**Fairy Tale Lane**

**Entry Point:** Jolly Postman Share fairy tale books together.
**Exit Point:** Act out fairy tales.

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**English**

This term’s English is based on the book ‘The Jolly Postman.’ We will be re-telling traditional tales about characters within the story through drama and asking questions. We will be writing letters, stories, invitations, postcards, birthday cards, order forms, poetry and adverts. We will be doing non-fiction writing about postmen. We will also be researching and writing non-fiction information about wolves.

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**Art and Design Technology**

To make a self-portrait in the style of a fairy tale character.

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**Music**

To make a musical journey around Fairy Tale Lane with instruments and voices.

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**PE**

To learn how to skip using different techniques. Games will focus on multi sports developing jumping, throwing and catching, as well as developing balance, agility and co-ordination. Scenarios involving Fairy Tale characters. To consider attack and defence tactics.

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**Science**

Using senses on a walk through fairy tale land.

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**Mathematics**

We will start the term with Place Value number using a range of manipulatives. Then focus on Addition and Subtraction using number bonds and related addition and subtraction facts. We will also learn to use the addition (+), subtraction (−) and equals (=) signs.

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**Forest Learning and Global Links**

**FL** – A walk in the Fairy Tale Forest.
**GL** – Fairy Tales from other cultures.

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**Computing**

To use an app to draw a fairy tale character.

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**RE**

To learn about Jewish beliefs, messages from the Torah and special celebrations. To consider what it special personally.

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**Geography**

To make a map of fairy tale land using symbols.

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**PSHE and British Values**

Circle time about new environments.
Fairy Tale Lane

National Curriculum Links

PSHE and British Values
All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

Design Technology
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Play tuned and untuned instruments musically.
Experiment with, create, select and combine sounds using the inter-related dimensions of music.

PE
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Participate in team games, developing simple tactics for attacking and defending.
Perform dances using simple movement patterns.

Science
Animals including humans
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Working scientifically
Asking simple questions and recognising that they can be answered in different ways.
Observing closely, using simple equipment.
Performing simple tests. Identifying and classifying using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.

Seasonal Changes
Observe changes across the four seasons.
Observe and describe weather associated with the seasons and how day length varies.

Forest Learning and Global Links
Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Computing
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Speaking and Listening
Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.

Geography
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, and use and construct basic symbols in a key.

RE
I can remember some of the stories and celebrations I have been taught.
I can think about things that puzzle and interest me.
I can recognise some simple words like festival or celebration.
I can recognise that different people belong to different religions.
I can talk about my feelings and experiences.
I can remember some of the stories and celebrations I have been taught.
I can join in when we have times for thinking quietly.
I can remember some of the stories and celebrations I have been taught.
I can join in when we have times for thinking quietly.
English

Reading – Word Reading

Apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read other words of more than one syllable that contain taught GPCs. Read aloud accurately books that are consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear read to their own experiences. 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. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.

Writing Composition – Write sentences by:

- saying out loud what they are going to write about. Composing a sentence orally before writing it. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop, question mark. Using a capital letter for names of people, places and the personal pronoun ‘I’. Learning the grammar for year 1 in English Appendix 2. Use the grammatical terminology in English Appendix 2 in discussing their writing.

Spelling – words containing each of the 40+ phonemes already taught and common exception words. Name the letters of the alphabet: naming the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound. Apply simple spelling rules and guidance, as listed in English Appendix 1. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting – Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Writing Transcription

Spelling and Transcription – leaving spaces between words. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop, question mark. Using a capital letter for names of people, places and the personal pronoun ‘I’. Learning the grammar for year 1 in English Appendix 2. Use the grammatical terminology in English Appendix 2 in discussing their writing.

Mathematics

Number: Place Value

Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Number: Addition and Subtraction

Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Revision from Reception – All letters of the alphabet and the sounds which they most commonly represent. Consonant digraphs which have been taught and the sounds which they represent. Vowel digraphs which have been taught and the sounds which they represent. The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds. Words with adjacent consonants. Guidance and rules which have been taught.

Year 1 – Vowel Diagraphs and trigraphs including ai, ay, ay, a-e, e-e, i-e, o-e, u-e, ar, ee, ea/ea, er/er, ir, ur, oo, oo, oe, ea, ow, ou, ow, ew, ew, ie, ie, igh, or, ore, aw, au, air, ear, ear, are. New consonant spellings ph and wh. Compound words. Common exception words: tch. The /v/ sound at the end of words. The sounds /f/, /v/, /z/ and /i/ spelt ff, ll, ss and ck. The /th/ sound spelt n before k. Division of words into syllables.