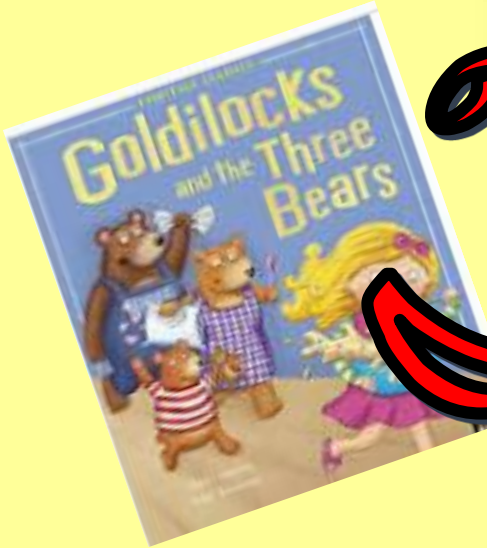


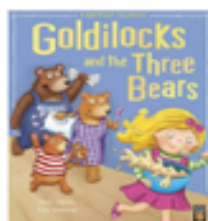
# Fantastic Fairy Tales



# Medium term plan

## Fantastic Fairy Tales

7 weeks



### Rationale

After finding scattered letters from The Jolly Postman, the children will explore the different fairy tales that the letters are from. They will then explore other fairy tales and write their own letter from another fairy tale character that can be added to The Jolly Postman's story.

After learning about The Jolly Postman and discovering that someone has made a mess in the woods, the children will explore the story of Goldilocks and the Three Bears. They'll use their knowledge of the story and design their own character instead of the Three Bears. They will use adjectives, questions and verbs within their writing.

### Hook

The children will discover that the Jolly postman's letters have all blown away across the school. The children will discover that are they are all addressed to fairy tale characters. This will link in with our Geography topic of drawing a map of the school to help us locate where they were found. We will help the author write a new page of the Jolly Postman.

The children will explore the woods where a mess has been made (with chairs and 3 bowls). They will use their knowledge of fairy tales to understand who has made the mess.

### Outcome

The children will take part in a fairy tale dress up day and the parents will be invited to a Fairy Tale Day exhibition to show the learning they have been doing.

They will write a new page for the Jolly Postman book, wanted poster for Goldilocks, a new version of the Goldilocks and the Three Bears whilst learning about questions, adjectives, verbs and use of the past tense using the 'ed' suffix.

Lead subject:

English

Focus subject:

Geography

Focus Subject:

Design Technology

Focus subject:

Science

# NC Programme of study for English

## Reading

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tale
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

# NC Programme of study for English

## Writing

Pupils should be taught to:

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear.

Develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

# NC Programme of Study for Geography

The National Curriculum for Geography aims to ensure that all pupils:

- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should be taught to:

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

# NC Programme of Study for DT

The National Curriculum for DT aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.

When designing and making, pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

# NC Programme of study for Science

## **Working Scientifically**

asking simple questions and recognising that they can be answered in different ways

- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

## **Uses of everyday materials**

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
  
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**LITERACY**

This term we will be focusing on our writing skills. We will be looking at Little Red Riding Hood and coming up with an alternative story to create our own version of this well-known story. We will also be reading the Jolly Postman and creating a new page for this story involving the key skills of letter writing.

We will also be reading many different fairy tales to identify any key themes and characters throughout the different stories.

**Key vocabulary** – capital letter, finger space, rehearse, full stop, alphabet, handwriting, time openers (first, then, next, after that & finally)

**THE ARTS AND DT****ART & DT:**

We will be making a vehicle for a fairy tale character. We will learn about the axles on a vehicle which help it move. We will learn how to safely use a hacksaw when we are sawing dowel rod for our axles.

**Key vocabulary** – plan, design, model, material, evaluate

**MUSIC:**

We will be learning about how different music makes us feel depending on the speed of the music. We will be composing music for fairy tale characters.

