






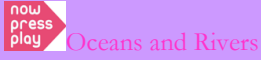








Jennett's Park Primary School - Year 1 Long Term Plan 2023-24

Topic	Traditional Tales	Wonderful Weather	Toys	Transport	Pirates	Animals and Arctic
WOW, trips, resources	Fairytale detectives  Traditional Tales (EYFS) 5 experiences to choose from	Making our own weather forecast for CBBC  Seasons	Year group toy museum  Toys	Milestones trip?  Transport (EYFS)	Pirate dress up day  Pirates (EYFS)	Forest school - habitats  Animals
Literacy	Fairytales – covering a wide variety of different traditional tales Poetry – Autumn  Traditional Tales (EYFS) Autumn (EYFS)	Tree BHM: Little People, Big Dreams: Nelson Mandela The Leaf Thief Jolly Christmas Postman	New Years x 1 Traction Man x 4 Toys around the world x 1 Non-fiction writing toys  Toys (Follow on Resources)	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  Number Bonds	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 Investigations	Focus - Who am I?	Focus - Celebrations/Weather and Seasonal changes	Focus – On Safari	Focus - Plants	Focus – Exploring materials 1	Focus – Exploring materials 2
Living things and their habitats	<u>Learning objectives:</u>	<u>Learning objectives:</u>	<u>Learning objectives:</u>	<u>Learning objectives:</u>	<u>Learning objectives:</u>	<u>Learning objectives:</u>
Plants	To identify, name, draw and label the basic parts of the human body.	To distinguish between an object and the material from which it is made.	To identify and name a variety of common invertebrates.	To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	To identify and name a variety of plants.	To name animals that are birds, fish and mammals.
Animals including humans	To say which part of the body is associated with each sense.	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	To identify and name a variety of common animals that are carnivores, herbivores and omnivores.	To identify and name a variety of common animals that are carnivores, herbivores and omnivores.	To identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals.	To name common animals that are carnivores, herbivores and omnivores.
Uses of everyday materials	To observe things using simple equipment. To identify and sort different things. To collect and record data to help answer questions.  Humans	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>Working scientifically skills:</u>	To describe and compare the structure of a variety of common invertebrates. To understand that different animals need certain habitats. <u>Working scientifically skills:</u>	To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) 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 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>Working scientifically skills:</u>	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,
		<u>Working scientifically skills:</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 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) 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 ask simple questions and recognise that they	

		<p>To observe things using simple equipment. To identify and classify. To perform simple tests. To use observations and ideas to suggest answers to questions.</p> <ul style="list-style-type: none"> - To gather and record data to help in answering questions. <p> Seasons</p>	<p>To gather and record data to help in answering questions. To describe the simple physical properties of a variety of everyday materials.</p> <p> Animals, On Safari (EYFS)</p>	<p>To describe the simple physical properties of a variety of everyday materials. To describe and compare the structure of a fish with humans and some other animals.</p> <p> Plants</p> <p><u>Working scientifically skills:</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 use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.</p>	<p>can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identify and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.</p> <p> Everyday Materials,</p>	<p>opaque, waterproof, flexible.</p> <p><u>Working scientifically skills:</u> To ask questions and recognise that they can be answered in different ways observing closely e.g. ice activities. To perform simple tests. To identify and classify different materials and animals. To compare different habitats.</p> <p> Habitats</p>
<p>Art</p> <ul style="list-style-type: none"> ▪ Drawing ▪ Sculpture ▪ Painting 		<p>Artist – Claude Monet</p> <p>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.</p> <p>Media – Painting</p> <p>Focus – Creating different brushstrokes</p>	<p>Artist – Yayoi Kusama</p> <p>Media – puppets</p> <p>Focus –To explore textures and designs using different media and materials such as paint brushes, cotton buds and forks</p>		<p>Artist – Andy Warhol</p> <p>Media – Painting</p> <p>Focus - To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space</p>	<p>Artist – Ted Harrison</p> <p>Polar bear artwork</p> <p>Media – Drawing</p> <p>Focus – Creating different textures using colouring pencils</p>
<p>Computing</p>	<p>Programming and beebots Logging onto laptops and navigating ipads</p>	<p>Logging on E-Safety</p>	<p>Logging on E-Safety</p>	<p>E safety</p>	<p>E safety and using a variety of computer programs</p>	<p>E safety and using a variety of computer programs</p>

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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Used during writing hook – role play stimuli 			Focus – Pirate scurvy biscuits <ul style="list-style-type: none"> - Understanding the issues sailors faced - Learning that we need vitamins and minerals 	Focus – International TBC
Geography Maps and Atlases Locational knowledge <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> - Using primary resources to research the history of toys within living memory 	Focus – Significant people, beyond living memory <ul style="list-style-type: none"> - Using primary resources to research - Investigate Henry Ford and the invention of the car 	Focus – questions, research Christopher Columbus and famous pirates <ul style="list-style-type: none"> - Understanding that the pirates studied lived 	

<ul style="list-style-type: none"> Lives of significant individuals Significant historical events, people and places in their own locality 			<ul style="list-style-type: none"> To identify similarities and differences in toys of today and from the past Plotting toys on a timeline 	<ul style="list-style-type: none"> Timeline of car changes beyond living memory 	<ul style="list-style-type: none"> beyond living memory Using resources for historical research and that films are not always accurate Ask and answer questions 	
<p>■ Languages N/A in KS1</p>						
<p>PE</p>	<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>
<p>PSHE</p>	<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> 

			 Healthy Living	 Anti Bullying		
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?
Music <ul style="list-style-type: none"> ▪ Singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music 	Menu Song: -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.	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 band. -To 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 beat. -To listen actively by responding to musical signals and musical themes using appropriate movement. Musical conversations: -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.	Dancing and drawing to Nautilus: -To perform actions to music, reinforcing a sense of beat. -To respond to musical signals and musical themes. Cat and mouse: -To create rhythm patterns. -To sing and chant songs and rhymes expressively. -To listen and copy rhythm patterns.	Come dance with me: -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