



Mission Statement:

- * We want our children to make outstanding progress through a broad and relevant curriculum that ignites children's curiosity and enthusiasm whilst embedding a love for learning.
- * We want our children to develop their confidence through a curriculum that is personalised by the child.
- * In our curriculum, children will have a Christian Values led sense of purpose; be skilled in speaking and working in a team; ask questions and deepen their thinking; have aspirations and thrive in learning independently.

LITERACY

Writing

- Traditional stories
- Stories with a similar pattern

Reading

Texts:

- The Magic Porridge Pot
- The Golden Goose
- Thumbelina
- The Sorcerer's Apprentice (Disney's Fantasia)
- Pinocchio
- The Pied Piper of Hamelin

Speaking & Listening/Drama

Puppet theatre

Class Reader: The Magic Faraway Tree

NUMERACY

- Nets of 3D shapes to make model buildings (Look at how 2D shapes create 3d shapes to form nets)
- Repeating patterns - links with music in composition
- Porridge - data handling for favourite toppings

SCIENCE

- Materials - heating and changing matter
- Changing and Growth - lifecycles (link with The Ugly Duckling)
- Also link with chronology of own life (links to history)
- Use plants (carnations, celery) to show taking in of water from roots using coloured water
- Growing peas

HISTORY

Remembrance (link to reflection)

Chronology of own life - significant events or milestones

Life of Hans Christian Anderson

RE

Stories: the miracles of Jesus, e.g. walking on water, loaves and fishes

*Tell Me a Tale...
Year 1/2
Term 1 Cycle A*

COMPUTING

- Data handling
- Create code to action a scene from a fairy tale e.g. the porridge pot creating more porridge

MUSIC

- The Sorcerer's Apprentice
- Thumbelina
- Pinocchio
- Peter and the Wolf
- Listen to pieces of music and link to stories
- The Pied Piper of Hamelin
- Compose own versions of tunes piper plays to lure rats and children
- Use natural materials to create musical instruments to play

ART / DT

- Colour mixing
- Art effects: wax scratching, wax melting, wax resist
- Food technology/Science: making porridge
- Cold cooking - refrigerator cake, melting chocolate into moulds, making jelly
- Puppet making:
- Year 1 - jointed flat puppets, using split pins
- Year 2 - marionettes/string puppets

PE

- Dance created to music of the stories used
- Real PE songs adapted to suit skills but to match stories
- Flash mob - dance

ECO

- Discuss how books are made and where paper comes from. Look at recycling paper, poo paper, deforestation
- Use recycled paper to make notebooks

GEOGRAPHY

- Miniature worlds (Thumbelina)
- Map making - fairytale land - large 3D version with contours to show hills and valleys, etc. and other human and physical features
- See bird's-eye view from multi-storey car park

PDBW / Values / PHILOSOPHY

Wishing Well for Reflection

Texts:

- The Emperor's New Clothes
- The Selfish Giant
- The Happy Prince
- Stone Soup
- Pied Piper (to keep promises)
- The Ugly Duckling
- The Boy Who Cried Wolf

STUNNING START

Creating classrooms:
signposts, giant rainbows,
spellbook, magic wand, magic
amulet, stone, etc - objects
from stories to be covered

Create Growth Mindset
display



MOTIVATING MIDDLE

Visit to Salcey Forest to do
treetop walk - link with
Magic Faraway Tree class
reader.

Reading Tree - a challenge
to encourage reading



EXPLOSIVE END

Puppet workshop - link with
Pinocchio text

TEAM SKILLS

Building a class/Key Stage model
village

COMMUNITY RELEVANCE / LINKS

Encourage recycling in school and at
home

ENTERPRISE

Tie-dying t-shirts (Art)

ASPIRATION / ROLE MODELS

Jim Henson

VISITS / VISITORS

Puppet workshop

PERSONALISATION / INDEPENDENCE OPPORTUNITIES

Children can design and create own fairytale land - thereby being designers, architects and engineers to create and shape land, geographical features, magical features and human features. Opportunity to work collaboratively and develop values of koinonia, respect and friendship.

CHILDREN'S EVALUATION / HOW THEY SHAPED THE LEARNING