



Oratory REAL Project Overview Autumn

'Shine as to be a light to others'



Year: 2

Teacher: Miss Mckenzie-Ward

Project Name	Project Summary	Essential Question
<p>Traditional Tales – Walt Disney</p>	<p>Children will read a range of traditional tales and explore how Disney brought them to life through film and animation. They will explore the common features of traditional tales and use this as a model to create their own. Their stories will be published into a class fairy tale book. They will then adapt their stories into the genre of a play script and use computer technology to create their own Disney film to showcase as a film premiere.</p>	<p>How does Walt Disney create a wonderful world through traditional tales?</p>

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 the work produced in their books and through other work displayed through art and dt and computing. They will show understanding of traditional tales by writing their own stories at the end of the topic which will then be transformed into film.</p>	<p><i>How will your children engage in the learning?</i></p> <p>Project launch will involve a garden party and afternoon tea that they will have prepared themselves. The children will visit a castle in the local area to find out how people lived in castles. Children will use technology to film their own traditional tale. They will have written their own traditional tales for the basis of the film for a real purpose as they will be published in a class fairy tale book.</p>
AUTHENTIC	LEARNING
<p><i>What will your authentic audience be? Could they take on an authentic role?</i></p> <p>The children will write their own fairy tales to be published into a class book. They will film their own stories using computer technology and showcase them to their parents at their own film premiere.</p>	<p><i>How will your children show their learning of content and key skills in this project?</i></p> <p>Through final drafts of works, which have been teacher, self and peer assessed throughout.</p>

REAL Project Planner Autumn

<i>Project Start</i>	<i>Project End</i>
September	December

Key Outcomes	Trips and Experiences	Immersion – Classroom
<p>Making string puppets</p> <p>Growing their own beanstalks</p> <p>Writing in role as a Disney character</p> <p>Comparing and contrasting traditional tales</p> <p>Writing their own traditional tale and using this as a basis to create their own film using computer technology</p>	<p>Creating their own sandwiches and cakes for a garden party and afternoon tea – Disney theme and costumes.</p> <p>Birmingham library – story telling.</p> <p>Filming their own traditional tales to showcase to their parents at a film premiere.</p>	<p>-King and Queen thrones.</p> <p>- Mirror, Mirror on the Wall</p> <p>-Use of bunting</p> <p>-Design their own shields to add to the display</p>

Exhibition Venue	Exhibition Plan
School Hall	<p>Children will write their own traditional tale after identifying the common features of the genre after reading a wide range of stories.</p> <p>They will use this as a basis to write their own play script in small groups and design a story board. They will use costumes and props to bring their traditional tale to life and film a final product after re-drafting and evaluation.</p> <p>They will showcase their film as a film premiere in the school hall.</p>

Key Notes and Ideas

Exhibition – Liaise with Oratory Church. Use of red carpet, popcorn and child 'champagne (lemonade). Children to come dressed in smart clothes to attend their premiere.

Weekly REAL Project Planning Autumn

Date	Key Outcomes	Milestones and Skills
<p>Weeks 1 and 2</p> <p>How does Walt Disney create a wonderful world through traditional tales?</p>	<ul style="list-style-type: none"> *Introduce key question. *Project launch *Retell a letter from the Wicked witch Snow White *Identify main features of the text type. *Discuss favourite Disney films. *Demonstrate an understanding of place value of numbers. *Recall number bonds to 10 and 20. *Identify special celebrations. *Name and identify the main features of a plant. *Create a personal shield. 	<p><u>English</u></p> <ul style="list-style-type: none"> *Ask and answer questions about a text. *Explain and discuss understanding of texts. *Predict events. *Discuss events. *Sequence sentences to form clear narratives. *Convey ideas sentence by sentence. *Join sentences with conjunctions and connectives. *Vary the way sentences begin. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> *Count, read and write numbers to 100 in numerals and words. *Count in steps of 2,3,5 and 10 from any number forwards and backwards. *Recognise the place value of each digit in a two digit number. *Use the language of equal to, more than and less than, most and least. *Compare and order numbers from 0 to 100; use <, > and =. *Use place value and number facts to solve problems. *Represent and use number bonds and related subtraction facts within 20. *Recall and use addition and subtraction facts to 20 fluently. <p><u>Science</u></p> <ul style="list-style-type: none"> * Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. <p><u>Religious Education</u></p> <ul style="list-style-type: none"> * Describe some of the main festivals or celebrations of a religion. <p><u>Art and Design</u></p> <ul style="list-style-type: none"> *Colour own work neatly following the lines. *Show different tones by using coloured pencils.
<p>Weeks 3 + 4</p> <p>Who is Walt Disney and why is he famous?</p>	<ul style="list-style-type: none"> *Understand who Walt Disney is and the impact that he has today. *Write their own letters. *Compare the text version to the Disney film. *Write character descriptions/ *Write in role as a character. 	<p><u>English</u></p> <ul style="list-style-type: none"> *Infer what characters are like from actions. *Explain and discuss understanding of texts. *Make inferences on the basis of what is said and done. *Write for a variety of purposes. *Plan by talking about ideas and writing notes. *Re-read writing to check that it makes sense. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> *Add and subtract numbers using concrete objects, pictorial representations and mentally. *One digit and two digit numbers to 20, including zero. *Two digit numbers and ones.

