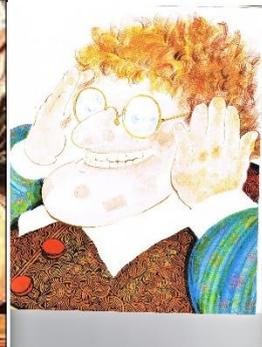
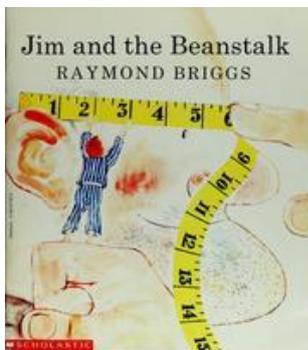




Class: Elmer

Planning Year: 2018

## Once Upon a Beanstalk



Year group: 2      Term: Spring 1      Duration: 5 weeks

**Overview:** The stimulus for this topic is the lovely book 'Jim and the Beanstalk' and a video of primary school children doing a fairy tale puppet show. The children will have the chance to experience the book through the perspective of the characters as well as comparing the 'traditional' tale with the Raymond Briggs version. They will recognise how the character of the giant has changed and that Jim is entirely different to the original Jack. It raises issues of friendship, trust and improvement of others' lives. The children will also make their own "twisted tale" and will perform this using puppets they will make.

**Hook:** The children will watch a puppet video about a fairy tale and read Jim and the Beanstalk. The classroom Literacy Wall will be blank at the start of term save for the 'wrong' label (Jim and the Beanstalk) together with a huge coin.

**Outcome:** A modified Fairy Tale puppet show, written, performed and made entirely by the children in groups which they will perform to their parents and friends.

**Visits, outside providers, resources, special events etc:**

Use of Jim and the Beanstalk across the curriculum, including the growing of beans, PSHE, measures in maths, art and DT.

**Values focus:** Love through friendship, care and concern for others.

**RE:** this half term leads up to the beginning of Lent and the children will be looking at the Good News that Jesus brings. This builds on and digs deeper into what they learnt last year.

**PSHE:** We will be looking at feelings and how and when we show them while exploring what friendship is and how to sustain it.

**Linking with home:** We will be doing a topic related homework where the children can explore the story through a range of activities they can choose from. The children will be having weekly spellings and will be hopefully reading their book for at least 10 minutes a day to practise the skills they are learning in class, as well as continuing with regular reading, spelling and rapid mental maths.

Curriculum coverage:

**Writing:** Instructions, letters and a traditional (twisted!) tale.

**Reading:** Using 'Jim and the Beanstalk' to explore the story more deeply beyond literal interpretations and to reason about, infer and predict characters' feelings and motives in the tale.

**Communication:** The children will use these skills to work in a group to create and perform a fairy tale puppet show.

**Science:** Bean planting will help the children to 'ask questions' about things they can investigate, leading to deciding what data to collect and how to represent it. Observation will be a key skill. The children will also look at materials and how and what a 'property' is and how this influences design, construction and utility.

**Computing:** To learn to use the icons and features of MS Word to design and create a paper programme for their puppet show.

**Art:** To create scenery and props for their puppet show.

**Geography:** To revisit landscape features that they need for the background of their show.

**PE:** Games will focus on basic skills such as aiming through rolling and throwing as well as stopping and catching balls. This will progress onto invasion games.

**Design and Technology:** Designing, making and evaluating their own fairy tale puppet.

**Language:** Spanish with Senorita Wright

**Music-** To listen to the 'Carnival of the Animals' by Camille Saint-Saëns as a stimulus for creating their own music for their characters and to create the correct mood in their puppet show.