 + ? = 12$.</p> <p>Children can pick (from a selection of number sentences) the ones that make a given total.</p> <p>Children can sequence events in the day and have an understanding of the time of daily events (lunchtime, hometime). Able to say the date and identify the next day of the week or next month in the year.</p>

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<ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p><u>Comparing and estimating</u></p> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time • sequence events in chronological order using language. <p><u>Measuring and calculating</u></p> <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume 	<p>Opportunities to compare/measure in a variety of contexts: height of children in the class, length/weight of objects in the classroom and outdoor area, weight or ingredients (cooking), using stopwatches to time each other in physical activities. Linked to Jim and the Beanstalk and other traditional tales.</p> <p>Key texts for mathematical work:</p> <ul style="list-style-type: none"> • Actual Size – Steve Jenkins (measurement) • 365 Penguins – Jean Luc Fromental (ordering events, multiplication/division) <p>Treasure hunts to work on positional language. Link work to computing work on code.org</p>	<p>Given a set of objects children can identify the tallest/longest/shortest, heaviest/lightest. They can identify containers with the most/least capacity.</p> <p>Children can solve a sharing/grouping problem by using concrete objects (eg. Numicon shapes/pegs), pictures or arrays.</p> <p>Children can accurately describe the position of an object and provide instructions to guide someone from one point to another.</p>
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- time
- recognise and know the value of different denominations of coins and notes.

Position, direction and movement

- describe position, direction and movement, including half, quarter and three-quarter turns.

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<p>Music</p> <ul style="list-style-type: none">• play tuned and untuned instruments musically.• experiment with, create, select and combine sounds using the interrelated dimensions of music.	<p>'Active Music' lessons – Instrumental. Use music room for teaching these lessons.</p> <p>Rock Steady music workshops for all children.</p>		<p>Children can create short musical patterns and create a mixture of different sounds. They sequence the sounds to create an overall effect.</p>
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