

**Intent:** What do we want our the children to learn? How do we intend to achieve this?  
**Skills and Knowledge coverage during the Topic**

**End Points:**

To perform the opera Hansel and Gretel

To write a modern day narrative of a traditional Fairy Tale

Curiosity

Aspirations

Life Skills

Independence

Self Belief

Self Awareness

**Skills Focus****Knowledge & Understanding of The World:****Geography**

-Identify the position and significance of the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn.

**-On a world map, locate areas of similar environmental regions.**

-Human geography, including trade links.

**-Describe and understand key aspects of Physical Geography, including: climate zones, biomes and vegetation belts.**

*-Use maps, atlases, globes and digital computer mapping (Google Earth) to locate countries and describe features studied.(Year 3 & 4)*

**Spring 1 Science (Sound)**

-identify how sounds are made, associating some of them with something vibrating

-recognise that vibrations from sounds travel through a medium to the ear

-find patterns between the pitch of a sound and features of the object that produced it

-find patterns between the volume of a sound and the strength of the vibrations that produced it

-recognise that sounds get fainter as the distance from the sound source increases.

**Spring 2 Science (States of Matter)**

-compare and group materials together, according to whether they are solids, liquids or gases

-observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**How do we tell a story through opera?****PSED: Living in the Wider World Following agreed *Jigsaw* scheme and units****Being Me in My World:**

Know my attitudes and actions make a difference to the class team, understand who is in my school community, the roles they play and how I fit in. Understand how democracy works through the School Council, understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. Understand how groups come together to make decisions and understand how democracy and having a voice benefits the school community.

**Celebrating Difference**

Understand that, sometimes, we make assumptions based on what people look like, understand what influences me to make assumptions based on how people look. Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. Tell you why witnesses sometimes join in with bullying and sometimes don't tell, identify what is special about me and value the ways in which I am unique. Tell you a time when my first impression of someone changed when I got to know them.

**RE: Judaism** – as agreed by the Northumberland County Council Syllabus

**Creative Development:****Art**

Create sketch books to record observations and use them to review and revisit ideas. Explore ideas of illustration using pencil techniques and monochrome pen and ink drawings. Manipulate felt and using running stitch and blanket stitch to create Hansel and Gretel dolls. Follow the work of various artists with a focus on Georges Seurat and Roy Lichtenstein.

**Music**

Learn the songs for the opera Hansel and Gretel. Focus on breathing, vocal technique, clarity of articulation, pitch, tempo, timbre and dynamic. Create soundscapes and use body percussion.

**Physical Development:****Swimming**

Swim competently, confidently and proficiently over a distance of at least 25 metres and learn a range of different strokes. Demonstrate safety in water.

**Tech, Media, Materials:****Computing:**

E-Safety: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Explore computer programming by creating maps and trails for Spheros. Design a forest maze game using Scratch.

**DT**

Understand and apply the principles of a healthy diet by designing a healthy house for the witch. Design and make a cage for Hansel. Use knowledge of electrical circuits to create an alarm for the cage to alert the witch.

## Year 4 Chestnut

### Curiosity

### Aspirations

### Life Skills

### Independence

### Self Belief

### Self Awareness

#### Key Vocabulary

|                            |                 |
|----------------------------|-----------------|
| Europe                     | villain         |
| Social status              | articulation    |
| Wealth                     | soundscape      |
| Tropic of Cancer/Capricorn | gesture         |
| Equator                    | harmony         |
| Climate                    | emotion         |
| Rainforest                 | body percussion |
| balanced diet              | staging         |
| opera                      | prop            |
| pitch                      | set             |
| tempo                      | costume         |
| dynamic                    | sound           |
| warm up                    | vibration       |
| freeze frame               | state           |
| scene                      | solid           |
| legato                     | liquid          |
| staccato                   | gas             |
| riddle                     | temperature     |
| character                  | volume          |

