Jennett's Park Primary School - Year 1 Long Term Plan 2023-24						
Topic	Traditional Tales	Wonderful Weather	Toys	Transport	Pirates	Animals and Arctic
WOW, trips, resources	Fairytale detectives	Making our own weather forecast for CBBC	Year group toy museum	Milestones trip?	Pirate dress up day	Beale Park?
Literacy	Fairytales – covering a wide variety of different traditional tales  Poetry - Autumn	Tree  BHM: Little People, Big Dreams: Nelson Mandela  The Leaf Thief  Jolly Christmas Postman	Toys around the world  Traction Man  Non-fiction writing toys	Mrs Armitage on Wheels Little People, Big Dreams: Amelia Earheart	Pirates Next Door  The Night Pirates	Big Blue Whale  Non-Fiction Animal Reports  Meerkat Mail
Maths	White Rose Place value Addition and Subtraction	White Rose Place value Addition and Subtraction	White Rose Place Value Time Length and Height Addition and Subtraction	White Rose Multiplication and Division Fractions	White Rose Place Value Addition and Subtraction	Money Weight and Volume
Science	Focus -	Focus -	Focus – On Safari	Focus - Holiday	Focus - Treasure Island	Focus – Polar
Investigations	Who am I?	Celebrations/Weather	·	/Weather and Seasonal		Adventure/Weather
Living things and their habitats	Learning objectives:	and Seasonal changes	Learning objectives: To identify and name a	changes	Learning objectives: To identify and name a	and Seasonal changes
Plants	To identify, name, draw	Learning objectives:	variety of common	Learning objectives: To identify and name a	variety of plants.	Learning objectives: To name animals that are
Animals including humans				,		
Animals including humans Uses of everyday materials	and label the basic parts of the human body. To say which part of the body is associated with each sense.  Working scientifically skills: To observe things using simple equipment. To identify and sort different things. To collect and record data to help answer questions.	To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers.  Working scientifically skills: To observe things using simple equipment. To identify and classify. To perform simple tests. To use observations and ideas to suggest answers to	invertebrates. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common invertebrates. To understand that different animals need certain habitats.  Working scientifically skills: To ask simple questions and recognise that they can be answered in different ways. To observe closely. To perform simple tests. To identify and classify. To gather and record data to help in answering questions. To describe the simple physical properties of a variety of everyday	variety of common animals including fish, amphibians, reptiles, birds and mammals.  To identify and name a variety of common animals that are carnivores, herbivores and omnivores.  To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) distinguish between an object and the material from which it is made.  To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  To describe the simple physical properties of a variety of everyday	To identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. To identify different habitats.  To describe and compare the structure of a fish with humans and some other animals.  To describe the simple physical properties of a variety of everyday materials.  Working scientifically skills:  To ask simple questions and recognise that they can be answered in different ways.  To observe closely, using simple equipment.  To perform simple tests.  To identify and classify.	birds, fish and mammals. To name common animals that are carnivores, herbivores and omnivores. To describe and compare different common animals. To understand why certain animals adapt to different habitats.  To describe the properties of everyday materials that are transparent, translucent, opaque, waterproof, flexible. To compare and group materials that are transparent, translucent, opaque, waterproof, flexible.  Working scientifically skills:

		- To gather and		To describe and compare	To use their observations	answered in different
		record data to help		the structure of a fish with	and ideas to suggest	ways observing closely
		in answering		humans and some other	answers to questions.	e.g. ice activities.
		questions.		animals.	To gather and record data	To perform simple tests.
					to help in answering	To identify and classify
				Working scientifically	questions.	different materials and
				skills:		animals.
				To ask simple questions		To compare different
				and recognise that they		habitats.
				can be answered in	-	
				different ways.		
				To observe closely, using		
				simple equipment.		
				To perform simple tests.		
				To identify and classify.		
				To use observations and		
				ideas to suggest answers		
				to questions.		
