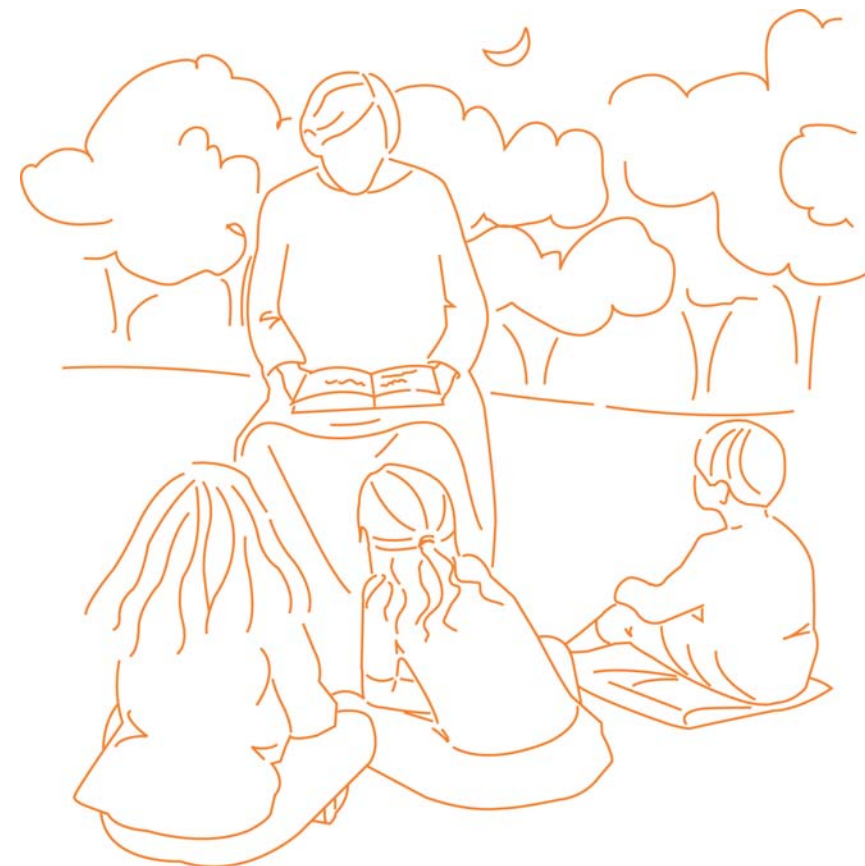


ONCE UPON A TIME



Key Stages: 1/2 Years: 4/5



The Arts

- sound journeys;
- famous musicians;
- shape, colour and pattern; drawing and painting.

Personal Development & Mutual Understanding

- explore feelings;
- death and loss;
- children's rights;
- needs and wants.

The World Around Us

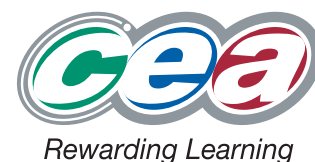
- change over time;
- interdependence;
- place.

Physical Education

- create and perform a dance;
- actions and movements related to ideas and feelings.

FOCUS

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NAME THAT TUNE

Suggested Learning Intentions

- Understand that sound can be used to cause an effect.
- Understand ways in which sounds can be made and used.
- Understand that sounds can be represented visually.
- Know how to create and record sound using traditional and/or digital methods.

Suggested Activities

Listen to nursery rhymes and discuss the rhyming patterns. Say simple nursery rhymes with a rhythm and pulse. Take turns to clap the rhythm of nursery rhymes playing 'guess the nursery rhyme'.

Experiment with creating repeating rhythms (ostinato) to accompany a nursery rhyme, for example, notes being repeated to accompany 'This Old Man'.

Add sound-effects to traditional and well-known stories using tuned and untuned percussion, for example, in 'Jack and the Beanstalk' use ascending and descending notes for going up and down the beanstalk. Record stories using a tape recorder or laptop.

Listen to music that depicts a story, for example, 'Peter and the Wolf'. Discuss instruments used for different characters or different effects, for example, kettle drums for gunfire in Peter and the Wolf or the use of a flute for the bird. Create your own short story by drawing a cartoon strip. Use ICT software such as 'Compose World Junior' to create music for each section of the comic strip maintaining the same themes and sounds for each character.

Listen to music from television advertisements and try to name the advertisement. Look at clips from films with no sound and discuss what kind of music would go with the clips, for example, slow, fast, happy or sad music, and discuss what instruments would be used to create the atmosphere. Use ICT software such as 'Compose World Junior' to create own music to match the film clips.

