



A journey through the fairy tale world.

Why This? Why Now?

This topic builds on the previous learning in the Foundation Stage where pupils were encouraged to investigate and explore the local area. In the Summer term, children develop on their independence and resilience as they move towards the transition to Y2.

In the Summer term, the pupils become immersed in writing and storytelling after reading a number of traditional and alternative tales. These stories challenge their thinking and encourage them to think more creatively about some of the most loved characters. A visit to the Guisborough Branch Walkway helps them to develop their knowledge of animal habitats in the local forest and to find out more about wild plants, flowers and trees through a number of ranger led activities such as pond dipping and nature trails. Back in school, the children develop their knowledge of plants further by exploring leaf art and preparing their own tasty summer fruit salad.

English -National Curriculum / Skills	OVERVIEW
<p>Plan sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives <p>Write sentences with:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using 'and' 	<p>Recall information and retell stories and poems using the following texts:</p> <ul style="list-style-type: none"> 'The Apple Tree' by Jane Hissey 'Jack and the Beanstalk' by Mara Alperin 'Jim and the Beanstalk' by Raymond Briggs 'The Three Little Pigs' by Mara Alperin 'The Three Little Wolves and the Big Bad Pig' by Eugene Trivizas 'Goldilocks and the Three Little Bears' by Mara Alperin 'Goldilocks and Just the One Bear' by Leigh Hodgkinson 'Honestly Red Riding Hood Was Rotten' by Trisha Speed Shaskan 'Rapunzel: A Groovy Fairy Tale' by Lynn Roberts

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Check sentences by:

- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Science – National Curriculum / Skills

OVERVIEW

Plants:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

Working scientifically:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

- Labelling a plant
- What does a plant need?
- Identifying plants
- Cress experiment
- Tree identification
- Evergreen and deciduous trees
- Seasonal changes - summer
- Plants we eat

Geography – National Curriculum / Skills	OVERVIEW
<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features on a map. 	<p>Guisborough Branch Walkway visit</p> <p>Map work (compass directions and directional words)</p>
DT – National Curriculum / Skills	OVERVIEW
<p>Design</p> <ul style="list-style-type: none"> Identify a target group or purpose for what they intend to design and make. Suggest ideas and explain what they are going to do. <p>Make</p> <ul style="list-style-type: none"> Make a product using simple techniques. Use tools safely <p>Evaluate</p> <ul style="list-style-type: none"> Talk about what is good about a product <p>Cooking and Nutrition</p>	<p>Design and prepare a colourful fruit salad</p> <p>Clay pig houses (sculpture)</p>

<ul style="list-style-type: none"> • Use techniques such as cutting and spreading • Prepare simple dishes safely, without using a heat source • Explain that all food comes from plants or animals. Start to name and sort foods into the five groups in 'The Eat well plate' 	
Art – National Curriculum / Skills	OVERVIEW
Drawing: <ul style="list-style-type: none"> • To create sketch books to record their observations. • To explore mark making using two different grades of pencil (and crayons); focus on line thickness and shape. • To create observational drawings of natural forms. 	Kandinsky leaf art Tree sketching Fruit sketches
PSHCE – National Curriculum / Skills	OVERVIEW
Feelings & Attitudes <ul style="list-style-type: none"> • Knowing how I can show I am a good person. Mental Well-being <ul style="list-style-type: none"> • Ways to keep minds and bodies healthy Different emotions. Living in Our World <ul style="list-style-type: none"> • Knowing what harms our local area. 	Transition to Y2 Circle time activities Guisborough Branch Walkway visit

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts
<p>What harms our local area? How can we look after our environment?</p>	<p>Guisborough Branch Walkway visit</p>	<ul style="list-style-type: none"> Traditional and alternative tales
Supporting Your Child at Home		
<p>https://www.bbc.co.uk/bitesize/topics/zpxnyrd</p> <p>https://www.bbc.co.uk/bitesize/topics/zchhvcw/resources/1</p>		