				To gather and record data		
				to help in answering		
				questions.		
Art		Artist – Claude Monet	Artist – Yayoi Kusama		Artist – Andy Warhol	Artist – Ted Harrison
<ul><li>Drawing</li></ul>			•		·	Polar bear artwork
		Summer – The Summer,	Media – Sculpture		Media – Painting	
<ul><li>Sculpture</li></ul>		Poppy Field			G	Media – Drawing
- Sculpture		Autumn – The Pond with	<b>.</b>		Focus - To develop a	
		Ducks in Autumn	Focus –To explore simple clay textures including rolling and		wide range of art & design	Focus – Creating different
<ul><li>Painting</li></ul>		Winter – The Tow Path at	scraping.		techniques in using	textures using colouring
		Argenteuil, Winter	scraping.		colour, pattern, texture,	pencils
		Spring An Orchard in			line, shape, form & space	
		Spring by Claude Monet.			1	
		1 0 1				
		<b>Media</b> – Painting				
		<b>D</b> 0 : ""				
		Focus – Creating different				
Communities	Programming and	brushstrokes Logging on	Lagging on	E safety	E safety and using a	E safety and using a
Computing	beebots	Logging on	Logging on	E safety		
		E-Safety	E-Safety		variety of computer	variety of computer
	Logging onto laptops				programs	programs
	and navigating ipads					

Design Technology levers, sliders, wheels and axles		Focus – Christmas crafts  Evaluate – Range of celebration items with varying features  Design and Make– Christmas craft featuring a pop up lever	Focus – Toys with moving parts  Evaluate – Range of simple toys and features  Design and make – Own toy		Focus – Sewing  Evaluate – stitches in material  Design and make – Felt pirate flag	
Cooking and Nutrition	Focus – Healthy eating  - Understanding fruit is needed in a healthy diet - Making a fruit salad for a castle ball - Using a knife safely	Focus – Gingerbread Man for Jolly Postman's tea - Used during writing hook – role play stimuli			Focus – Pirate scurvy biscuits  - Understanding the issues sailors faced - Learning that we need vitamins and minerals	Focus – International TBC
Geography Maps and Atlases  Locational knowledge The world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Place knowledge Human and physical geography	Focus – compass points, direction, maps  Using compass directions  Devise a simple map and key	Focus – Weather, physical geography, maps  Identifying seasonal and daily weather patterns  Contrasting climates around the world  Identify UK and it's countries on a map		Focus – Maps  Locate and name continents	Focus – Maps Using maps and atlases Locate and name oceans of the world	Focus – Weather, physical Geography  Comparison of the Artic to the UK  Contrasting human and physical geography of an area contrasting to Jennett's Park
History Skills  To use primary resources to make explanations about the past  Changes within living memory.  Events beyond living memory	Focus – Black History month  To know of significant people within and beyond living memory		Focus – Timelines  - Using primary resources to research the history of toys within living memory	Focus – Significant people, beyond living memory  - Using primary resources to research - Investigate Henry Ford and the invention of the car	Focus – questions, research  Christopher Columbus and famous pirates  - Understanding that the pirates studied lived	

<ul> <li>Lives of significant individuals</li> <li>Significant historical events, people and places in their own locality</li> </ul>			<ul> <li>To identify similarities and differences in toys of today and from the past</li> <li>Plotting toys on a timeline</li> </ul>	- Timeline of car changes beyond living memory	beyond living memory  - Using resources for historical research and that films are not always accurate  - Ask and answer questions	
<ul><li>Languages</li></ul>			N/A in	1 KS1		
PE	Jasmine Unit 1 – Personal skills  Coordination and static balance  I can work on simple tasks by myself I can follow instructions and practise safely I try several time if I at first don't succeed I ask for help when appropriate	Jasmine Unit 2 – Social skills  Dynamic balance to agility and static balance  I can work sensibly with others taking turns and sharing I can help praise and encourage others in their learning	Jasmine Unit 3 - Cognitive skills  Dynamic balance and static balance  I can name some things I am good at I can understand and follow simple rules I can begin to order instructions, movements and skills I can explain why someone is working or performing well With help, I can recognise similarities and differences in performance	Jasmine Unit 4 – Creative skills  