

# Jennett's Park Creative Journey Planner YEAR 1 TERM Aut 1

## *Empowering our children to flourish and achieve under God's love*

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| Name of Unit Traditional Tales   |  |
| The Context ( Why): Traditional stories are a great way for the children to continue their transition into Year 1 and learn the routines and expectations of a KS1 classroom. Learning a new story or focusing in a familiar story each week aids literacy and oracy skills while allowing lots of exploration in other subject areas too.   |  |
| They need to know and understand: <ul style="list-style-type: none"><li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li><li>• use our voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li><li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li><li>• describe the simple physical properties of a variety of everyday materials</li></ul> |  |
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### Immersion Activity- What do they need to know? How are you going to start with a bang?

Getting to know you activities based around 'The Colour Monster.'

This focus allows discussion and exploration of emotions and strategies to cope with different feelings when starting in Year 1.

### The Challenge or Big Questions

How do stories bring people together?

How are stories passed through generations?

### Real life context and links to Wider World (International/ Charity/ World of Work)

Black History Month week focus – significant people

### Activities (Possible Route of learning)

- 1 Ugly Duckling – How would our Rainbow Values change this story?
- 2 Three little pigs – Design and make a building to withstand the wolf!
- 3 Three Billy Goats Gruff – Building a raft to cross the river
- 4 Little Red Riding Hood – Identify body parts and senses
- 5 Yeh-Shen (A Cinderella story from China) – Design a healthy meal for the ball

### Trips/ Visits / Experiences

Rescheduled trip – Wellington Country Park (Postponed in EYFS due to restrictions)

### Challenge 10 activities

Which image best represents...

Which is the odd one out?

### Oracy Links

Sentence starters in daily class discussions

Presenting inventions/creations to the class

Asking questions to characters/hot seating

### Vocabulary

Traditional, tales, setting, characters, heroes, villains, explore, investigate, create, design, build, author, body part names, sight, touch, taste, smell, hear,

### Literacy, Maths and Computing Links

Literacy weekly focus on Traditional Tales as class texts

Exploring class ipads for familiarisation with apps and rules for safe use.

### How we will cover Owl Learning Behaviours and Rainbow Values in this journey

C - *Collaboration*

O - *Optimism*

P - *Perseverance*

P - *Pride*

I - *Independence*

C - *Challenge*

MD - *Managing Distractions*

♥ Love ♦ Honesty 🏹 Respect 🕊 Peace

👉 Forgiveness ⌚ Patience 🤝 Support

😊 Kindness & Joy

### Home Learning Projects

Families this term will move from EYFS Tapestry to Seesaw to share learning.

Initial activities will be to familiarise and build confidence with the new platform and the various features to be used this year.

### Final Quality Products

Archimbaldo inspired healthy food artwork

Mini raft for goat river crossings

Buildings to withstand the wolf

### How to Share and Celebrate Success

Photos, work samples and videos to be shared via Seesaw.

Learning also shared through our school website year group pages.

Various creations during carousel activities to be sent home to prompt discussion about the school day and celebration of the children's efforts while at school.