

## Traditional Tales – Skills Progression and Mapping

### Year 1 – Autumn Term



Stages	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	<b>Pre structural</b> No real understanding of topic, fails to grasp concept	<b>Uni structural</b> Able to identify intended learning and follow simple instructions but limited knowledge	<b>Multi structural</b> Can perform and combine simple skills but not independent in using strategies for learning	<b>Relational</b> With limited support: able to analyse/ apply/compare and contrast/ explain and justify information gathered.	<b>Extended abstract</b> Fully independent in making connections between facts learned and able to reflect and draw conclusions
<b>Key Learning</b>	With help, I can name some traditional tales, nursery rhymes, illustrations and musical instruments	Independently I can name some traditional tales, nursery rhymes, illustrations and musical instruments	I can begin to create my own traditional tale with a template.	I can create my own traditional tale.	<b>LITERACY</b> Planning, drafting, editing and writing their best copy of a traditional story. Learning different traditional tales by heart. Learning nursery rhymes by heart. Comparing different versions of stories. Performance skills e.g. Freeze frames, tableaux and speaking thoughts.
<b>Attainment - The knowledge</b>					<b>MUSIC</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Using untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music.
To study the works of a famous traditional story writer/author	I know someone told stories that were passed on and I can say what I like and dislike about them.	I can retell a traditional tale in a simple sequence.	I can compare one traditional tale told in different ways	I can produce an alternative ending for a traditional tale.	

To know nursery rhymes by heart	I can listen to and concentrate on a nursery rhyme.	I can join in with a nursery rhyme, with actions or words.	I can perform a nursery rhyme with others.	I can recite a selection of nursery rhymes with actions.	<b>ART</b> Look at how different tales and rhymes are illustrated. Look at the artist Andy Goldsworthy to explore multimedia collage.  <b>HISTORY</b> That stories were passed on from person to person which is why some versions of the same story differ.  <b>GEOGRAPHY</b> The geographical origins of stories e.g. Asante, The Little Dutch Boy.  <b>DESIGN &amp; TECHNOLOGY</b> Exploring and using mechanisms Cookery – understand where food comes from e.g. making bread (Little Red Hen), gingerbread (The Gingerbread Man) and being able to follow simple recipe.
To know traditional stories	To be able to listen to a range of traditional stories.	To be able to identify a beginning, middle and ending.	To be able to predict the ending of a story, what a character might be thinking, or identify a setting.	To contrast two different traditional stories, looking at the setting, characters and morals.	
I know that music can be used to tell a story (Peter and the Wolf – Prokofiev)	I can listen to and concentrate on a piece of classical music.	I can select an instrument to portray a character. I can use different musical techniques to represent my choice of character.	I can select a range of musical instruments to create a simple musical version of the story.	I can use a range of instruments and musical techniques to create and perform the story.	

**What is the hook?** Encourage the children to enjoy the school library. Invite a librarian in to school. Christmas Pantomime to be performed in school setting.

### **Vocabulary your child will need to know and understand before the beginning of term.**

Traditional, plot, character, setting, fairy tale, nursery rhyme, tale, rhyme, verse, villain, hero, beginning, middle, ending, sequence, events, author, poet, illustrator and the titles of traditional stories.

Know nursery rhymes by heart.