WHAT MAKES A CHARACTER STAND OUT IN A STORY?

Suggested Learning Intentions

- Know about the qualities of different materials.
- Understand that materials can be joined in a variety of ways.
- Know ways in which materials can be joined.
- Know about the qualities of different painting and drawing media.

Suggested Activities

Talk about the characters, setting and storyline from a nursery rhyme or popular story. List the characters in the story and select one to represent as a 3D figure. Experiment with ways of attaching and joining pipe cleaners and use this knowledge to make a body shape, with hollow stomach and head. The figure should be built up by stuffing the stomach and head with newspaper, secured with small pieces of masking tape. Arms and legs are wrapped with strips of newspaper and the whole body is finished with a final smooth layer of masking tape (approx. 15cm tall for average adult character). Mix paints to create skin colour and apply to the figure.

Sort and select the most appropriate fabrics, yarns and decorations from which to make clothes for the character. Refer to the rhyme or story to inform thinking on how to dress the figure as imaginatively and realistically as possible.

Place characters in front of a simple fabric backdrop or 3D environment made from cardboard to represent a scene from the rhyme or story. Add speech bubbles to illustrate the scene. Discuss the difficulties faced during the process and share thoughts and solutions.

ONCE UPON A TIME



RIGHTS' OF THE CHILD

Suggested Learning Intentions

- Understand the difference between needs and wants.
- Recognise that people may not always be treated equally.
- Appreciate others' points of view.
- Recognise how each person has an individual and collective responsibility to the community.

Suggested Activities

This activity is based on the fairy tale 'The Happy Prince' by Oscar Wilde.

In the story some people had plenty and others had very little. Is that fair?

Brainstorm a list of children's wants. In groups, consider the difference between wants and needs. Add additional needs to the brainstorm list. Compare the needs identified by different groups. Negotiate and agree the most important needs – basic human needs, possibly food, shelter, love, friendship. (See 'Primary Values', 'Leon and Bob').

Find out about the 'United Nations Convention on the Rights of Children' (within the CCEA Primary Values resource). Discuss why these rights exist?

Discuss whether or not in the story the little girl who sold matches had access to these rights? Discuss whether all children today have access to these rights.

Gather information about the rights of the child in your own and the global community using, for example, newspaper articles, the internet (www.bigpic.biz) and television programmes such as Newsround. Use the information to make a list of times and places where children are in need, for example, being left alone at home, being bullied, being a refugee, being homeless. Explore how it would feel to be in any of these situations. Consider ways such situations could be avoided or discuss proactive ways of helping.

Read the story of Chico, a street child who lives in South America and talk about how opinions can differ about a situation (Children In Need, Leon and Bob, from Primary Values resource). In groups use role-play to portray the different characters and as a class decide what each of the characters could do to improve Chico's life.

Use traditional and digital sources to research organisations that help homeless children, for example, 'Save the Children', 'Simon Community', 'Children in Crossfire' or 'NI Women's Aid'. Write a letter inviting a representative from an organisation to talk about the work they do and how they could help in some way.



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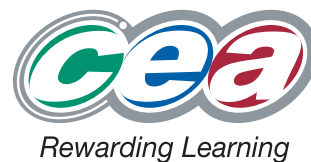
- change over time;
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Physical Education

- create and perform a dance;
- actions and movements related to ideas and feelings.

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DEATH AND LOSS

Suggested Learning Intentions

- Understand that growth, change and death are a part of life.
- Recognise that there are ways of remembering.

Suggested Activities

This activity is based on the fairy tale 'The Happy Prince' by Oscar Wilde.

It will be necessary to carefully consider the particular needs and sensitivities of the children when addressing this issue.

Explore the issue of death as a natural part of living, for example, in the story, as the winter became too cold the swallow died. Share with others feelings experienced.

Discuss similarities with death in the natural world, such as the life-cycle of a butterfly or a plant.

Think of someone or a pet you loved that has died. Represent them by illustrating and writing why this person or animal was important and special to you. Bring in something that reminds you of the person or pet from home, for example, a photograph, a gift. Pair and share with the class.

Talk about memories that the characters in the story might have of the prince and the swallow. As a class, build a memory board with captions and drawings from the different characters and recollections of the prince and the swallow.

Talk about how others remember people who have died, for example, flowers, gravestones and anniversaries.

FEELINGS

Suggested Learning Intentions

- Be able to recognise and identify a wide variety of feelings and emotions.
- Express and begin to cope with strong feelings appropriately.
- Understand how feelings can affect behaviour.
- Be able to recognise some of the verbal and non-verbal ways in which people communicate.
- Understand how feelings can affect behaviour.

