

## Traditional Tales – Skills Development and Mapping

Year 1, Autumn 2019

Stages	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Key learning	<p><b>Pre structural</b> No real understanding of topic, fails to grasp concept</p>	<p><b>Uni structural</b> Able to identify intended learning and follow simple instructions but limited knowledge</p>	<p><b>Multi structural</b> Can perform and combine simple skills but not independent in using strategies for learning</p>	<p><b>Relational</b> With limited support: able to analyse/ apply/compare and contrast/ explain and justify information gathered.</p>	<p><b>Extended abstract</b> Fully independent in making connections between facts learned and able to reflect and draw conclusions</p>
Attainment	<p>I use all of the techniques I have learnt to write my own story in the style of a traditional tale and create my own musical composition (using un-tuned percussion instruments) to accompany this. I can make up a traditional tale or nursery rhyme and perform it with musical accompaniment</p>				
To study the works of a significant child’s illustrator	I know that someone illustrates stories and I can say what I like.	I can compare to illustrations from two contrasting books.	I can design a book cover in the style of an illustrator	I can produce a book cover for my own story in the style of an illustrator.	
To know nursery rhymes by heart	I can listen and concentrate on a nursery rhyme song	I can join in with a nursery rhyme, with actions or words.	I can perform a nursery rhyme with others	I can recite a section of nursery rhyme with actions	
To know traditional stories	To be able to listen to a range of stories	To be able to identify a beginning, middle and end	To be able to predict the ending, what a character might be thinking, or identify a setting.	To contrast two traditional stories – setting, characters and morals.	

I know that music can be used to tell a story (Peer Gynt)	I can listen and concentrate on a piece of music	I can select an instrument to portray a character of musical technique (timbre) and explain my choice.	I can use a range of musical instruments to create a musical score	I can use a range of instruments and musical techniques to create my own story and explain my choices.	
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**Just imagine - Planning Map**

**The name of the artist, and period studied to be decided by children in response to their interests.**

<b>Art</b> See examples of famous illustrators Experiment with the techniques	<b>Key questions</b> What makes a nursery rhyme good to listen to? Do tradition tales follow a pattern?	<b>History</b> That the historical context of telling stories from person to person, not writing them down, or using ict.	<b>I Can Art</b> I can use a range of materials creatively to design and make products I can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space I can use a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
<b>Design and Technology</b>	<b>Geography</b>	<b>English</b> Design, redraft, edit and make a final copy. Learning different traditional tales by heart Looking at different versions Performance skills – using new story telling area Creating a simple book Freeze frames Tableaux Speaking thoughts	

<b>Additional links</b>  <b>Computing</b>  <b>Homework</b> To learn  <b>Music</b> Harvest festival Morals Diwali	<b>Maths</b>	<b>Visits – Inspiration</b> Visiting author York waits (visiting orchestra) Warwick Arts Visit Ensemble 360	<b>Music</b> <b>I can</b> use my voice to expressive and create by singing songs and speaking chants and rhymes I can use tuned and untuned instruments musically I can listen with concentration and understanding to a range of high-quality live and recorded music I can experiment with, create, select and combine sounds using the inter-related dimensions of music.
	<b>Science</b>	<b>Essential Knowledge for children</b> That food is grown and not purchased That you can make a choice How to keep safe Ways of being healthy and active	

### Year 1 – Traditional Tales

During the summer holidays we are having a story telling area created in the playground. This is an excellent opportunity for children to be able to practice performance and memory skills. Please teach your child **a few** stories or rhymes so they have the confidence to tell their friends. Suggestions could be Goldilocks, Little Red Riding Hood, Humpty Dumpty , Room on a Broom and so on. If you would like some books to help – please come and get some from our library before or after school.

### Reminder of Extreme reading Challenge

£30 of book vouchers on offer as prizes! Just send a picture of you doing something silly whilst reading! Please send pics to [admin2332@welearn365.com](mailto:admin2332@welearn365.com)

When the holiday starts – the reading doesn't stop!



### **Community Education at its best**

To make the learning as exciting as possible we need your help. Have **you, or someone you know**, got something to share with the children that could enrich their experience of keeping health – are you a chef, fitness instructor, marathon runner, doctor or nurse, have a particular diet that you follow, take part in a sport that the children could try.....

Please come and see Mr Queralt or your child's class teacher to share your ideas. We will facilitate and help to make it a success! Don't be shy!!!!