



**RATIONALE:**  
 When children learn stories off by heart they can write a story through imitation. To further their story writing skills the learners will now move on from imitation to innovation. The learners will need to understand the story in detail to enable them to innovate using their own creativity. We believe that exposure to quality texts at this age supports their writing by giving them opportunities to explore and play with new vocabulary. Their Year 1 fairy-tale writing is the foundation for them to create a new style of writing that they will plan in detail to ensure it is cohesive. At the end of the learning journey, each child will have planned, written and edited their own story that begins with them tumbling through an old oak wardrobe with unforgettable characters that they will invent. The learners will feel a great sense of pride when their masterpiece is complete and edited to a high standard and they will be eager to share their work with their families over the festive season. To complement their story settings, we will build upon their artistic foundations gained in Art Attack as we explore the work of Thomas Moran and take inspiration from his landscape paintings as we learn to use watercolours. Their design technology knowledge will move on from creating puppets, to developing and designing ways to use sliders, levers and pulleys to make an entertaining puppet theatre. The children will be asked to evaluate the effectiveness of their product.

Art
Design Technology
English

 We VALUE Creativity

Innovation

- ✓ Thinking divergently and flexibly
- ✓ Developing ideas
- ✓ Evaluating ideas
- ✓ Putting an idea into practise

 We VALUE Respect

Emotional Intelligence

- ✓ Articulating feelings
- ✓ Recognising feelings in others
- ✓ Responding to people's feelings in a caring way

Managing Relationships

- ✓ Discussing others' points of view

 We VALUE Independence

Taking Responsibility

- ✓ Showing initiative
- ✓ Setting goals
- ✓ Making choices

**CHALLENGE:** How can we make stories more engaging for an audience?

**OUTCOME:** Shoe box theatre

**STEPS TO SUCCESS:**

- ✓ Visit from a professional writer to help us understand how to plan a cohesive story.
- ✓ Begin to share the story of The Lion, The Witch and The Wardrobe. Predict what might happen on the basis of what has been read so far. Make inferences on the basis of what is being said and done. Explore vocabulary used within the text and clarify the meanings of new words by making links to known vocabulary.
- ✓ Explore the features of an adventure story as a basic story mountain.
- ✓ Decide on the setting for their own story. Begin to plan the story.
- ✓ Compare and evaluate the effectiveness of a range mechanisms in interactive books and theatre models. Choose mechanisms they would like to use.
- ✓ Character analysis of the Pevensie children, Mr Tumnus, The White Witch and Aslan. Create character for own story.
- ✓ Make the characters for their show box theatre. Practise creating and using levers and sliders.
- ✓ Make simple additions, revisions and corrections to their own writing by adding a range of expanded noun phrases to describe and specify and subordination to help with the meaning and structure of sentences.
- ✓ Re-read to check that their writing makes sense and that the verb tense indicates correct time and is consistent.
- ✓ Proof read to check for errors in spelling, grammar and punctuation.
- ✓ Study the work of Thomas Moran and take inspiration to transfer his style to their own setting.
- ✓ Practise using water colours with correct technique and equipment.
- ✓ Refine watercolour technique to create two backdrops for their shoe box theatre.
- ✓ Assemble shoe box theatre.
- ✓ Ensure all parts are working.
- ✓ Evaluate how successful we have been against our design brief.

**Evaluation:**

What went well?

How effectively did we meet the challenge?

Which learning activities helped to achieve the aim the best?

Which were less successful?

What changes could be implemented for next year?

We will receive feedback from our families after Christmas.

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

### VISION FOR QUALITY:

We will produce a shoe box theatre with beautiful back drops that have been painted with watercolour using correct techniques and equipment associated with professional watercolour paintings.

The mechanisms used in the shoe box theatre to move the characters and the back drops will be functional and working with a good finish.

The shoe box theatre will include at least five characters and two watercolour backdrops.

