



Oratory REAL Project Overview Summer 2018

'Shine as to be a light to others'



Year: Nursery

Teacher: Mrs Glanville

Teaching Assistant/s: Miss Richards

Project Name	Project Summary	Essential Question
Traditional Tales	Children will be introduced to traditional tales by a visit from the Jolly Postman and will explore different traditional tales. They will be taking part in discussions about traditional tales and comparing similarities and differences between each of the different stories they hear. Children will also have the opportunity to talk about the different settings, characters and problems that are in traditional tales. Children will also be carrying out crime scene investigations to see who broke the Gingerbread Man's leg and who broke into the Three Bear's home etc. They will also visit Telford Wonderland to find out about a variety of traditional tales.	What is your favourite Traditional Tale?

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 observations of children's learning and discussions in their play. Opportunities for children to demonstrate their knowledge and understanding of traditional tales during continuous provision e.g. children's writing, art work and creative work. Evidence will also be collected in the children's online learning journals. Parents are also able to feedback on their children's learning at home via the online blog and tapestry. Children will show understanding of traditional tales through their own performance of their chosen traditional tale.</p>	<p><i>How will your children engage in the learning?</i></p> <p>The environment will engage the children, as all areas have been transformed into the wonderful world of traditional tales. The project launch will introduce the children to the different story scenes (Three Pigs house, Jack's Beanstalk, and the Three Bears' cottage) where children will have the opportunity to explore and investigate these settings. The children will get a visit from The Jolly Postman and other story book characters. Children will question the characters and will try to work out which setting they are from.</p>
AUTHENTIC	LEARNING
<p><i>What will your authentic audience be? Could they take on an authentic role?</i></p> <p>Children will showcase their learning about traditional tales to their friends in Reception and also to their parents/carers.</p>	<p><i>How will your children show their learning of content and key skills in this project?</i></p> <p>Produce a range of literature – fiction and non-fiction texts relating to traditional tales and the characters. Through assessment for learning-self and peer assessment Role play experiences Provision experiences Project evaluation-what have we learnt? Did we answer our question?</p>

Project Start	Project End
April 2018	July 2018

Key Outcomes	Trips and Experiences	Immersion – Classroom
<ul style="list-style-type: none"> • To develop an understanding of traditional tales. • Begin to understand the structure of a traditional tale. • Role-playing in the Three Little Pigs house, • The Three Bear’s house and The Three Little Pig’s construction area. • Speaking and listening. • Similarities and differences of stories. • Creating simple stories. • Weighing and putting stamps on parcels, writing letters and posting the envelopes in the Jolly Post Office. • Making porridge for the Three Bears. • Receiving messages from The Jolly Postman, Jack and Goldilocks. 	<p>Telford Wonderland – children will visit the woodland attraction for a special experience where nursery rhymes and fairytales come to life with fairytale characters and their houses around every corner.</p> <p>‘Traditional Tale’ day(s)/visit from story characters.</p>	<ul style="list-style-type: none"> • The Three Little Pigs house role play area. • The Three Bears house home corner • The Three Little pigs construction site – construction area • Jack and the beanstalk scene • Costumes – traditional tale characters • Tables covered with scenes from traditional tales e.g. woods/forest and characters from the stories. • Settings- blue sky, forest, tree and bridge. • Castle- flagstone back drop, stairway, windows, torch props, banners and draw bridge. • Quiet room – decorated with scenes from traditional tales and with the characters from the stories.

Exhibition Venue	Exhibition Plan
Foundation Unit	Children will work together to learn and perform a traditional tale. Parents and carers will then be invited to a teddy bears picnic performance where children will show their knowledge of traditional tales by performing a story.

Weekly REAL Project Planning Summer 2018

Date	Key Outcomes	Skills and Content
<p>Project launch Week 1 (1) 16th – 20th April</p> <p>16th April Teacher Training Day- School closed</p>	<ul style="list-style-type: none"> Project launch - Children to be immersed in a range of traditional Tale stories and characters around the unit. Children discuss the different story crime scenes and predict what might have happened. Children to be introduced to a variety of Traditional Tales through a series of mysteries and clues. Daily phonic sessions. Listen to the Easter story and draw 'alleluia' faces showing the joy they feel during Easter. Children discuss what makes them feel happy and have a go at writing/drawing happy events. 	<p><u>English</u> Reading and writing: To begin to segment the sounds in simple words. Using a story map learn and retell the story with actions. Change the story to make own version. To sometimes gives meaning to marks as they draw and paint. To develop listening skills and an awareness of sounds in the environment. <u>R.E. NL+NI</u> To know that Jesus came back to life and this was a happy time.</p>
<p>Week 2 (2) 23rd– 27th April The Gingerbread Man</p> <p>What is a traditional tale?</p>	<ul style="list-style-type: none"> Daily phonic and guided reading sessions. Children receive a mystery parcel from the Jolly Postman containing the book a letter and some traditional tales. More/less activity with the Gingerbread Man's buttons. Children roll the dice and have to add buttons to the Gingerbread Man, they then compare which Gingerbread Man has the most/least amount of buttons. Baking and creating gingerbread man biscuits and decorating them with icing. 	<p><u>English</u> To use a story map to make own version of the story. To develop an awareness of rhythm and rhyme. <u>Mathematics</u> Number: To begin to Uses the language of 'more' and 'fewer' In practical activities begins to use the vocabulary involved in adding. <u>Topic</u> Expressive arts and design: To begin to be interested in and describe the texture of things.</p>

