

Jennett's Park Primary School - Year 1 Long Term Plan 2023-24						
Topic	Traditional Tales	Wonderful Weather	Toys	Transport	Pirates	Animals and Arctic
<b>WOW, trips, resources</b>	Fairytale detectives	Making our own weather forecast for CBBC	Year group toy museum	Milestones trip?	Pirate dress up day	Beale Park?
<b>Literacy</b>	Fairytales – covering a wide variety of different traditional tales	Tree	Toys around the world	Mrs Armitage on Wheels	Pirates Next Door	Big Blue Whale
	Poetry - Autumn	BHM: Little People, Big Dreams: Nelson Mandela	Traction Man	Little People, Big Dreams: Amelia Earheart	The Night Pirates	Non-Fiction Animal Reports
		The Leaf Thief	Non-fiction writing toys			Meerkat Mail
		Jolly Christmas Postman				
<b>Maths</b>	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
<b>Science Investigations</b>	<b>Focus - Who am I?</b>	<b>Focus - Celebrations/Weather and Seasonal changes</b>	<b>Focus – On Safari</b>	<b>Focus - Holiday /Weather and Seasonal changes</b>	<b>Focus - Treasure Island</b>	<b>Focus – Polar Adventure/Weather and Seasonal changes</b>
<b>Living things and their habitats</b>	<u><b>Learning objectives:</b></u> To identify, name, draw and label the basic parts of the human body.	<u><b>Learning objectives:</b></u> 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.	<u><b>Learning objectives:</b></u> To identify and name a variety of common 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.	<u><b>Learning objectives:</b></u> To identify and name a 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 materials.	<u><b>Learning objectives:</b></u> To identify and name a variety of plants. 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.	<u><b>Learning objectives:</b></u> To name animals that are 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.
<b>Plants</b>	To say which part of the body is associated with each sense.					
<b>Animals including humans</b>						
<b>Uses of everyday materials</b>	<u><b>Working scientifically skills:</b></u> To observe things using simple equipment. To identify and sort different things. To collect and record data to help answer questions.	<u><b>Working scientifically skills:</b></u> To observe things using simple equipment. To identify and classify. To perform simple tests. To use observations and ideas to suggest answers to questions.	<u><b>Working scientifically skills:</b></u> 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 materials.		<u><b>Working scientifically skills:</b></u> 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.	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.  <u><b>Working scientifically skills:</b></u> To ask questions and recognise that they can be

		- To gather and record data to help in answering questions.		<p>To describe and compare the structure of a fish with humans and some other animals.</p> <p><b><u>Working scientifically skills:</u></b></p> <p>To ask simple questions and recognise that they can be answered in different ways.</p> <p>To observe closely, using simple equipment.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p>	<p>To use their observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p> <p>-</p>	<p>answered in different ways observing closely e.g. ice activities.</p> <p>To perform simple tests.</p> <p>To identify and classify different materials and animals.</p> <p>To compare different habitats.</p>
<b>Art</b> <ul style="list-style-type: none"> <li>■ Drawing</li> </ul>		<b>Artist</b> – Claude Monet  Summer – The Summer, Poppy Field Autumn – The Pond with Ducks in Autumn Winter – The Tow Path at Argenteuil, Winter Spring An Orchard in Spring by Claude Monet.  <b>Media</b> – Painting  <b>Focus</b> – Creating different brushstrokes	<b>Artist</b> – Yayoi Kusama  <b>Media</b> – Sculpture  <b>Focus</b> –To explore simple clay textures including rolling and scraping.		<b>Artist</b> – Andy Warhol  Media – Painting  Focus - To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space	<b>Artist</b> – Ted Harrison Polar bear artwork  <b>Media</b> – Drawing  <b>Focus</b> – Creating different textures using colouring pencils
<ul style="list-style-type: none"> <li>■ Sculpture</li> </ul>						
<ul style="list-style-type: none"> <li>■ Painting</li> </ul>						
<b>Computing</b>	Programming and beebots Logging onto laptops and navigating ipads	Logging on E-Safety	Logging on E-Safety	E safety	E safety and using a variety of computer programs	E safety and using a variety of computer programs