**Key vocabulary** – pitch, timbre, pantomime



**ROLE PLAY** – Fairy tale castle and home corner

**SMALL WORLD** – Castles and puppet theatre

**MATHS**

We will be looking at numbers to 100 and how these are made up of tens and ones. We will also be adding a 1 digit number to a 2 digit number mentally. We will be counting up in tens from any number and exploring number patterns within numbers to 100. This includes looking at the 2s, 5s and 10s families. We will also be looking at methods for addition and subtraction.

**Key vocabulary** – more than, less than, compare, bond, altogether, partition, add, addition, plus, tens, ones, subtraction.

# Fantastic Fairy Tales

**KEY FACTS**

- Human features are man-made e.g. houses, parks.
- Physical features are natural e.g. cliffs.
- That materials are different from their properties e.g. glass is transparent.

**HUMANITIES****RE**

We will be learning about God and what God means to different people. We will be focussing on God in the Christian and Hindu faiths.

**Key vocabulary** – God, Christianity, Hinduism

**Geography:**

We will be using aerial photos to spot major landmarks and explore our local area. We will be going on a local walk to identify the physical and human geography of our school and surrounding areas. We will also be devising a simple map with a key.

**Key vocabulary** – vegetation, building, map, key, town, office, house, shop.

**SCIENCE - Materials**

We will be learning about materials and thinking about their purposes while also evaluating the suitability of materials for different purposes. We will also be naming different materials and distinguishing the name of a material from its properties. We will be helping some fairy tale characters conduct experiments making sure we are carrying out a fair test.

**Key vocabulary** – material, fabric, plastic, wood, metal, paper, fair test, variable.

**PSHE**

This year we will continue using the Jigsaw scheme which is a whole school approach to PSHE. This half term we are learning about 'Being Me in My World'. We will be learning about our rights and responsibilities, class rules and how to be calm.

**COMPUTING**

We will be learning basic computing skills such as logging on and off the computers safely. We will also be learning where to save our work in our class folders. We will be learning some basic typing skills too.

**Key vocabulary** – log on, log off, pathway, saving, retrieving.

**PE**

We will be learning tri-golf where we will be striking the ball to hit a target. We will also be learning gymnastics and practising our balancing and using our core strength.

**Key vocabulary** – golf, strike, balance.

**OUTSIDE LEARNING**

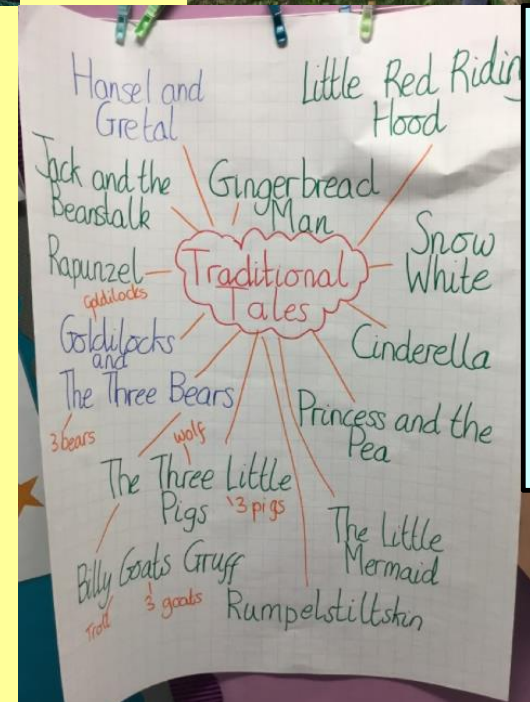
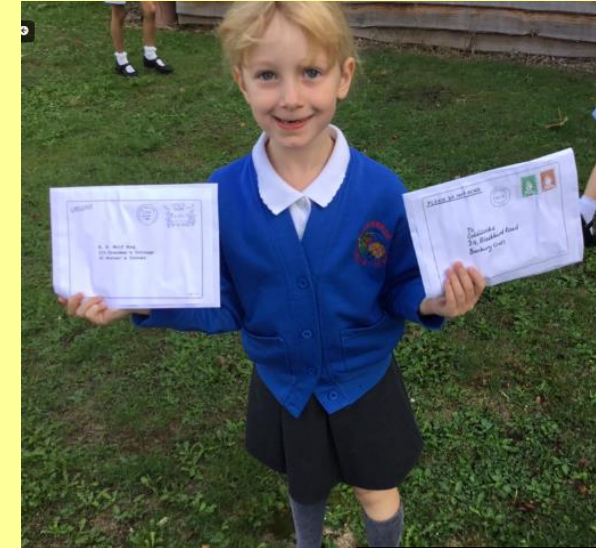
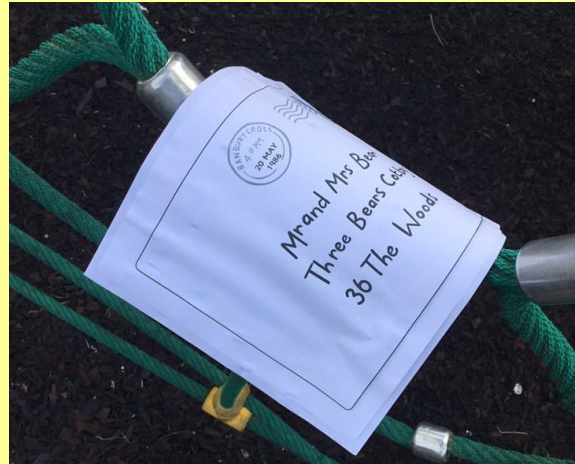
We will be going on a local area walk in Week 3 and making use of our outdoor classrooms.