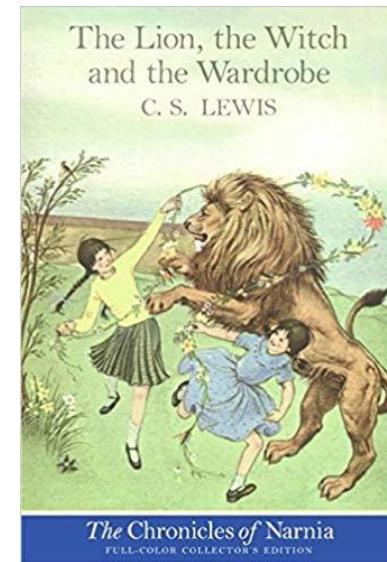
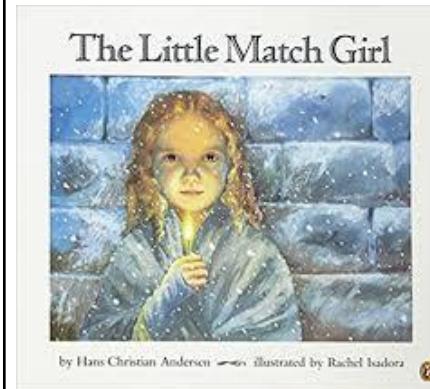
The shoe box theatre will be functional and appealing for themselves and other users.

### EXPERT CONSULTATION:

We will be immersed in story writing workshop where a professional story teller comes to visit us for the day!

We will email our entries to Bob Cox. Bob Cox is an independent educational consultant, writer and teacher coach who works nationally and internationally to support outstanding learning. We are very lucky to have such a connection with him. Bob has been working with us to apply 'opening doors' strategies to raise standards in English and to make links between quality texts and high-quality writing. Bob will judge the best three entries and they will be published in the school newsletter.

### QUALITY TEXTS:

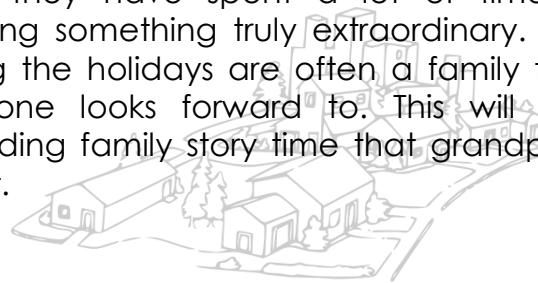


### REHEARSAL FOR LIFE:

The children will be heading through their very own magical wardrobe and walking into a scene from the story this will allow the children to experience this wonderful setting first hand to help them to have a clearer picture of the place in their minds. In here they will be able to act in character and imagine how it felt to be one of the main characters of the story, which will enable our learners to show empathy towards them. They will have the opportunity to watch clips from parts of the film and they will be able to recreate these with their peers. This will help our learners to develop a rich vocabulary and language through hearing excellent examples.

### COMMUNITY IMPACT:

The older generation in our families treasure the gift of memories with young children even more during the holiday season. From Great Aunties to baby cousins, your child can share their handmade shoe box theatre that will carry special meaning. It will be clear they have spent a lot of time and effort creating something truly extraordinary. Theatre visits during the holidays are often a family tradition that everyone looks forward to. This will make for a rewarding family story time that grandparents won't forget.



### LEARNING BEYOND SCHOOL:

Discuss wheels and axels we use in everyday life.

Can you think of more than five? More than ten?

Maybe you could get together to change a car tyre and look closely at the wheel and axel mechanism?

Can they remember using the Capstan bars inserted into the Capstan when we visited Poole Museum in our last topic. They used this large wheel and axle to lift the "mermaids" on the anchor.

Read lots of lovely stories together!



### DISCRETE LEARNING:

P.E - They will engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Phonics and spelling – please refer to the knowledge organiser for details.

RP – in our art sessions we will be comparing light and dark and this time of year also lends itself to the importance of light in Christianity, Hinduism and Judaism through learning about Advent, Christmas, Diwali and Hanukkah. Children learn how and why light is important to each festival.

Music - Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

### COMPUTING:

✓ Recognise common uses of information technology beyond school.

✓ What technology is around us day to day? What do we rely on?

✓ What technology do we use in our own homes? What about each room in our homes?

✓ How is technology different at home, school and work?