	<p>*Visual maths – addition and subtraction. *Prepare to grow their own beanstalks.</p>	<p>*Two digit numbers and tens. *Two two-digit numbers. *Adding three one-digit numbers.</p> <p><u>Science</u> * Ask simple questions. *Observe closely, using simple equipment. *Perform simple tests. *Observe and describe how seeds and bulbs grow into mature plants.</p> <p><u>Religious Education</u> *Describe some of the main festivals or celebrations of a religion. *Name some religious symbols.</p> <p><u>Physical Education</u> *Copy and remember moves and positions. *Move with careful control and coordination.</p> <p><u>Computing</u> *Control motion by specifying the number of steps to travel, direction and turn. *Specify user inputs to control events.</p>
<p>Week 5+6</p> <p>What makes a good role model?</p>	<p>*Identify the qualities of a good role model. *Look at different perspectives – Maleficent. *Debate on whether Maleficent and Elsa should be considered a villain. *Visual maths - addition and subtraction. *Explore the importance of the sacrament of marriage – Cinderella link. *Summarise results from the beanstalk experiments.</p>	<p><u>English</u> *Take turns to talk, listening carefully to the contributions of others. *Vary language between formal and informal according to the situation. *Add humour to a discussion or debate where appropriate. *Write, review and improve. *Use well-chosen adjectives to add detail. *Use adverbs for extra detail.</p> <p><u>Mathematics</u> *Show that the addition of two numbers can be done in any order and subtraction of one number from another cannot. *Recognise and use the inverse relationship between addition and subtraction and use this to check number calculations and missing number problems. *Represent and use number bonds and related subtraction facts within 20.</p> <p><u>Science</u> *Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. *Use observations and ideas to suggest answers to questions. *Gather and record data to help in answering questions.</p> <p><u>Religious Education</u> *Describe some of the main festivals or celebrations of a religion.</p>

		<p>*Name some religious symbols. *Show an understanding of the term 'morals'.</p> <p><u>Physical Education</u> *Link two or more actions to perform a sequence. *Choose movements to communicate a mood, feeling or idea.</p> <p><u>Computing</u> *Control motion by specifying the number of steps to travel, direction and turn. *Specify user inputs to control events. *Specify the nature of events (such as a single event or loop).</p>
<p>Week 7</p> <p>What features are needed to create a traditional tale?</p>	<p>*Introduce model text for chosen traditional tale. *Imitate the text. *Measuring length. *Identify members of the monarchy.</p>	<p><u>English</u> *Join in with stories or poems. *Explain and discuss understanding of texts.</p> <p><u>Mathematics</u> *Compare, describe and solve practical problems for lengths and heights. *Use standard units to estimate and measure length/height. *Compare and order lengths.</p> <p><u>Religious Education</u> *Describe some of the main festivals or celebrations of a religion. *Name some religious symbols. *Show an understanding of the term 'morals'.</p> <p><u>Physical Education</u> *Link two or more actions to perform a sequence. *Choose movements to communicate a mood, feeling or idea.</p> <p><u>History</u> *Show an understanding of the concept of monarchy.</p>
<p>HALF TERM</p>		
<p>Week 8 + 9</p> <p>What is it like to live in a castle?</p>	<p>*Innovate and invent the text. *Provide feedback to their peers about their first drafts. *Trip to Tamworth Castle. *Describe what advent is. *Identify different types of climate. *Measuring mass. *Ask and answer questions about graphs.</p>	<p><u>English</u> *Say first and then write to tell others about ideas. *Use some of the characteristic features of the type of writing used. *Write about more than one idea. *Group related information.</p> <p><u>Mathematics</u> * Compare, describe and solve practical problems for lengths and heights. *Use standard units to estimate and measure length/height. *Compare and order lengths. *Interpret and construct simple pictograms, tally charts, clock diagrams and simple tables. *Ask and answer questions by counting the number of objects in</p>

		<p>each category and sorting categories by quantity. *Ask and answer questions about totalling and comparing categorical data.</p> <p><u>Religious Education</u> *Describe some of the main festivals or celebrations of a religion. *Name some religious symbols. *Explain the meaning of some religious symbols.</p> <p><u>Physical Education</u> *Copy and remember actions. *Move with some control and awareness of space. *Link two or more actions to make a sequence.</p> <p><u>History</u> *Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p><u>Geography</u> *Identify seasonal and daily weather patterns and the location of hot and cold area of the world in relation to the Equator and North and South Poles.</p>
<p>Week 10 + 11</p> <p>How can we prepare to make our own Disney film?</p>	<p>*Redraft their own traditional tales. *Select chosen writing for class film. *Allocate roles for class film. *Type up their own traditional tales to create a class book. *Describe physical and human features. *Multiplication and division. *Select music for class film.</p>	<p><u>English</u> *Write, review and improve. *Speak in a way that is clear and easy to understand.</p> <p><u>Mathematics</u> *Calculate mathematical statements for multiplication and division within the multiplication tables. *Solve one step problems involving multiplication and division.</p> <p><u>Religious Education</u> *Describe some of the main festivals or celebrations of a religion. *Name some religious symbols. *Explain the meaning of some religious symbols.</p> <p><u>Physical Education</u> *Show contrasts. *Travel by rolling forwards, backwards and sideways. *Hold a position whilst balancing on different points of the body.</p> <p><u>Geography</u> *Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. *Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop.</p>

		<u>Music</u> *Take part in singing, accurately following the melody.
Weeks 12 and 13 How does Walt Disney create a wonderful world through traditional tales?	*Film and edit class Disney film. *Showcase learning to parents and carers – film premier.	<u>Personal Development</u> *Try new things with the help of others. *Work hard with the help of others. *Enjoy the results of effort in areas of interest. *With help, develop ideas.