

Knowledge planner : *building a rich web of powerful knowledge*

Year 1 How can we make Traditional Tales come to life?

Prior learning-

Being imaginative and exploring materials - EY children who are exceeding are able to design already. Summer term- children are exposed to design briefs, introduced to problem solving, as opposed to just exploration.

Assess children's cutting skills with scissors (Resource with scissors kept just for fabric). Joining techniques (will support Y2 and bridges work)

Core national Curriculum Objectives;

Science - materials distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties

Design Technology - 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, 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

Big ideas/concepts

Make a puppet that has a clear purpose.
Write and perform a puppet show
Select and use a range of materials / tools, justify choices.
Design making and evaluate a piece of work
Explore and evaluate a range of existing products
Evaluate against a design criteria
Communicate ideas of technology through drawing and talking
Knowledge of traditional stories

Use first hand experiences to answer
Materials can be compared and

Key question/s:

How can we make traditional tales come to life?

What materials are suitable for making puppets/ house?

Are traditional tales the same in other countries?

What is the best material for.....(e.g. an umbrella, curtains) Why?

How do we make the food from our traditional stories?

Vocabulary (including etymology)

Traditional, Cutting, Joining, Fixing ,
Materials, Stronger, Stiffer, Stable, Design
Evaluate, Culture

Of materials: brick, paper, fabrics, elastic, foil, (ceramic, rubber, natural, manufactured) glass. Wood, felt
Of properties (hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy / not bendy, waterproof, opaque/transparent) texture
(extending vocabulary : brittle, rigid flexible, absorbent)
What is the best material for.....(e.g. an umbrella, curtains) Why?

<p>contrasted and grouped in a variety of ways, including their properties. That materials can be used on the basis of their properties, and that their properties can make them suitable or unsuitable for different purposes questions</p>	<p>Secret sorting materials. How is it different from/the same as... How could you sort these? Which other ways? Can you sort them based on how they feel?</p>	
<p>Plans - content, how will we teach this?</p> <p>Theatre trip to kick start the topic</p> <p>Asking the children what they want to learn.</p> <p>To watch a puppeteer to see how he works and show how to make puppets To make puppets</p> <p>To perform a traditional tale puppet show using ipads that can be shared.</p> <p>Hands on practical experiences, including planning and carrying out simple tests</p> <p>Using a range of non-fiction and fiction texts</p> <p>Working scientifically: Asking and developing enquiry questions, including opportunities for children to pose their own questions</p>	<p>Other curriculum areas with rich links to concepts or content?</p> <p>Maths- Link maths objectives with a story each week. Maths role play area (e.g. Jack's greenhouse for measurement)</p> <p>English- write stories, list etc alongside traditional tale of the week.</p> <p>P.e- What's the time Mr Wolf Move like characters from stories (e.g. stomp like a troll, trip trap like a goat)</p> <p>Music - Sing traditional tale songs</p> <p>ICT - Green screen/puppet apps</p> <p>R.E - Different traditional stories from other cultures</p> <p>Spanish Day- Traditional tales from Art from the culture</p> <p>Music - Jack and the Beanstalk rhythm and pulse unit on BBC</p>	<p>Important figures/quotes- the best that has been thought/said/done</p> <p>Puppets from around the world (e.g. Vietnamese water puppets, Indian marionettes, Indonesian wayang stick puppets)</p> <p>Families visiting to share stories in home languages</p> <p>Different stories from different cultures and religions based on the make up of the class.</p> <p>20/21 The Runaway Chapati (India) The Ogress and the Snake (Somalia)</p> <p>21/22 Focus - The Runaway Injera (Somalia)</p>