Knowledge and Skills being Developed <b>LITERACY</b>	Short Term Plan – Main Activity	Resources Needed
<p><b>Literacy: Composition</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Planning or saying out loud before writing or performing.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Reread what they have written to check it makes sense.</li> <li>• Discuss what they have written with a teacher or other pupils.</li> <li>• Read/perform aloud their writing clearly enough to be heard.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poems and stories which they can read independently or with support.</li> <li>• Become familiar with key stories, fairy stories and traditional tales, retelling them and considering the characteristics.</li> <li>• Learning to appreciate rhymes and poems and recite them by heart.</li> </ul>	<p>Tell stories, orally using Pie Corbett techniques.</p> <p>Use drama skills (freeze frames, tableau, speaking thoughts, hot seating etc.).</p> <p>Plan, draft, write their best version of a traditional story – focus texts:</p> <ul style="list-style-type: none"> <li>• The Little Red Hen</li> <li>• The Gingerbread man</li> <li>• Asante story</li> <li>• The Little Dutch Boy</li> <li>• The Leopard’s Drum</li> </ul> <p>Writing alternate endings to rhymes or stories.</p> <p>Learn nursery rhymes by heart to perform (with actions) to their peers.</p> <p>Listen to different versions of stories and compare.</p> <p>Focus texts:</p> <ul style="list-style-type: none"> <li>• Dear Mother Goose</li> </ul>	<ul style="list-style-type: none"> <li>• The Little Red Hen</li> <li>• The Gingerbread man</li> <li>• Asante story</li> <li>• The Little Dutch Boy</li> <li>• The Leopards Drum</li> <li>• Dear Mother Goose</li> </ul> <p>You tube videos (Pie Corbett)</p>

<p><b>Knowledge and skill being developed</b> <b>MUSIC</b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Using untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Create music in response to a non-musical stimulus.</p> <p>Develop knowledge of pulse/beat</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p>To learn songs, poems and rhymes with actions, to perform at key times of year e.g. Church visits and key religious festivals.</p> <p>Listen to a range of different styles of music and learn about composers from around the world – composer of the month.</p> <p>Learn about the range of percussion instruments within school and how they can be played, practising pulse, rhythm and timbre</p> <p>Plan and compose a simple musical story based on Prokofiev's 'Peter and the Wolf'.</p> <p>Make their own percussion instruments.</p>	<p>Peter and the Wolf text and video clips, percussion instruments (both school and homemade), information and music from a selection of composers</p>
<p><b>Knowledge and skill being developed</b> <b>ART</b></p> <p>Nature sculptures to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share ideas and imagination.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p>	<p>Learn about different kinds of nature sculptures and explore the work of Andy Goldsworthy and other environmental artists. Use a range of different techniques and materials to create a multimedia collage.</p> <p>Learn about the work and style of an artist. Paint a landscape using colour and texture, using bright colours and thick brushstrokes.</p> <p>Extend to include looking at work of other artists, noticing similarities in styles and linking to their own paintings.</p>	<p>Range of natural materials and selection of art media. PowerPoints and web links.</p>
<p><b>Knowledge and skill being developed</b> <b>HISTORY</b></p> <p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and frame historically valid questions.</p>	<p>Look at Traditional Tales from their own culture and compare to others.</p> <p>Discuss similarities and differences and the relevance to today's society.</p>	<p>A selection of Traditional Tales as stated in the Literacy section.</p>

<p><b>Knowledge and skill being developed</b> <b>DESIGN &amp; TECHNOLOGY</b></p> <p>Design: Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups.</p> <p>Make: Select from and use a range of tools and equipment to perform a practical task. To select and use a range of ingredients.</p> <p>Evaluate: Evaluate their ideas and products against a design criteria.</p> <p>Technical Knowledge: Explore and use mechanisms.</p>	<p>Using the nursery rhyme ‘Hickory Dickory Dock’ as a stimulus, design and make a moving picture using a slider to illustrate a section of the rhyme. Use folding techniques to create a character from a nursery rhyme.</p> <p>Following instructions in pictorial or written format for recipes - The Ginger Bread Man, The Little Red Hen.</p>	<p>Art materials, split pins, scissors.</p> <p>Card, pastels,</p> <p>Ingredients to make a Gingerbread man and/or bread for the Little Red Hen.</p>
<p><b>Knowledge and skill being developed</b> <b>GEOGRAPHY</b></p> <p>To use basic geographical language to refer to:</p> <ul style="list-style-type: none"> <li>• Key physical features</li> <li>• Key human features</li> </ul>	<p>To gain some basic knowledge with regards to location of the Traditional Tales.</p> <p>During guided reading activities, allow the children opportunities to demonstrate their understanding of the location, habitat, setting etc.</p>	<p>Key texts- see Literacy section above.</p> <p>Maps, globe and activity sheets.</p>