Suggested Activities

This activity is based on the fairy tale 'The Happy Prince' by Oscar Wilde.

Discuss the range of feelings in the story. How did the swallow feel? How did you feel as you listened to the story?

Use role-play to illustrate how body posture and facial expression can reflect feelings.

Recall in the story how the prince's face was like a mask, but his tears allowed the swallow to recognise his sadness. Talk about and list feelings and emotions we sometimes hide. Consider the situations where feeling masks might be used.

Use role-play to find out about other ways to cope with strong feelings.

Discuss situations at home and in school when it may or may not be appropriate to hide feelings and emotions. Why do we do this? Is it because others will laugh, be annoyed, think we are stupid? Is it sometimes advantageous to hide our feelings?

Design and make 'feeling' masks.

ONCE UPON A TIME



integrate technology, for example, plan and design solutions to questions, such as, 'How will birds feed over the winter?' or 'How will animals find shelter in the winter?' Create plans and maps of the study area. In groups use books and/or Internet to research habitats in other regions, such as, landscape features, animal/plant life. Compare and contrast with local study. Examples may include Polar Regions, Desert Regions, Forest Regions and Seashore Regions.

In groups present findings in a range of ways, such as, dramatise a lifecycle or food chain, use digital video to illustrate the story of the tree seed, the worm dance or an advertisement to market a newly designed bird feeder.



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TELL ME A STORY

Suggested Learning Intentions

- Recognise the importance of storytelling to our lives today.
- Understand that there are possible reasons as to why people acted as they did in the past.
- Understand that the past can be represented in a variety of ways.
- know some of the ways in which life in the past differed from life today.

Suggested Activities

Find out about favourite stories in the class.

Survey members of the local community to find out their favourite stories and use ICT software such as 'Information Workshop 2000' to record and present outcomes.

Consider how storytelling began, for example, early man's cave drawings and illustrations of the story of hunting or Egypt's early writing of stories (Egyptians CD-ROM).

Create and dramatise stories based on cave paintings or hieroglyphics, ancient mythology or legends.

Explore the development of story as a means of entertainment, for example, kings employing storytellers, storytellers in Irish Folklore or Viking sagas of raids (Vikings CD-ROM).

Use a variety of stories as a basis to explore Logo journeys using software such as 'Roamer World' or 'Blackcat Logo' (The Adventures of Odysseus).

Discuss how people in the past spent their leisure time joining the dots (stars) in the sky. Find out how different societies joined the dots differently to tell their own stories. In groups, join the starry dots and make up your own constellation stories. Draw the stories on a story board, use drama to act the stories out. Consider ways to prevent light pollution, for example, turn unnecessary lights off and point them down. Think of ways to inform other people about this, for example, by organising a campaign.

Consider how street lighting (light pollution) has ruined views of the night sky that used to be a common inspiration to many people for example writing stories related to star patterns, poetry and music. Think of three different sources of light pollution, for example, security lights on other people's houses, lights that are shining up instead of down, and glare from car headlights which masks other objects by dazzling people. Observe the night sky from home. Does light pollution effect the sky where you live?

Use the Internet to find out the stories of the constellations in different societies, such as, Chinese, African, American or Indian and compare to European mythology.

Hot seat and role play characters from popular stories, past and present.

Find out about storytelling in the recent past, for example, 'Listen with mother' or 'Jackanory' and today's equivalent.

Collect stories from early religions, for example, gods seen as wind, sun. Visit the Ulster Museum to find out how Ancient Egyptian's stories of creation influenced their life, art and preparation for the after life. Work as a whole class to create and present other sagas or myths using prompts and props.

Compare and contrast characters from fiction and non-fiction stories.

Listen to Jeff Wayne's musical adaptation of HG Wells' 'War of the Worlds'. Find out about some of the robotic explorers that have investigated planet Mars. Compare how the movies, cartoons and/or comics portray aliens (for example, ET).

Investigate how stories are important as historical evidence.

Invite local storytellers into school. Listen to storytelling sessions based on Irish, American and Native American stories by visiting the Ulster American Folk Park or go to a storytelling session at the Ulster Folk and Transport Museum.

Consider the important qualities and skills that a good storyteller displays. Discuss the importance of our role in keeping storytelling alive, for example, telling stories ourselves or writing stories.

Visit classes of younger children and share stories with them.

