



Collaboration Effort
Excellence Respect

Banks Lane Infant & Nursery School

Year 1

Spring Term 2 Term 1:

Topic: Once Upon A Time



English

Text/ s; Little Red Riding Hood, various Fairy Tales

Writing to Inform; Recounts

Text: Little Red Riding Hood
LRRH character descriptions, story setting, child in role, re-tell of LRRH

Phonics

Phase 5 sounds

Word: Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

Text; Sequencing sentences to form short narratives

Sentence; how words can combine to make sentence

Handwriting

Capital Letter Formation

Whole Class Reading

Whole class teaching of vipers, echo reading, choral reading

RE

Children will discuss what it means to belong to a faith community. They will explore symbols of belonging from their own experiences and faith symbols

Geography

Geography skills and fieldwork, Human and Physical geography,

Look at different types of maps. Find Stockport on Google Earth. Locate human and physical features on a map of the school. Draw a memory map of the school to include human and physical features.

Choose own fairy tale map with both human and physical features to suit this character. Use directional language to navigate the character around the map.

Maths

Number: Place value (within 50). (Including multiples of 2, 5 and 10)

Numbers to 50, tens and ones, represent numbers to 50, one more/less, compare and order numbers within 50, compare objects within 50, count in 2s and 5s.

Measurement: Length and height.

Measure length, compare lengths and heights.

Measurement: Mass and volume.

Measure and compare mass, measure and compare capacity.

Music

OUR SCHOOL Musical focus: Exploring sounds

Explore sounds found in their school environment. Investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.

PATTERN Musical focus: Beat

Develop an understanding of metre – groups of steady beat – through counting, body percussion and readying scores.

PE

Dance

Using class texts, pupils will communicate their interpretation of story plots and characters through movement.

Sending And Receiving

Develop rolling and throwing a ball towards a target. Develop receiving a rolling ball and tracking skills. Be able to send and receive a ball with their feet. Develop throwing and catching skills over a short distance. Develop throwing and catching skills over a longer distance. Apply sending and receiving skills to small games.

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, using school environment.

DT

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

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.

Children design, make and evaluate their own moving hand puppet.

Computing

Moving a Robot: Directing a robot around a fairy-tale map.

Exploring robot commands and using our knowledge to predict the outcome of programs. Exploring the early stages of program design and algorithms.

PSHE

How do we keep safe? Keeping safe; people who help us

Internet safety (Project Evolve).

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.