# Hook



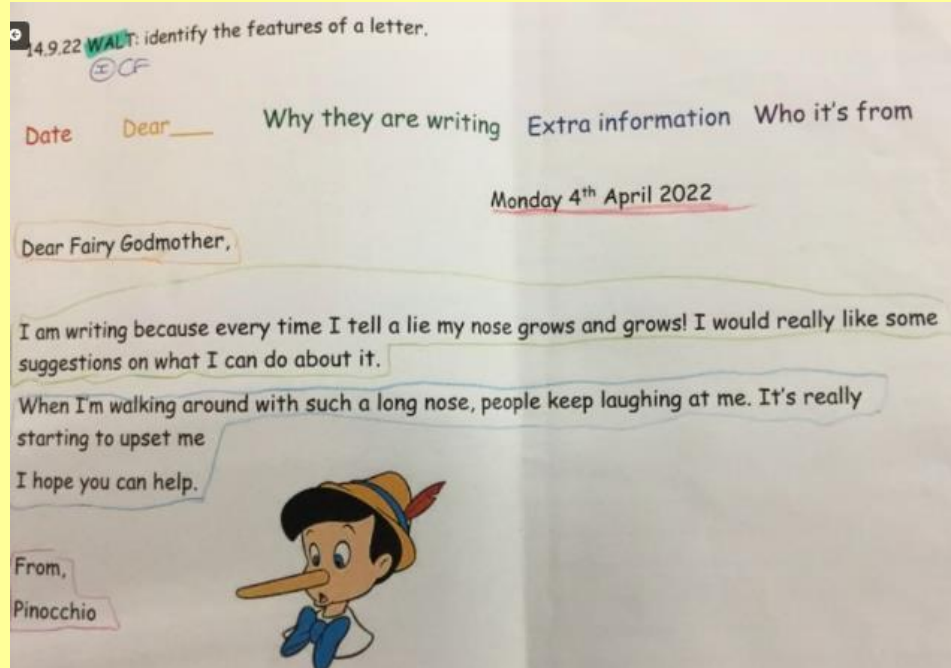
After receiving a video from the Jolly Postman, we went to find his missing letters.



