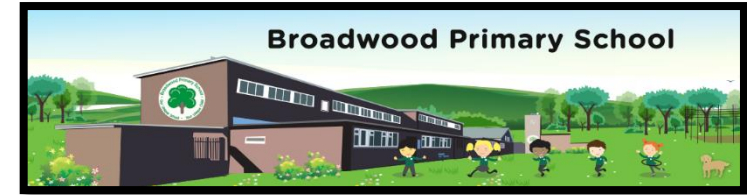


| | | |
|--|--------------------|------------------------|
| Our Project | Spring Term | Reception class |
| Essential Question: How can we bring the magic of fairy tales to life? | | |



| | |
|--|---|
| <p>Why this? Why now? Children need to develop their communication and language skills and using narrative in their play. The question will allow the children to hear and talk about story tales and act them out in drama. The outcome will allow children to practise a decodable book which will be written by teachers and become fluent in their reading. This will be presented as a play at the end of the project. Parents will be invited in for the book launch.</p> | |
| <p>Project Summary: Children to explore a variety of traditional tales and nursery rhymes ending with the children performing Jack and the Beanstalk</p> | |
| <p>Project Launch: The wicked witch has stolen lots of different items from different fairy tales. There was a storm and the witch and all the items have been blown into school. Letter from Fairy Godmother. Hall set up with different objects from a variety of fairy tales. (Gingerbread house, big pot, glass slipper...)</p> | <p>Educational Visit Opportunities: Library Artist to visit school (SBT) Forest School</p> |
| <p>Driving Texts: Literacy- Once upon a time, Cinderella, Magic porridge pot, Gingerbread man, Hansel and Gretel, Elves and the shoe maker, Jack and the beanstalk Reading Spine Texts Shhh, Fairy tale books focus on Healthy living, Easter stories, Mr Wolf, Suddenly</p> | <p>Project Specific Vocabulary: Once upon a time One day.... Fairy tale character language They lived happily ever after. Characters</p> |

Mini Outcome 1- Create a puppet show using ICT.

Curriculum Area- CLL/UW/PSED

Extended writing opportunities-
Writing own story to tell through puppets.

Mini Outcome 2- Create a piece of art using skills taught from the artist visit.

Curriculum Area- EAD/ CLL

Extended writing - Label designs and support children to critique each-others designs in a positive and helpful way.

Mini Outcome 3- Children to organise and set up a display/art exhibition for the school to attend.

Curriculum Area- PSED/CL/ L

Extended writing - Children to write invitations. Exhibition leaflets, signs and descriptions of art.

Classroom environment:

Home corner - becoming a castle. Reading area- Gingerbread house Water area- potion making factory

Final Outcome/Project Outcome: Children to tell a fairy tale through performance

(Grand Exhibition)- Children to display their art work for larger audience. (School)

Immersion Inspiration:

| Time | Milestone | Homework Opportunities |
|-------------|------------------------|------------------------------------|
| 23.1.20 | Reception Assembly | What is your favourite Fairy tale? |
| | Pancake Day | Make your own Garden |
| | Lead up to Easter | Cress seed growing |
| 25.2.20 | Easter Craft | Easter egg decorating |
| WK Beg 30/3 | Fairy Tale Performance | |
| 1.4.20 | | |
| 27.3.20 | | |

Opportunities to celebrate cultures and diversity.

Easter
Pancake Day
Chinese New Year

How have children's interests been planned for?

The Essential Question will be asked and children's responses recorded. This project has been planned to motivate and inspire children to look at Fairy tales. Children will be asked questions on what we need to do to fix fairy land and their opinions and responses acted on.