**Project Phases**

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| **Focus 1** | Immerse children in Fairy tales |
| **Focus 2** | Create a fairy tale castle |
| **Focus 3** | Create a dragon character |
| **Focus 4** | Create a magical creature |
| **Focus 5** | Create a hero character (Prince/princess/knight) |
| **Focus 6** | Create a villain |
| **Focus 7** | Create a story |
| **Focus 8** |  |
| **Focus 9** |  |
| **Focus 10** |  |

**Essential Question: How can we create our own fairy tale kingdom?**

**Project & Exhibition: To create our own fairytale kingdom and characters (e.g. dragon, prince/princess, villain) and then role play this during a stay and play session with parent after creating their own fairy tale stories**

**Enhancements: Trip to Lincoln castle – Dennis the Dragon, pantomime – Snow White**

**Project Based Learning Timeline**

Fir, Willow

and Cherry

Term 1

2015-2016

**Hook**

Children to be sent an invitation inviting them to a fairytale ball. Children to dress up as their favourite fairytale character. Visitor (Fairytale princess/prince) to visit the class to talk about her/his own fairytale kingdom, where they live, what they like about it and what they can do there. Prince/princess to talk about going to a ball – what it feels like – to mention the ball the children will be attending later in the day. Children to create a prop for the ball – crown and mask