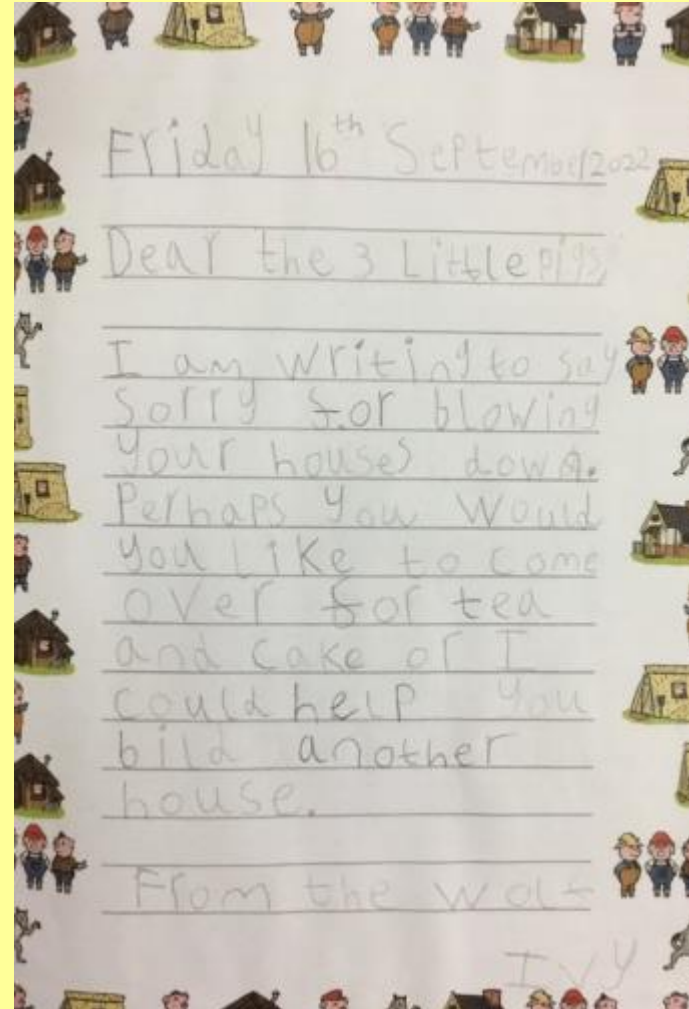
We looked at the addresses on the letters and discovered they were from different fairy tales. We thought about which fairy tales we knew and who the letters might belong to.

We were asked to create a new page for The Jolly Postman book.

We wrote our own letters of apology from the wolf to the three little pigs to say sorry for blowing their houses down.




We looked at examples of letters to find out the features to include.

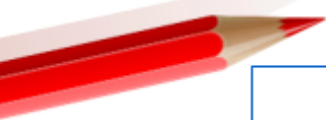


# Knowledge organiser

## The Cupernham Way




Our school rules:  
Ready  
Respectful  
Safe




Key Questions:  
How can you show you are ready?  
How can you show you are respectful?  
How can you show you safe?


## Our local area




**Detached House**  
A house not joined to another house.




**Semi-Detached Houses**  
Two houses joined together.



**Terraced Houses**  
Many houses joined together in a row.



**Bungalow**  
A house with only one floor.



**Block of Flats**  
Many houses on different floors of a tower.

Key Questions:  
Which housing types do we see in our local area?  
What human features do we see near school?  
What physical features do we see near school?

Key Vocabulary  
\*birds eye view \*human feature  
\* physical feature \*semi-detached \*detached

# Geography

We created a 3D map birds eye map of our school to help us locate where the fairy tale letters were found.



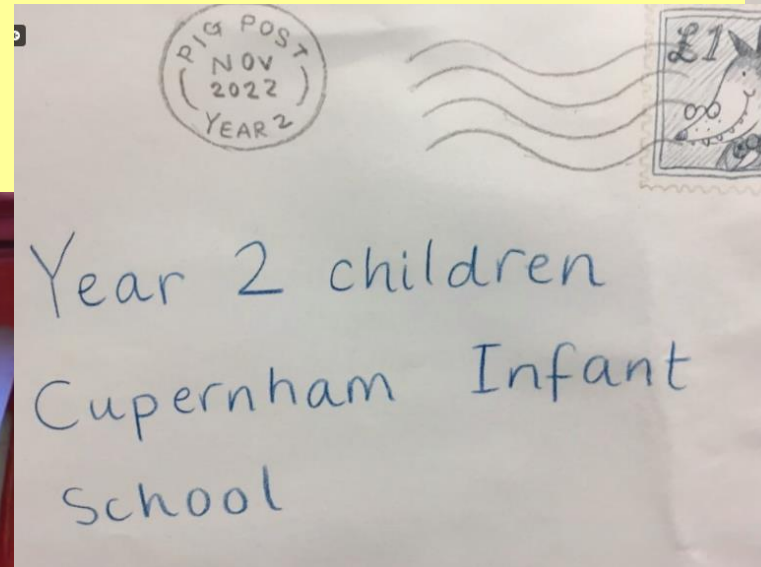
We went on a walk around our local area to find physical and human features for the local fairy tale police.