<ul style="list-style-type: none"> <li>▪ Lives of significant individuals</li> </ul>			<ul style="list-style-type: none"> <li>- To identify similarities and differences in toys of today and from the past</li> </ul>	<ul style="list-style-type: none"> <li>- Timeline of car changes beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>- beyond living memory</li> <li>- Using resources for historical research and that films are not always accurate</li> <li>- Ask and answer questions</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Significant historical events, people and places in their own locality</li> </ul>			<ul style="list-style-type: none"> <li>- Plotting toys on a timeline</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Languages</li> </ul>	N/A in KS1					
<b>PE</b>	<p>Jasmine Unit 1 – Personal skills</p> <p>Coordination and static balance</p> <p>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</p>	<p>Jasmine Unit 2 – Social skills</p> <p>Dynamic balance to agility and static balance</p> <p>I can work sensibly with others taking turns and sharing I can help praise and encourage others in their learning</p>	<p>Jasmine Unit 3 - Cognitive skills</p> <p>Dynamic balance and static balance</p> <p>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</p>	<p>Jasmine Unit 4 – Creative skills</p> <p>Coordination and counter balance</p> <p>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</p>	<p>Jasmine Unit 5 – Physical skills</p> <p>Coordination and agility</p> <p>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</p>	<p>Jasmine Unit 6 – Health and fitness</p> <p>Agility and static balance</p> <p>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</p>
<b>PSHE</b>	<p>Theme – Relationships</p> <p>-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.</p>	<p>Theme – Relationships</p> <p>-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.</p>	<p>Theme – Health and wellbeing</p> <p>- To understand what goals and achievements are. -To understand how to keep ourselves healthy by exploring teeth and a healthy diet. To understand the importance of food and a balanced diet. -To discuss a variety of different foods, thinking about when we might eat special foods and how this differs to others in our class.</p>	<p>Theme – Health and wellbeing</p> <p>- To explore when and how to take medicines safely. -To understand what a democracy is. To understand why voting is important. To be able to identify different behaviors which might be bullying. -To explore our emotional wellbeing by exploring a range of positive and negative emotions.</p>	<p>Theme – Living in the wider world</p> <p>- 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.</p>	<p>Theme – Living in the wider world</p> <p>- 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.</p>

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?
<b>Music</b> <ul style="list-style-type: none"> <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>	<b>Menu Song:</b> -To participate in creating a dramatic group performance using kitchen-themed props. -To copy a leader in a call-and-response song, waiting their turn to sing. -To play classroom instruments on the beat. -To listen and move in time to the song.	<b>Colonel Hathi's March:</b> -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 band. -To respond to music through movement.  <b>Magical musical:</b> -To experiment with sounds (timbre) to create aquarium-inspired music	<b>Football</b> -To understand the difference between pitched patterns and rhythm patterns, higher and lower.	<b>'Dawn' from Sea interludes</b> -To sing a simple singing game, adding actions to show a developing sense of beat. -To listen actively by responding to musical signals and musical themes using appropriate movement.  <b>Musical conversations:</b> -To improvise question-and-answer conversations using percussion instruments. -To compose musical sound effects and short sequences of sounds in response to a stimulus. -To recognise how graphic symbols can represent sound.	<b>Dancing and drawing to Nautilus:</b> -To perform actions to music, reinforcing a sense of beat. -To respond to musical signals and musical themes.  <b>Cat and mouse:</b> -To create rhythm patterns. -To sing and chant songs and rhymes expressively. -To listen and copy rhythm patterns.	<b>Come dance with me:</b> -To copy call-and-response patterns with voices and instruments. -To create musical phrases from new word rhythms that children invent. -To play the response sections of a song on tuned percussion using the correct beater hold