#### Text Links:

Range of Traditional Tales  
Hansel and Gretel – Anthony Browne  
Hansel and Gretel – Bethan Woolvin  
Hansel and Gretel are Sweet – Nancy Loewen  
Lyrics from Create and Sing Hansel and Gretel (Royal Opera House)

#### LOTG (including Forest School, Visits and Visitors)

- Using familiar traditional tale to construct own dramatic performance.
- Build knowledge about maps and how to draw them from physical experience – mapping the school grounds and introducing compass skills
- Explore traditional tale narrative – constructing a waterproof house for the 3 pigs, creating a magic potion.
- Visit to Choppington Woods – fairy tale walk – building bridges.
- Using compass points to way find and create maps.
- Create a site specific scene of Hansel and Gretel

#### Cross Curricular Maths and English Links:

- Storyboard of Hansel and Gretel
- Writing a traditional tale from a different perspective
- Creating maps of the forest using compass directions
- Write invitations to parents to attend the performance
- Analysis of lyrics of songs for meaning
- Development of character through exploration of the story
- Speaking and listening – performing songs and telling stories
- Creating freeze frames of key story points

## Implementation: How and when it will be taught

### **Week 1: Opera**

Children will:

- know what opera is and be able to explain its features
- be able to warm up their voices effectively
- begin to learn 'Little Brother Dance with Me' from the opera Hansel and Gretel
- Become familiar with the story of Hansel and Gretel (Anthony Browne)
- Retell a traditional tale

### **Week 2: Performing in Character**

Children will:

- be confident with experimenting with the plot in order to create a character and have strategies to do this
- revise 'Little Brother Dance with Me' and the warm ups
- be able to summarise and storyboard the story of Hansel and Gretel

### **Week 3: The Story**

Children will:

- Learn 'The Riddle Song'
- Explore dynamics and articulation – how to apply them to singing
- Study riddles
- Create own riddle songs
- Art – pencil skills

### **Week 6: Villains**

Children will:

- know some ways to build a scene
- be able to explain how the presentation of a scene can create different emotions
- revise 'As we Close our Sleepy Eyes'
- zoom in on UK – identify key cities, rivers, mountains and other topographical details
- analyse alternative versions for how 'Twists in the Tale' are created
- create a Healthy house for the witch

### **Week 5: Gingerbread Cottage**

Children will:

- Learn the song 'As we Close our Sleepy Eyes'
- Use gesture to add atmosphere to a song
- Look at alternative versions of Hansel and Gretel
- Use atlases to locate countries in Europe which originated particular tales
- Art – pencil skills

### **Week 4: Developing Characters**

Children will:

- demonstrate staccato and legato using their voices
- vary dynamics and tempo to alter mood
- revision of songs so far
- design a felt doll of either Hansel, Gretel or the Witch
- learn running stitch and blanket stitch

**Week 7:****Setting an Opera**

- Begin to learn The Witch's Song 'Hop hop hop!'
- Have a range of body percussion and gestures to use to demonstrate and enhance their character
- Art – Georges Seurat
- Invitations to audience
- Create set designs – how can these create atmosphere?
- zoom in on Germany – identify key cities, rivers, mountains and other topographical details
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**Week 8:****Twist in the Tale**

- Feel confident using movement to express aspects of a character
- Understand how to develop a song by staging it
- Revise songs already learned
- Design a cage for the witch to keep Hansel in. Create an electrical alarm system
- Begin to write alternative version (from a different perspective) of another tale

**Week 9:****Props and Costume**

- Be able to sing the 'The Witch is Dead'
- Finalise staging
- Gather and organise costumes, props and set
- Revise all previous content
- How does costume tell us more about a character?
- Roy Lichtenstein
- Make comparisons between UK and Germany

**Week 11/12:****Performance and Evaluation**

- Explain the unique process of rehearsing and staging an opera
- Perform in front of an audience
- Evaluate the performance according to initial ideas and aims
- Tell a tale from a different character's perspective

**Week 10:****Final Preparation**

- Participate in a dress rehearsal
- Have a sense of a complete run through
- Work on transitions between scenes
- Tweak every song