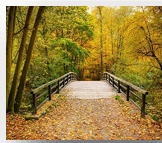


Banks Lane Infant & Nursery School

Collaboration, Effort, Excellence, Respect

Year 1 Autumn Term 1: Into the Woods/



English

Text/ s; The Tree, The Gruffalo

DEAL; jumping into the picture-what can you see in the woods? Reading the picture, Magic Micro-phone, freeze frames of each character's scene in the book, what are they saying?

Woodland Play Area, retelling The Gruffalo using puppets, toys

Whole Class Reading; recognising and joining in with predictable phrases

Group Teaching of Reading; 1a: Draw on knowledge of vocabulary to understand texts, 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and information, 1c: Identify and explain the sequence of events in texts, 1d: Make inferences from the text, 1e: Predict what might happen on the basis of what has been read so far. (Teachers to identify which Reading Domain they are focussing on in their Group Reading Record for each session)

Writing to Inform; Recounts

Individual recounts, DEAL; jumping into the picture (woodland scenes), what can you see?



Maths

Number: Place value (within 10), + and - 1, leading to within 20.

Measurement: capacity

Number: Addition and Subtraction (within 10), Bonds to 4, 5, 6, language of = to, more, less than, fewer.

Music

Singing - Start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.

Perform/Share - Begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.

Playing - Start to play a classroom instrument in a group/band/ensemble.

Improvisation - Begin to explore and create your own responses, melodies and rhythms.

Composition - Begin to create your own responses, melodies and rhythms and record them in some way.

Listen & Appraise - Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Games - Begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.

Improvisation - Begin to explore and create your own responses, melodies and rhythms.

Composition - Begin to create your own responses, melodies and rhythms and record them in some way.

Science

Plants: Identifying tree types / leaves. Deciduous /evergreen trees. Parts of a tree and their functions (identify and classify)

Animals inc Humans: Animal homes in the world, woodland animals, how animals prepare for winter, which animals live on the school grounds – investigation (identify and classify)

Seasonal Changes: Signs of autumn, (deciduous / evergreen)



Computing

Basic Skills; Logging on
Digital Imagery: Purple Mash;
Paint Project 'Tree', can you paint a deciduous autumn tree?

PSHE

Living in the Wider World

How do we decide how to behave?
Class rules; respecting other's needs; behaviours; listening; feelings and bodies can be hurt.
British values—democracy, mutual respect & rule of law.

RE

1.5 What makes some places sacred?

Believing: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. (A3)

Expressing: Talk about ways in which stories, objects, symbols and actions used in churches, mosques and / or synagogues show what people believe. (B2) Ask good questions during discussions about what happens in a church, synagogue or mosque. (B1) Show that they have begun to be aware that some people regularly worship God in different ways and in different places. (B3)

Geography

Locational Knowledge: Use maps and Google Earth to identify landmarks in the local area. Identify land & sea on a globe

Describe the 'woodland area'.

Place Knowledge: Use locational language.

Human & Physical Geography:

Talk about seasonal & daily weather patterns using appropriate vocabulary.

Geographical Skills & Fieldwork:

Identify features of the local area
Create a woodland map with a simple key.

PE

Gymnastics

To bounce, hop, spring and jump using a variety of take offs and landings.

To observe, recognise and copy different body shapes.

To link together two or more actions with control and be able to repeat the.

To describe what they see using appropriate vocabulary.

Dance

Respond to a range of stimuli.

Make rounded and spiky shapes with their bodies and create different patterns.

Choose appropriate movements to express the dance idea.

Art

Artist/Designer Focus – Lucienne Day - Woodland Leaves.

Generating Ideas: Observational drawings and rubbings of different leaves. Experiment with different materials and mark making techniques (pencils, paint, ink and charcoal).

Making: Create linear leaf designs in the style of Lucienne Day. Produce a relief print on a layered background.

Evaluating: Discuss and respond to the work/style of textile designer Lucienne Day. Evaluate own/others work.

Knowledge & Understanding: Identify key features of Lucienne Day's style. Explain how the printing process works.