

Theme: Get Out Of My Swamp!

Year: 1

Total Hours: approx. 40.5

LAUNCH	EXPLORE	ENERGISE	CELEBRATE
<p><b><u>Visits and experiences:</u></b></p> <p>Come to school dressed as Fairy Tale characters – swamp day!</p>	<p><b><u>Bakery Experience:</u></b></p> <p>Making and decorating Gingerbread men.</p> <p>Visit to a bakery or invite local bakers / bakery section of a supermarket to come to school to bake and decorate gingerbread men.</p>	<p><b><u>Trip to local Nature Reserve</u></b></p> <p>Take part in swamp/ habitat activities.</p>	<p><b><u>Far, Far Away Party!</u></b></p> <p>Invite parents and carers into school for a celebration banquet at Far, Far Away.</p>
<b>POWER Projects</b>			
<p>Home learning projects to develop children's independence, organisational skills, and explore with their families the types of learning which challenge, motivate and enthuse.</p> <p><b><u>Activities will entail opportunities to:</u></b></p> <ul style="list-style-type: none"><li>• Develop creativity</li><li>• Explore mathematical skills</li><li>• Extend research skills</li><li>• Explore the locality</li></ul>			
<b>POWER Project 1</b>		<b>POWER Project 2</b>	
Shrek – Get out of my Swamp		The Land of Fairy tales	

<b>1. What is a swamp?</b>	<b>2. Can you create a fact file for an imaginary swamp creature?</b>	<b>3. Can you describe a fairy tale character?</b>	<b>4. What do we know about fairy tales?</b>
What is a swamp? What does it look like? Feel like? Explore colours and Textures. Who might live there?  Create Topic Book Covers	Captions, Labels and Lists  Multi-Modal PowerPoint Writing Frame	Fancy Dress – Favourite Fairy Tale Character.  Character Descriptions, Hot seating. Poster of their character with photograph.	Children share their existing knowledge and ideas about different fairy tale characters
2 Hours	2 x 1 hour sessions	2 x 1 hour sessions	1 hour
Geography/Art	English/Science	English	English

<b>5. How can we get to Far, Far Away?</b>	<b>6. What did the Three Little Pigs make their homes out of? What are the properties of these materials?</b>	<b>7. What different materials would we use to build a house for the Three Little Pigs?</b>	<b>8. What is the best material for a roof?</b>
What is a map? Why do we need them? Use of google and paper maps.	Hot seating the three little pigs. What materials did they build their houses out of? Why did they choose them? What problems did they have? Piece of Writing based upon this. 'because'	Carousel – describe building materials. (New school building) Create a word bank Sorting materials.	Discuss the meaning of the word 'waterproof'. Sort materials into waterproof and non-waterproof.
1 Hour	2 x 2 hours	1 ½ hours	1 ½ hours
Geography	Literacy	Science	Science

9. How did I build my den?	10. Can we use natural materials to create a sculpture?	11. What types of buildings are in our local area?	12. What are the features of our local area?
<p>Children take part in a den building activity</p> <p>Children evaluate their dens and write a clear recount explaining the different processes involved.</p>	<p>Mud Painting, Natural Pictures based on the work of Andy Goldsworthy.</p>	<p>Walk around the local environment- photos of different types of buildings/homes – (Comparison of own location to 'Fairytale world'/The swamp)</p>	<p>Look back at photographs of the different types of buildings in the local area taken during the walk.</p> <p>Children draw pictures and label features of the local area</p> <p>Compare to a contrasting locality</p>
2 Hours	2 hours	2 hours	2 hours
Science/DT/English	Art	Geography	Geography

13. Can we bake and decorate our own gingerbread men?	14. Can we write instructions for making a gingerbread man?	15. How can we use music to tell the story of 'The Three Billy Goat's Gruff'	16. Can we use computers to tell our own version of a fairy story
<p>Go on a trip to a local bakery or a supermarket bakery to find out about how gingerbread men are made and decorated.</p> <p>Alternatively bake and decorate gingerbread men in school</p>	<p>Using photographs and notes taken during the bakery visit, write instructions for baking and decorating a gingerbread person</p>	<p>Recap main events of the story, draw up a composition plan, choose instruments to represent each part and record ideas using pictures</p>	<p>Use 'puppet pals' to create a digital version of a fairy story suitable for younger children</p>
2 Hours	1 ½ hours	2 Hours	2 Hours
Design Technology	Design Technology/English	Music	Computing

<b>17. Can we use our bodies to tell the story of 'The Three Billy Goat's Gruff'</b>	<b>18. Can we create a silent movie of a fairy tale?</b>	<b>19. How many footsteps would it take for the giant to travel across our school hall?</b>	<b>20. Can we create a silhouette picture of a castle?</b>
Recap the key events of the story from earlier session How can we use our bodies to represent the different feelings of the Three Billy Goats? Create a sequence of movements	Recap the movements created in the previous session. Create a film of 'The Three Billy Goats Gruff'. Add music created in earlier session	Read the story of Jack and the Beanstalk. Look at characters and compare sizes. Show a cut out of a giant footstep. Children use the footstep to measure the length of the school hall. Compare with own footstep.	Look at examples of silhouettes – can they identify the castles Create own silhouette using black paper on a marbled background
2 Hours	2 Hours	2 Hours	2 Hours
PE/Dance	Computing/Music/Dance	Maths	Art

<b>21. Can I identify features of different castles?</b>
What is a castle? Look at different historical Castles. Can children use clues to identify who might live in a castle?
2 Hours
History