We learnt about different types of homes including semi-detached, detached, terraced, town houses and flats.

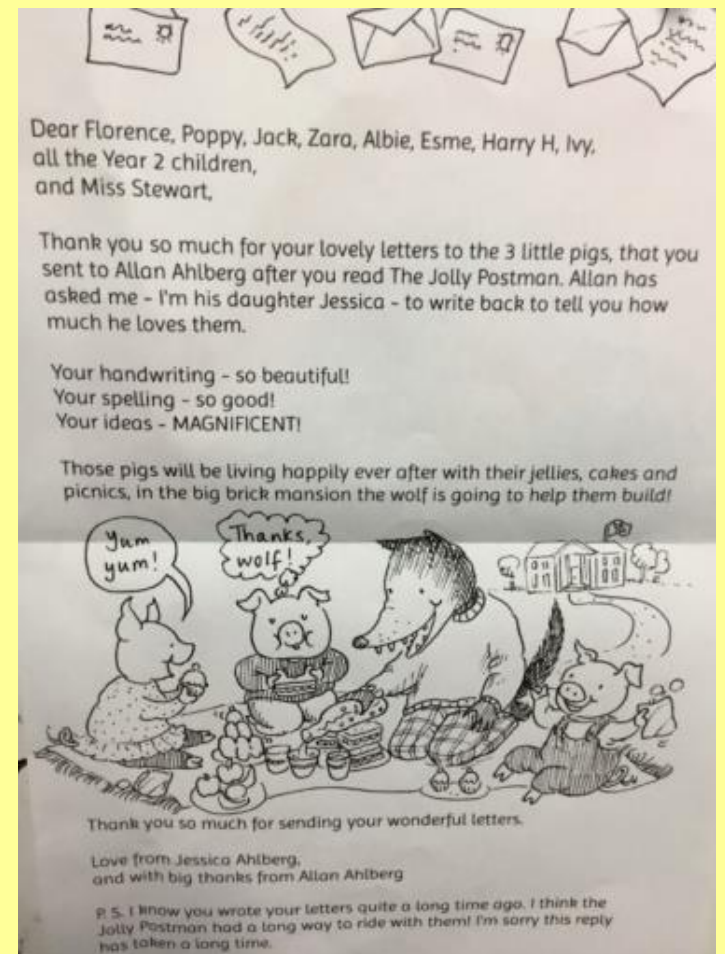


While we were on our local walk, we posted our letters to Allan Ahlberg.



Once upon a bicycle,  
So they say,  
A Jolly Postman came one day  
From over the hills  
And far away...

With a letter for... Year 2



We were very excited to receive a special response from Allan written by his daughter! She even drew a special illustration using the ideas from our letters!

# Science

In Science, we investigated which material would be best for a new cape for Little Red Riding Hood. We decided on 3 materials to test and made a prediction about which would be best.

Little Red Riding Hood has ripped her cape running through the forest. She needs you to decide what material her new one should be made from.

It must be waterproof and durable enough not to rip again.

**What materials do you think we should test?**



We worked together to test our chosen materials. We thought about how we could make it a fair test and then we recorded our results and compared them with our predictions.

