

## English

**Text/ s; Little Red Riding Hood, Jack and the Beanstalk**

**DEAL;** jumping into the picture, child in role, speech of characters, freeze frames, magic microphone, character descriptions Play Area, fairyland castle, dressing up and retelling traditional stories, child in role

**Whole Class Reading;** becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics, recognising and joining in with predictable phrases, participate in discussion about what is read to them, taking turns and listening to what others say.

**Group Teaching of Reading;** see Term 1.1

**Writing;** LRRH character descriptions, Story Mountain, DEAL; story setting, child in role, re-tell of LRRH



# Banks Lane Infant & Nursery School

Collaboration, Effort, Excellence, Respect

Year 1 Spring Term 2: Once Upon a Time/Consequences



## Maths

**Addition and Subtraction:** T and O not crossing

**Measure:** Time

**Measurement:** Length Including Measurement

Reasoning and problem solving

## What can we learn from fairy tales?

### 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

Planting a variety of flowering plants, fruits and vegetables. (observing over time)

English country garden link.

Label flowering plants and functions – grown in CD case (observing over time)

Sorting parts of a plant (identifying and classifying)

Fairy tale character body parts and senses (secondary sources)

Signs of Spring (pattern seeking) Using our senses.

Use school environment and, if possible, use the Class Tree planted in Reception.



## RE

1.6 How and why do we celebrate special and sacred times?

Identify some ways Christians celebrate Christmas, Easter and some ways a festival is celebrated in another religion. (A1)

Suggest meanings for some symbols and actions used in religious celebrations, including Easter Christmas. (A3)

1.6 How and why do we celebrate special and sacred times?

Ask questions and suggest answers about stories to do with Christian festival. (B1)

Identify some similarities and differences between the Christian celebrations studied. (B3)

1.6 How and why do we celebrate special and sacred times?

Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. (C1)

## Geography

Follow instructions/coordinates to create a map of Little Red Riding Hoods wood. Direct LRRH through the wood.

Talk about seasonal & weather patterns (report)

Identify some human and physical features on own 'Fairytale Land' map.

## PE

To travel, balance and jump confidently showing a variety of body shapes.

To understand and demonstrate contrasts in level and shape.

To observe, copy and describe what others are doing.

Select and link together three different movements.

Perform the basic actions of travelling, jumping, turning, gesture and shape.

Choose appropriate dance actions and phrases to convey the meaning of the story.

Vary speeds, directions and pathways. Perform actions on different pathways and in different formations.

## DT

**DT Day—Templates and joining techniques. To design, make and evaluate a hand puppet, for a child to use to retell a story.**

**Day 1:** Looking at different hand puppets, how are they joined together? What materials are used? Draw and label existing products with fabrics, fastening and techniques. Experiment with different joining techniques and explore different fabrics.

**Day 2:** Children design, make and evaluate their own moving hand puppet.



## Computing

Fairy tale programming. Use single-step instructions to move a device (Beebots). Plan ahead for own fairy tale map – changing variables and using them to test predictions/ solve problems.

How to keep safe on the internet – Digiduck E safety online.

Understanding that info online may not be true. Not sharing information with strangers. Telling adults when uncomfortable.

## PSHE

How do we keep safe? Keeping safe in unfamiliar situations – out and about, on the internet; who keeps us safe; asking for help, secrets and surprises;

**British Values** – rule of law, mutual respect, individual liberty

## Art

**Artist/Designer Focus – Pop Art**

**Generating Ideas:** Experiment with bold lines, dots and bright colours to recreate the iconic Pop Art style.

**Making:** Draw a fairytale character in the comic book style of Roy Lichtenstein. Create a repeated image in the style of Andy Warhol.

**Evaluating:** Discuss and respond to the Pop Art style. Evaluate own/others work.

**Knowledge & Understanding:** Identify key features/characteristics of Pop Art.