<p>Week 3-4 (3) 30th April – 4th May Thursday 3rd May – School closed council elections. (4) 7th-11th May Monday 7th May – School closed May Day Bank Holiday. Goldilocks and the Three Bears</p>	<ul style="list-style-type: none"> • Daily phonic and guided reading sessions. • Children to draw and label where they think the postman is cycling to. • Children to make a story map predicting which story characters they think the Jolly postman will visit. • Children to write a response from Baby Bear to Goldilocks, putting their letters in envelopes and posting them in the class letter box. • Baby Bears parcel counting. Children to estimate and count how many objects are in Baby Bear’s parcels. • Children are to use positional language whilst setting the table for the Three bears • Make porridge for the Three Bears with a variety of different toppings. 	<p><u>English</u> Writing: To sometimes give meaning to marks as they draw and paint. To distinguish between the differences in vocal sounds including the oral blending and segmenting of simple words. <u>Mathematics</u> Shape, space and measure: To use positional language To begin to estimate how many objects they can see and check by counting them. <u>Topic</u> Understanding the world <u>R.E.</u> NL+NI Friday 4th May Crowning of Mary. To know that Sunday is a special day</p>
<p>Week 5-6 (5) 14th – 18th May (6) 21st – 25th May Hansel and Gretel and the Gingerbread House What types of settings are in traditional tales?</p>	<ul style="list-style-type: none"> • Daily phonic and guided reading sessions. • Children to investigate examples of environmental print that have been found on the Jolly Postman’s rounds. • Children to discuss some of the things the Traditional story characters may need and using alliteration write an advert for their character. • Children identify the number on the stamp and pay the correct amount at the Jolly post office • The Jolly Postman’s numbers on doors investigation. • Take part in a simple prayer service, • Hear and recall parts of stories from the Old Testament. 	<p><u>English</u> To develop understanding of alliteration. To sometimes give meaning to marks as they draw and paint. To know that print carries meaning. <u>Mathematics</u> Number: In practical activities begins to use the vocabulary involved in adding. Shape, space and measure: Money <u>R.E.</u> NL+NJ Pentecost: Sunday 20th May <u>R.E.</u> NL Continuous Unit: To hear and recognise that the Bible is God’s special book</p>
28th -1st June Half Term		
<p>Week 7 -8 (7) 4th – 8th June (8) 11th – 15th June Jack and the beanstalk What types of characters are in traditional tales?</p>	<ul style="list-style-type: none"> • Daily phonic sessions. Share the story of Jack and the beanstalk. Read Jack’s postcard to the Giant. Children to write their own postcard. • Children to roleplay the scene with the Giant and the postman in small groups. • Children use magic beans to purchase fruit and vegetables from Jack’s market stall. Children identify the number on the price tag and pay with the correct amount of magic beans. 	<p><u>English</u> Reading and writing: To begin to segment the sounds in simple words. To sometimes gives meaning to marks as they draw and paint. <u>Mathematics</u> Numbers: To begin to estimate how many objects they can see and check by</p>

	<ul style="list-style-type: none"> • Children will estimate how many giant footsteps and Jack sized footsteps it will take to walk up the different sized beanstalks. • Children plant seeds in order to grow a beanstalk like Jack's. Children discuss how long they think it will take for the beans to grow and how tall they will grow. • Trip to Telford Wonderland. TBC 	<p>counting them. Shape, space and measure: To compare objects by size.</p> <p><u>Topic</u> Understanding the world: To comment and ask questions about the natural world.</p> <p><u>R.E. N+NK</u> Special celebrations</p>
<p>Week 9-10 (9) 18th – 22th June (10) 25th June – 29th June</p> <p><u>The Three Little Pigs</u> Do all traditional tales have a problem? How do traditional tales differ to other stories?</p>	<ul style="list-style-type: none"> • Daily phonic sessions. • Share The Story Of The Three Little Pigs. • Make a wanted poster for the wolf. • Hot seat the wolf • Children to write questions to ask the wolf. • Represent number of objects using sticks to tally • Discuss shapes whilst building a house for the Three Little Pigs • Explore different materials whilst creating a house for the Three Little pigs • Hear and recall parts of stories from the Old Testament • Take part in a simple prayer service 	<p><u>English</u> Reading: To begin to be aware of the way stories are structured. Reading and writing: To begin to segment the sounds in simple words.</p> <p><u>Mathematics</u> Number: To begin to represent numbers using fingers, marks on paper or pictures. Shape, space and measure: To show interest in shape by sustained construction activity.</p> <p><u>Topic</u> Expressive arts and design: To begin to be interested in and describe the texture of things.</p> <p><u>R.E. N+NK</u> Continuous Unit: To hear and recognise that the Bible is God's special book</p>
<p>Week 11-13 (11) 2nd – 6th July (12) 9th – 13th July (13) 16th – 20th July July showcase Term ends on Friday 20th July.</p>	<p style="text-align: center;">ASSESSMENT WEEK</p> <ul style="list-style-type: none"> • Daily phonic sessions. • Daily Talk for Writing sessions. • Children practise for the showcase. • Fabulous finish showcase. 	