



# Oratory REAL Project Overview: Autumn

**'Shine as to be a light to others'**



Year: 1

Teacher: Miss Da-Costa

Teaching Assistant: Mrs Slammon

Project Name	Project Summary	Essential Questions
<b>What happens in the jungle?</b>	Children will learn all about the jungle, where they are located and what happens down in the jungle. They will begin to understand what animals live in the jungle and learn how living in the jungle differs from living in a city.	<b>What happens in the jungle?</b>  Where is the jungle? What animals live in the jungle? What plants grow in the jungle? Do people live in the jungle?

## How will your children meet the 4 components of effective REAL Projects?

RIGOROUS	ENGAGING
<p><i>How will the children show in-depth subject knowledge?</i></p> <p>Through work produced and recorded, through responses and discussion.</p>	<p><i>How will your children engage in the learning?</i></p> <p>Sharing information about the jungle and the animals that live in the jungle.            Speaking to different people who work with animals.            Trip to Animal Encounters;            RE, English and Maths activities linked to "the jungle" where appropriate.</p>
AUTHENTIC	LEARNING
<p><i>What will your authentic audience be? Could they take on an authentic role?</i></p> <p>Parents, carers and family.</p>	<p><i>How will your children show their learning of content and key skills in this project?</i></p> <p>Through work in daily core subjects and portfolio of learning;            Through ongoing communication of thoughts and ideas;            Use of photographs to record learning;            Through working alongside parents/carers .</p>

## REAL Project Planner Autumn

Project Start	Project End
September	December

Key Outcomes	Trips and Experiences	Immersion – Classroom
<p>Children will learn about the jungle including:</p> <ul style="list-style-type: none"> <li>What animals live in the jungle;</li> <li>What plants grow in the jungle;</li> <li>Where jungles are located in the world;</li> <li>How jungles are different to rain forests;</li> <li>Do people live in the jungle;</li> </ul>	<p>Visit from Animal Encounters where children will have the opportunity to learn about and handle tropical animals.</p>	<p>Jungle themed role-play area within the classroom for children to take on different roles relating to the jungle e.g. wild animals and jungle rangers/explorers.</p> <p>Role-play area resourced with a range of dressing-up equipment and props for a variety of animals.</p> <p>Books (fiction and non-fiction) relating to the jungle, animals and habitats.</p> <p>Classroom decorated with jungle animals, leaves and vines, maps and globes.</p> <p>Display boards containing children’s work relating to the topic.</p>

Exhibition Venue	Exhibition Plan
<p>Animal Encounters</p>	<p>Children accompanied by parent/carer visit Animal Encounters. The day will start with parents/carers viewing listening to children showcase their learning of the jungle and the animals in the jungle. Then children and parents/carers will the opportunity to look at all of the different animals.</p>

# Weekly REAL Project Planning Autumn

Dates & Key Questions	Key Outcomes	Milestones and Skills
<p><b><u>Week 1 &amp; 2</u></b></p> <p>Where is the jungle?</p>	<p>Project launch/ Sparkly start</p>	<p><u>Sparkly Start</u> – Visit from Animal Encounters.  <u>R.E.</u> – Creation  <u>English</u> – To punctuate accurately.  <u>Art and Design</u> - Collect images from internet of artwork depicting workers. Identify the work, job or vocation portrayed in a given selection of artwork.  <u>Science</u> – observe changes across seasons and match animals to their babies.  <u>Maths</u> – To know and use number.</p>
<p><b><u>Weeks 2 &amp; 3</u></b></p> <p>What animals live in the jungle?</p>	<p>~ Visit from Animal Encounters;            ~ Creation story            ~ sequencing numbers            ~ Daily letters and sounds activities            ~ Compare and contrast animals.</p>	<p><u>R.E.</u> – creation.  <u>Maths</u> – To know and use numbers.  <u>English</u> – To spell correctly.  <u>Science</u> - To describe animals.  <u>ICT/Art and Design</u> - Painting – mix primary colours to make secondary (using different size brushes. Painting – make a colour wheel.</p>
<p><b><u>Weeks 4 &amp; 5</u></b></p> <p>What plants grow in the jungle?</p>	<p>~ Creating Harvest prayers.            ~ Counting objects            ~ Describe characters from a story</p>	<p><u>R.E.</u> – Harvest.  <u>Maths</u> – To know and use number.  <u>English</u> – To use imaginative description.  <u>Science</u> - To describe animals.  <u>ICT/Art and Design</u> - Painting – mix primary colours to make secondary (using different size brushes. Painting – make a colour wheel.</p>
<p><b><u>Weeks 6 &amp; 7</u></b></p> <p>Do people live in the jungle?</p>	<p>~ 2D and 3D shapes            ~ Write own story            ~ compare different animals</p>	<p><u>R.E.</u> – Blessed John Henry Newman  <u>Maths</u> – To understand the properties of shapes.  <u>English</u> – To write with purpose.  <u>Science</u> – To describe animals.  <u>ICT/Art and design</u> - Painting – make tints and tones. Painting (using different size brushes) images of jobs and vocations.</p>
<p>HALF TERM</p>		
<p><b><u>Weeks 8 &amp; 9</u></b></p>	<p>~ creating own prayers            ~ 3D shapes</p>	<p><u>R.E.</u> – prayer  <u>Maths</u> – To understand the properties of shapes.  <u>English</u> – To write with purpose.  <u>Science</u> – To describe animals.  <u>ICT/Art and design</u> - Painting – make tints and tones. Painting (using different size brushes) animals.</p>
<p><b><u>Weeks 10 &amp; 11</u></b></p>	<p>~ creating own prayers</p>	<p><u>R.E.</u> – prayer  <u>Maths</u> – To understand the properties of shapes.  <u>English</u> – To write with purpose.  <u>Science</u> – To describe animals.</p>

		<u>ICT/Art and design</u> - Painting – make tints and tones. Painting (using different size brushes) animals.
<b><u>Weeks 12 &amp; 13</u></b>		Assessment. Nativity.
<b><u>Weeks 14 &amp; 15</u></b>		Assessment. Nativity.