

Project Overview



Far Far Away

4 Weeks

Rationale

The Fairy Godmother sends the children a video message to ask for their help. She asks the children to help her remember some different fairytales and what fairytales are. The children will learn that fairy story have "heroes" and "villains" and that each story has a moral for us to learn from, as well as beginning with Once Upon a Time and usually ending Happily Ever After. The children will learn about the story of Cinderella, along with others. They will be able to describe key events from the story and practice story mapping using these. The children will focus on the different settings from stories and use adjectives to describe them.

Hook

A video message from The Fairy Godmother.

Outcome

Fairytale ball

Literacy

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

- Week 1 - To sequence a story
- Week 2 - To describe a setting
- Week 3 - To re-call key events
- Week 4 - To innovate a story (How to cinder____ to the ball)

Writing skills to cover

- Writing captions and phrases
- Writing simple sentences
- Capital letters
- Finger spaces
- Full stops

Linked Texts - TTS

Cinderella
Gingerbread Man
Red Riding Hood
3 Bears
Jack and the Beanstalk

Extra Texts to support

Alternative Fairytales

Specific Areas

Understanding of the World - Geography

Fairytale Maps/lands
Contrasting environments - different settings
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Expressive Arts and Design

Fairy-tale Ball - Dancing and Performing
Puppet Designing and Making
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,

Mathematics

Power Maths
Counting on and back
Numbers to 20
Numerical Patterns

<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Shape</p> <p>Measure</p> <p>Sorting</p> <p>Time</p>
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Prime Areas

<p><u>PSED</u></p> <p>How characters are feeling? Sharing and taking turns.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Work and play cooperatively and take turns with others</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><u>Communication & Language</u></p> <p>Ask questions about fairy-tale characters.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><u>Physical Development</u></p> <p>Dancing at the ball - Different types of dancing Using tools carefully.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
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Visits and visitors- Fairytale Ball

Cultural capital; IT

Mini Mash.

Maths - See Power Maths Planning.

British Values - Tolerance and Respect.

Home Learning

1. Share and read a range of magical fairy tale stories together at home. Can you dress up and act out you're your favourite scenes and upload to Tapestry?
2. Make the home of your favourite traditional tale character. You could use Lego or craft materials.

Upload a picture to Tapestry or bring in a picture to show us.

3. Draw your favourite fairy tale character and write a sentence to describe them. *Challenge - Can you write a story?*
4. Bake some gingerbread people or create some fairy-tale cupcakes.