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| **Focus 1 (3 Days)** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  To become familiar with the structure and language of fairytale stories   |  |  |  | | --- | --- | --- | | Basic:  Can you name some fairytale stories? | Advancing:  Can you identify the beginning, middle and end of a fairytale story? | Deep:  Decide which is your favourite fairytale story and justify this? |   **Subjects and Opportunities**:  **Personal, social and emotional development-**  Discuss how actions make other feel- Identify this when watching clips of the films  **Communication and language-**  Listen to and tell stories often so as to internalise the structure- Listen to fairy tale stories and watch clips of the films  Learn songs related to the topic- Songs featuring in the films  Listen to a variety of stories and discuss/ retell the story  Sequence, role play and retell stories  Build up vocabulary related to topics using stories  Discussions about why things happen in stories  **Reading-**  Listen to traditional tales  Discuss books  Discussions about favourite stories  **Understanding the world-**  Stories from different cultures and traditions  **Expressive arts and design-**  Uses story language to role play a character  Explore stories through role play and movement  **Activities:**  Listen to traditional tales – Snow White, Cinderella, Beauty and the Beast, The Frog Prince, Sleeping Beauty  Discuss characters  Look at how they are different, what happens to the characters in the story – do they transform?  Sequence the traditional stories  Role play the traditional stories |
| **Focus 2 (2 Weeks)** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  Making a fairy tale kingdom- castle (junk modelling)   |  |  |  | | --- | --- | --- | | Basic:  Name the features of a fairtytale castle? | Advancing:  Identify what the castle is made of? | Deep:  Choose the materials you need to make your own fairytale castle – why have you chosen these materials for your castle? |   **Subjects and Opportunities**:  **Shape, space and measure-**  Name 2D and 3D shapes  Explore the properties of 2D and 3D shapes  **The world-**  Compare different types of objects (castles in films/books)  **Expressive arts and design-**  Explores what happens when they mix colours, use these colours for a planned purpose  Uses construction materials and tools to create a planned effect (e.g joining objects together)  **Physical development-**  Cutting skills  Opportunities to move and manipulate objects  **Activities:**  Shape games and activities  Create 2d castles using shape  Look at and discuss different castles (fairy tales)  Look at different artists castles (Paul Klee)  Investigate which 3d shapes would be best for making castles  Create own 3d castle – junk modeling  Painting a castle – colour mixing |
| **Focus 3**  (2 Weeks) |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  Creating dragon character – make a clay dragon   |  |  |  | | --- | --- | --- | | Basic:  Can you find a dragon in the story? | Advancing:  Can you name the main features of a dragon? | Deep:  Justify why you have created your dragon as you have? (e.g. added scales, added teeth, etc) |   **Subjects and Opportunities**:  **Communication and language-**  Listen to fairy tale stories and watch clips of the films (dragon)  Learn songs related to the topic- Songs featuring in the films  Listen to a variety of stories and discuss/ retell the story  Sequence, role play and retell stories  Build up vocabulary related to topics using stories  Discussions about why things happen in stories  **Physical Development –**  Experiment with different ways of moving  Handles malleable material safely and with increasing control  Uses a pencil to begin to form recognisable letters when writing  **Literacy (Writing) –**  Gives meanings to what they write  Hears and says initial sounds in words  Write own name and labels  **Expressive Arts and Design –**  Constructs with a purpose in mind  Creates simple representations of people (dragon)  Explore materials, experimenting with form and texture  Represent their own ideas, thoughts and feelings using art, role play and dance  **Technology –**  Knows how to operate simple equipment  Uses ICT to hardware to interact with age appropriate computer software  **Activities:**  Find the dragon character in the story and discuss  Move like a dragon, role play the dragon  Describe the dragon and label the dragon  Design a dragon - label this for their 3d dragon  Use clay to create a dragon  Paint the dragon  Photo and label own dragon |
| **Focus 4 (1 week)** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** Create a magic potion   |  |  |  | | --- | --- | --- | | Basic:  Do you know any magical words? | Advancing:  Can you predict what might happen when you say a magical word? | Deep:  Invent a way to reverse your spell – justify why this would work? |   **Subjects and Opportunities**:  **Physical Development –**  Opportunities to move and manipulate objects (pouring)  **Mathematics-**  Use and apply in practical contexts a range of measures including capacity  **Literacy-**  Create own nonsense word for spell i.e. abracadabra  **Expressive Arts and Design-**  Uses story language to role play a character  **Activities:**  Cinderella – pumpkin into a carriage  Making potion – following recipe |
| **Focus 5 (2 Weeks)** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  Create a heroic character – make a prince/princess/knight puppet (using their face, double sided for transformation)   |  |  |  | | --- | --- | --- | | Basic:  Can you find the hero in a fairytale story? | Advancing:  Who would be your hero in the community? | Deep:  Why are they your hero, what have they done that is heroic? |   **Subjects and Opportunities**:  **Understanding the World –**  Shows interest in the lives of people who are familiar to them  Shows interest in different occupations and ways of life  **Communication and Language –**  Listen to fairy tale stories and watch clips of the films (heroes)  Listen to a variety of stories and discuss/ retell the story  Sequence, role play and retell stories  Build up vocabulary related to topics using stories  Discussions about why things happen in stories  Begins to understand how and why questions  Introduce a storyline to their role play  **Expressive arts and design –**  Experiments with different textures  Understand how different media can be combined  Selects appropriate resources and adapts work where necessary  **Characteristics of Effective Learning -**  Enjoying and achieving what they set out to do  Being proud of an achievement or person  **Activities:**  Identify the heroes from clips  Discuss princes/princesses – what they are like, appearance  Discuss how the character has to persevere  Discuss how the character changes  Compare the prince/princesses lives to that of our own  Who is a hero to us?  Design prince/princess  Make lollypop prince/princess (using their face – chn to take a selfie) |
| **Focus 6 (2 Weeks)** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:**  To create a villain character (finger puppet – sewing)   |  |  |  | | --- | --- | --- | | Basic:  Can you find the villain in a story? | Advancing:  Why do you think that character is a villain in the story? | Deep:  Can you recommend how the villain can make things better in the story? (e.g. right their wrongs) |   **Subjects and Opportunities**:  **Communication and Language –**  Listen to fairy tale stories and watch clips of the films (villains)  Listen to a variety of stories and discuss/ retell the story  Sequence, role play and retell stories  Build up vocabulary related to topics using stories  Discussions about why things happen in stories  Begins to understand how and why questions  **Literacy (W) –**  Gives meanings to what they write  Hears and says initial sounds in words  Write own name and labels  **Personal, Social and Emotional development –**  Understands that own actions affect other people  Talk about their own and others behaviour and its consequences  Know that some behaviour is unacceptable  **Physical development –**  Uses simple tools to effect changes to materials  Handles tools with increasing control  Shows good coordination in small movements  **Expressive arts an design –**  Experiments with different textures  Understand how different media can be combined  Selects appropriate resources and adapts work where necessary  **Activities:**  Look at villains in stories  Talk about personalities – what makes them bad  PSE work about how behaviours can affect others  Describe and label villains  Design villain  Cut out material for villain  Sew puppet villain |
| **Focus 7 (1 Week)** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome: Create own story**   |  |  |  | | --- | --- | --- | | Basic: | Advancing: | Deep: |   **Subjects and Opportunities**:  **Personal Social and Emotional Development –**  Speak to small and larger audiences at frequent intervals  **Literacy-**  Write stories and plays that use the language of fairytales and traditional tales  Writes labels and captions  **Expressive Arts and Design-**  Uses story language to role play a character  Uses story characters and events to role play a character  **Communication and Language-**  Listens to a variety of stories and discuss/retell the story  **Activities:**  Create story board and add words to it  Using characters to role play story |