THE STORY OF LIFE

Suggested Learning Intentions

- Understand that growth means change and follows a sequence.
- Recognise the need for detail in observations.
- Understand the need for a fair test.
- Know that there may be a range of solutions to a problem.
- Know the elements of a plan that will guide the making process.
- Know that in some cases certain methods of recording are more appropriate than others.

Suggested Activities

What is a plant or an animal? What should we look for when we go looking for plants/animals? Create an agreed set of criteria for plants/animals. Discuss and decide how to record observations, for example, venn diagram, tally, list, table or using a digital camera. Take a sensory trip in the local environment to explore further. Decide as a class 'What we already know about living things' and 'What we would like to find out about living things'.

Carry out a local habitat study (birds, trees, mini-beasts etc) within the school grounds and/or wider local area (a seashore study, forest study or river study.) Generate a range of questions, include those that may be answered through a fair test investigation, for example, 'Which type of feeder do birds prefer?', 'What are the best conditions for tree seeds to grow?', 'Which foods do mini-beasts like best?'. Develop opportunities to

ONCE UPON A TIME



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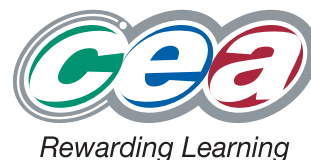
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ONCE UPON A TIME

Suggested Learning Intentions

- Be able to think creatively and critically through a range of movement contexts;
- Know how to experiment with a range of body actions;
- Be able to work on their own, with a partner and in a group;
- Know how to evaluate and improve the movements of themselves and others.

Suggested Activities

Dance Upon a Time

Experiment on their own with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity. Now work with a partner and then in a group.

Ask children in groups to create a dance using a range of movement patterns, including those from different times, places, and cultures.

Perform these to the rest of the class.

Talk about each others' dances and what time, place and culture they think they are from.

The Story of 'The Children of Lir'

Read and discuss the story of 'The Children of Lir'. Talk about happiness and jealousy.

Encourage the children to express jealousy and happiness through movements. Help them to imagine the swans at sea and act out their movements on calm and rough waters.

Find out about what other myths and legends the children know.

Ask them to think of other myths or legends that they could perform.



CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, using ICT and Thinking Skills and Personal Capabilities.

Using Mathematics

- Explore movement and direction and demonstrate an understanding of angle as a measurement of turn, in a range of ways including the use of ICT;
- Make estimates of, identify and use standard units to measure length;
- Choose and use a range of units and measuring instruments as appropriate (give reasons for the choices);
- Use an observation sheet and/or tally methods to collect data;
- Transfer this information to a frequency table;
- Construct and label bar charts on given axes which require simple scales and interpret the results;
- Use ICT to record, access and present information in a variety of ways.

Communication

- Begin to comment on the process they have used to develop their ideas;
- Begin to talk in a structured and sequenced way making meaning clear to audience;
- Sequence their talk in different contexts and for different purposes;
- Listen and respond to a range of stimuli;
- Listen and respond appropriately to contributions made by others;
- Talk about how the senses contribute to our understanding of events, atmosphere and characters;
- Contribute ideas and information appropriate to the subject and purpose;
- Use an appropriate vocabulary to express thoughts, feelings and imaginings about experiences/events;
- Use language, senses, movement and gesture when assuming a role;
- Show awareness that differences of opinion exist and, with teacher guidance, attempt to reach agreement on a given topic;
- Talk about what they have said, how they have managed their talk and if it could be improved;
- Show understanding by recognising some of the main points of a text, paraphrasing and sequencing with some accuracy;
- Respond to texts beginning to use textual evidence and make deductions;
- Begin to form opinions attempting to give reasons for their opinions;
- Talk with others in some detail about what has been read/viewed in class, expressing opinions and listening to the opinions of others;
- Show some engagement by beginning to express personal preferences for favourite books/authors/genres;
- Begin to recognise the use of descriptive and expressive language to build up pictures/events/atmosphere;
- Read for specific purposes to assist in addressing a task/activity;
- Develop an awareness of different strategies to locate information, e.g. key words, skimming and scanning, using search engines;
- Begin to use appropriate form, showing a sense of structure and organisation;
- Begin to generate ideas by brainstorming or selecting from information provided by the teacher or through ICT;
- Express a range of ideas, thoughts, feelings and write imaginatively about different topics/settings/characters and circumstances;
- Begin to use a widening vocabulary to improve meaning for the reader;
- Organise a range of information and ideas with some clarity;
- Begin to explore different features of language and presentation;
- Work (with or without adults) in pairs, small groups or as a whole class to present information or ideas for a given purpose.

CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

Using ICT

- Compose and edit text on-screen to communicate and develop ideas;
- Select and use appropriate images or sounds and adding text and/or own voiceover;
- Access, select, edit and use information from a range of given digital sources and resources;
- Create and edit text combining sound and/or graphics;
- Collect and enter data, presenting it in graphical form and making observations;
- Present and communicate work in a variety of ways showing some awareness of audience and purpose;
- Carry out and edit a series of instructions to solve problems using digital devices or environments.

Thinking Skills and Personal Capabilities

Managing Information: Asking more focused questions using their own and others' ideas to identify and locate information. Relating current activities to prior knowledge. Beginning to plan next steps, breaking tasks into sub-tasks and setting goals.

Thinking Problem Solving: Summarising to show understanding. Sequencing, ordering and ranking along different dimensions. Making comparisons and connections. Testing predictions and looking for evidence. Generating options and suggesting solutions to problems. Being systematic in a task. Explaining methods and opinions, giving reasons for choices and actions.

Being Creative: Taking time to use imagination for enjoyment. Showing curiosity, listening to and sharing ideas and experiences. Generating ideas and options, building and combining ideas. Enjoying the unexpected, usual and surprising. Having experiences with all their senses. Experimenting and investigating real-life issues.

Working with Others: Developing habits of collaborative learning. Showing the ability to learn from shared and modelled activities. Becoming adept at turn-taking, sharing and co-operating. Deciding what needs to be done and taking personal responsibility for aspects of the work. Showing fairness and respecting other people's feelings and ideas.

Self Management: Checking that they are achieving their purpose by talking about what they are learning. Checking their work for accuracy and precision. Persevering with tasks. Reviewing how the work was carried out and some aspect that might be improved. Beginning to work towards personal targets. Seeking help from other people. Developing an awareness of their personal strengths and limitations.



ONCE UPON A TIME

Digital Resources

ICT Software	Suggested Websites
<p>I Love Science Encarta Become A World Explorer Numberbox 2 Compose World Junior Egyptians CD-ROM Vikings CD-ROM Blackcat Logo Roamer World Through My Window</p>	<p>www.unesco.org www.amnesty.ie www.storiesfromtheweb.org/index.htm (stories, poetry, library links etc.) www.sutton.lincs.sch.uk/pages/zone/story/start.html (story starts) museum.man.ac.uk/botany/grow.htm (grow a plant) www.channel4.com/learningshop www.bigpic.biz (One World Centre Citizenship website for kids) www.magni.org.uk (National Museums and Galleries of Northern Ireland) www.britastro.org/dark-skies-articles-yesteryear.html?10 www.armaghplanet.com www.bbc.co.uk/northernireland/schools/4_11/stepitout/</p>

Traditional Resources

Books/Teaching material	Audio/Visual (Media Texts)
<p>Planning for Progress in Art and Design, p43 (Northern Ireland Education and Library Boards) Alligator Raggedy Mouth: Making Music with Poems and Rhymes, (Chapter 7), Maureen Hanke (A & C Black Publishers Ltd:1996) ISBN: 0713642815 Primary Values (CCEA:2001) Fred, Posy Simmonds (Red Fox: 2001) ISBN: 0099264129 Leon and Bob, Simon James (Walker Books: 2003) ISBN: 0744598036 The Happy Prince, Oscar Wilde (Orchard Books:1996) ISBN: 1860390927 Discovery World: My Bean Diary, Monica Hughes (Heinemann Primary:1999) ISBN: 043509792X</p>	<p>Musical Morning Tapes (Education and Library Boards) Children's Classics [Audio CD], includes 'Peter and the Wolf' by Prokofiev, conductor Leonard Bernstein (Sony:1998) Peter and the Wolf [DVD] (Sony:2003) 'Growing Plants' [4Learning videos], order code:252736. Tel: 0870 1246 444 'ET: The Extra-Terrestrial' [Video], Steven Spielberg (Paramount:1982) Rough Guide to Irish Folk Music [CD] (Rough Guide to Music of British Isles)</p>

Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites are live.

Traditional Resources

Books/Teaching material	Audio/Visual (Media Texts)
<p>Irish Myths and Tales, Carolyn Swift</p> <p>The Country Diary of an Edwardian Lady, Edith Holden (Top That Publishing:2006) ISBN: 1846660149</p> <p>Finding the Griz, Brin Martin (NES Arnold: 1997)</p> <p>Hunting the Griz, Brin Martin (NES Arnold: 1997)</p> <p>Primary School Gymnastics, A Teaching Manual KS2, Val Sabin (Val Sabin Publications: 2002)</p>	