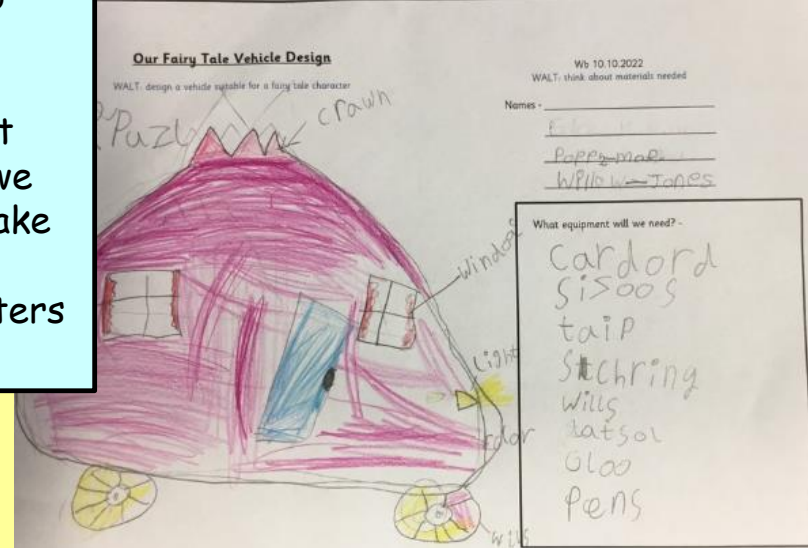
# DT



In DT, we designed were asked to design some new vehicles for the characters from Fairy Tale Land.

Before we designed our vehicles we learnt about axles and chassis and we explored how they worked by looking at toy cars.

We worked together to design our fairy tale vehicles for our chosen characters. We thought about which materials we would need to use to make it and what special features to our characters would like.





We then carefully followed our designs to then assemble our vehicles. We used hacksaws to saw our dowel rod to the correct size for our axles.



We were very proud of our finished fairy tale vehicles and we enjoyed testing them to evaluate how well they moved. Some of us adjusted the wheels when we realised they weren't quite close enough to the ground for the vehicle to move.





# English



We were surprised to discover that a mess had been left outside in the woodland area. We used our inference skills to work out that it might have been Goldilocks who caused the mess.



We read the story of Goldilocks and the Three Bears and we acted it out.

We worked together to sequence pictures to retell the story.

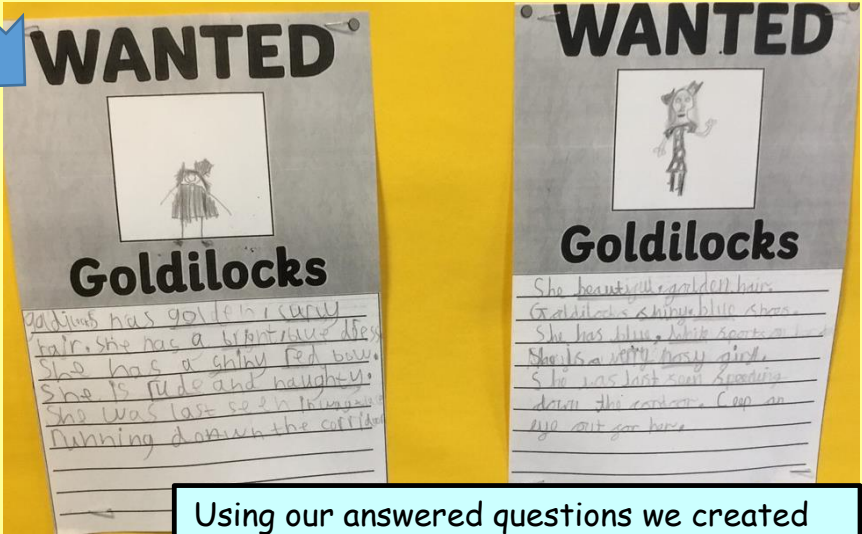




We used our senses in the outdoor area to consider adjectives we could use to add detail to our writing.



We came into school one day to find a horrible mess left in Wagtails. A member of staff saw the back of the culprit so we 'hot-seated' them using questions we had written.



Using our answered questions we created wanted posters in the hope of catching the culprit that left a mess in Wagtails. Luckily our posters worked and we received a video from the fairytale police, telling us that Goldilocks had been captured.

We wrote our own versions of Goldilocks and the Three Bears and designed our own characters to go in our new stories.



We edited our writing and then published them like real authors!

At the end of our topic we dressed up as Fairy Tale characters and we proudly shared our fantastic stories with our families.

# Fairy Tale Day

We learnt the poem Goldilocks Goldilocks! and performed it for our families.



# Home learning outcomes

I wonder where that noise is coming from?

We worked really hard on our home learning and enjoyed creating our own stories, artwork and story maps.