Coordination and counter balance  I can explore and describe different movements I can select and link movements together to fit a theme I can begin to compare my movements and skills with those of others	Jasmine Unit 5 – Physical skills  Coordination and agility  I can perform a small range of skills and link two movements together I can perform a single skill or movement with some control I can perform a sequence of movements with some changes in level, direction or speed I can perform a range of skills with some control and consistency	Jasmine Unit 6 – Health and fitness  Agility and static balance  I am aware of why exercise is important for good health I use equipment appropriately and move and land safely I can say how my body feels before, during and after exercise
PSHE	Theme – Relationships  -To understand what makes a good friend and why good friends are important.  -To explore how to make new friends.  -To understand what a compliment is and why they are important.  -To recognise positive qualities in ourselves.	Theme – Relationships  -To identify places and people who make us feel safe.  -To explain why certain places and people make us feel safe.  -To understand what good and bad secrets are.  -To know who to ask for help in a variety of different situations.  To explore different types of families.	Theme – Health and wellbeing - To understand what goals and achievements areTo understand how to keep ourselves healthy by exploring teeth and a healthy diet. To understand the importance of food and a balanced dietTo discuss a variety of different foods, thinking about when we might eat special foods and how this differs to others in our class.	Theme – Health and wellbeing - To explore when and how to take medicines safelyTo understand what a democracy is. To understand why voting is important. To be able to identify different behaviors which might be bullyingTo explore our emotional wellbeing by exploring a range of positive and negative emotions.	Theme – Living in the wider world  - To explain what a charity is and why people donate to charities.  -To understand and explain the differences between wants and needs.  -To explore how our needs and wants differ amongst our friends.	Theme – Living in the wider world  - To understand what personal information is and how to keep this safe when using the internet.  -To explain what a safe environment looks like and how to keep ourselves safe.

RE	Christianity – Does God want Christians to look after the world?	Christianity – What gift would I have given to Jesus if He was born in my town?	Christianity - Was it always easy for Jesus to show friendship?	Christianity - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism – Is Shabbat important to Jewish children?	Judaism - Does celebrating Chanukah make Jewish children feel closer to God?
<ul> <li>Music</li> <li>Singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	Menu Song: -To participate in creating a dramatic group performance using kitchen-themed propsTo copy a leader in a call-and-response song, waiting their turn to singTo play classroom instruments on the beatTo listen and move in time to the song.	Colonel Hathi's March: -To explore moving and counting in time to march music -To compose their own marching music, listening to contrasting low and high instruments typically found in a marching bandTo respond to music through movement.  Magical musical: -To experiment with sounds (timbre) to create aquarium-inspired music	Football -To understand the difference between pitched patterns and rhythm patterns, higher and lower.	'Dawn' from Sea interludes -To sing a simple singing game, adding actions to show a developing sense of beatTo listen actively by responding to musical signals and musical themes using appropriate movement.  Musical conversations: -To improvise questionand-answer conversations using percussion instrumentsTo compose musical sound effects and short sequences of sounds in response to a stimulusTo recognise how graphic symbols can represent sound.	Dancing and drawing to Nautilus: -To perform actions to music, reinforcing a sense of beatTo respond to musical signals and musical themes.  Cat and mouse: -To create rhythm patternsTo sing and chant songs and rhymes expressivelyTo listen and copy rhythm patterns.	Come dance with me: -To copy call-and- response patterns with voices and instrumentsTo create musical phrases from new word rhythms that children inventTo play the response sections of a song on tuned percussion using the correct beater hold