LEARNING JOURNEY: Once upon a time	DATES: 7.1.19 – 15.2.19

💡RATIONALE:
We will be learning about traditional story tales in order to develop the learners story telling language and to build their confidence in retelling well known tales. We will also be developing the learners writing skills by challenging them to use their knowledge of sentence writing to form longer narratives. We will be building on the learners knowledge from their story topic in Early Years by improving the use of language and story telling ability. As design technology is a main focus this topic, we will be teaching the learners how to design, draw and evaluate their ideas whilst working together in groups. This will enable the learners to negotiate and compromise with others.

English
Computing
Design Technology

🤲 We VALUE creativity	🤲 We VALUE Respect	🤲 We VALUE Independence
We will be encouraging the learners to show creativity by being original and using their own ideas in their writing. We will focus on the children becoming great story tellers by reading their stories aloud.	We will be encouraging the learners to show respect by taking pride in their work and supporting others to be proud of their performance of their stories. By working collaboratively, the learners will be required to develop their skills of negotiating and learn to compromise their ideas.	We will be encouraging the learners to show independence by helping to identify their own and others strengths. We will be working collaboratively which will allow the children to shine in their chosen roles.

CHALLENGE: The nursery teachers are worried that their children do not know traditional tales and have challenged year 1 to 'bring a story to life' in order to excite the nursery children about traditional tales!	OUTCOME: Retelling a story to the nursery children using **a moving story board**.

STEPS TO SUCCESS:

- Visit from nursery manager
- Read and discuss traditional tales.
- Meet an expert story teller and experience stories brilliantly told
- Create story map
- Discuss Characters and understand their actions
- Write the story
- Investigate products for purpose, including strength and robustness
- Experiment with levers and mechanisms
- Learn how to search and save images using ICT
- Study virtual worlds and how they have been used in story telling – eg. Pixar/Magic light pictures (Julia Donaldson)
- Design a product
- Pitch design
- As a group agree and create final design
- Build story boards in groups
- Practice retelling with expert input
- Perform to each other and give feedback
- -Retell the story at the nursery

At Broadstone First School, our curriculum is irresistible and learning is infectious.

EVALUATION:

-Each class to perform to each other and give feedback (two stars and a wish)

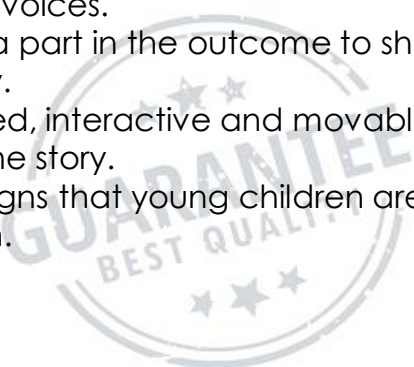- Ask the nursery for feedback against design criteria.

Key questions:

What else did I need to know or practice to make this outcome even better?

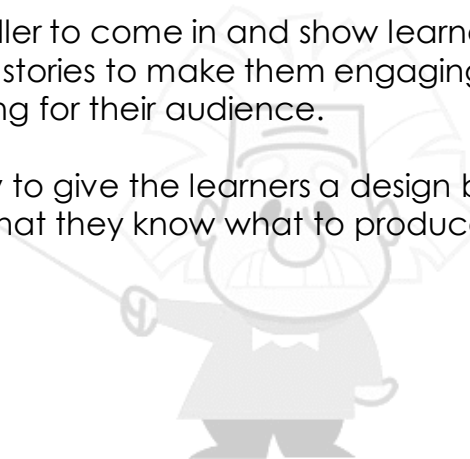What was the most important thing I learned in this topic?

VISION FOR QUALITY:

-Learners to tell the story by heart.
-Clear, loud voices.
-Each take a part in the outcome to share responsibility.
-A completed, interactive and movable story board to go with the story.
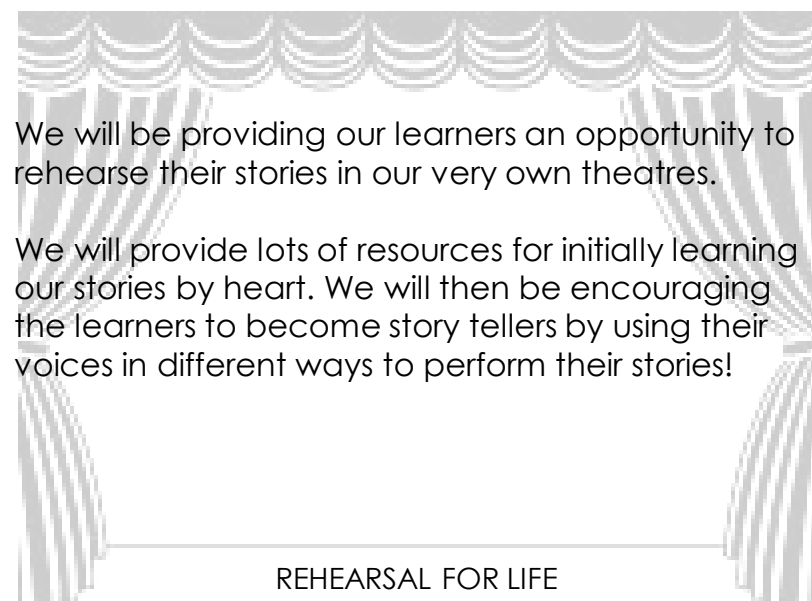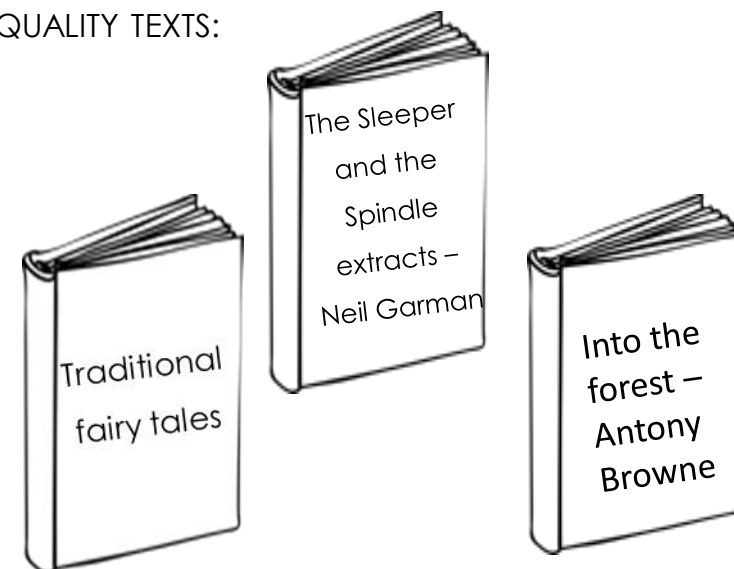-Robust designs that young children are able to interact with.

EXPERT CONSULTATION:

-Story teller to come in and show learners how to perform stories to make them engaging and interesting for their audience.

- Nursery to give the learners a design brief to ensure that they know what to produce.

QUALITY TEXTS:

The Sleeper and the Spindle extracts – Neil Garman

Traditional fairy tales

Into the forest – Antony Browne

We will be providing our learners an opportunity to rehearse their stories in our very own theatres.

We will provide lots of resources for initially learning our stories by heart. We will then be encouraging the learners to become story tellers by using their voices in different ways to perform their stories!

REHEARSAL FOR LIFE

COMMUNITY IMPACT:

Nursery link – learners will provide a story telling experience to teach the children about traditional tales and make it exciting and interactive through the design technology element.

LEARNING BEYOND SCHOOL:

EXPLORERS

Here are a few suggestions for how you can help support your children in their topic learning:

- Read traditional tales together.
- Retell their stories at home to family members.
- Act out different stories with puppets.
- Watch the Gruffalo together and discuss the story, images and story telling.
- If you have any interactive books or pop up books at home that have different mechanisms – we'd love to have a look at them to give us some ideas for our design technology learning!

DISCRETE LEARNING:

P.E - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Maths - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Add and subtract one-digit and two digit numbers to 20, including zero.
Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
Explore strength and robustness of materials through a scientific enquiry (big question to investigate).

OBJECTIVES

The National Curriculum 2014 objectives can be found on our website http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/BroadstoneMiddleSchool/MainFolder/first-school/Curriculum/KS1-OVERVIEW-OF-OBJECTIVES-YEAR-2.pdf

COMPUTING: We will use search engines to search for images for our stories. We will learn how to organise and store this information on the computers. We will be studying the notion of virtual worlds and how they are created with ICT using Pixar and Magic Light Pictures as examples.)