|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Jennett’s Park Primary School - Year 1 Long Term Plan 2025-26** | | | | | | |
| **Topic** | **Traditional Tales** | **Wonderful Weather** | **Toys** | **Transport** | **Pirates** | **Animals and Arctic** |
| **WOW, trips, resources** | Fairy tale detectives | Making our own weather forecast | Create something?! Eg puppet | Milestone Museum | Pirate dress up day | Product for gallery |
| **Literacy** | Fairytales – covering a wide variety of different traditional tales  Poetry – Autumn | BHM: Little People, Big Dreams: Nelson Mandela  The Leaf Thief  Setting Description  Jolly Christmas Postman  Letter Writing | New Years  Traction Man  Character Description  Animal Fact File | Mrs Armitage on Wheels  Advert  Spring Poetry | Pirates Next Door  Diary Entry  The Night Pirates  Advert | Snail and the Whale  Setting Description  How to Wash a Woolly Mammoth  Instructions |
| **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**  **Investigations** | **Focus -**  **Who am I?**  **Learning objectives:**  To identify, name, draw 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. | **Focus -Weather and Seasonal changes**  **Learning objectives:**  To observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies  **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 questions.  To gather and record data to help in answering questions. | **Focus – On Safari**  **Learning objectives:**  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.  **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 materials. | **Focus** - **Plants**  **Learning objectives:**  To identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers.  **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.  To use observations and ideas to suggest answers to questions.  To gather and record data to help in answering questions. | **Focus – Exploring materials 1**  **Learning objectives:**  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.  **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.  To use their observations and ideas to suggest answers to questions.  To gather and record data to help in answering questions. | **Focus – Exploring materials 2**  **Learning objectives:**  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 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. |
| **Living things and their habitats** |
| **Plants** |
| **Animals including humans** |
| **Uses of everyday materials** |
| **Art**   * Drawing |  | **Artist** – Claude Monet  Summer – [The Summer, Poppy Field](https://www.wikiart.org/en/claude-monet/the-summer-poppy-field)  Autumn – [The Pond with Ducks in Autumn](https://www.wikiart.org/en/claude-monet/the-pond-with-ducks-in-autumn)  Winter – [The Tow Path at Argenteuil, Winter](https://www.wikiart.org/en/claude-monet/the-tow-path-at-argenteuil-winter)  Spring [An Orchard in Spring by Claude Monet](https://www.wikiart.org/en/claude-monet/an-orchard-in-spring).  **Media** – Painting  **Focus** – Creating different brushstrokes | **Artist** – Yayoi Kusama  **Media** – Puppets  **Focus** –To explore textures and designs using different media and materials such as paint brushes, cotton buds and forks |  | **Artist** – Andy Warhol  Media – Painting  Focus - To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space | **Artist** – Ted Harrison  Polar bear artwork  **Media** – Drawing  **Focus** – Creating different textures using colouring pencils |
| * Sculpture |
| * Painting |
| **Computing** | 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 |
| 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** | **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 |
| 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 |
| **History**  **Skills**   * To use primary resources to make explanations about the past | **Focus** – Black History month  What is Black History Month?   * Understanding the celebration of Black History and its importance.   Mary Seacole – The Brave Nurse   * Focus: Learning about Mary Seacole and her role in the Crimean War   Garrett Morgan – The Man Who Saved Lives with a Traffic Light   * Focus: Learning about the invention of the traffic light and road safety.   Rosa Parks – Standing Up by Sitting Down   * Focus: Learning about fairness and equality through Rosa Parks' story.   Marcus Rashford – Helping Children Today   * **Focus**: Learning about Marcus Rashford and helping others in our community.   Celebration Week – Black Heroes Today and Tomorrow   * **Focus**: Celebrating what we’ve learned and thinking about our own impact |  | **Focus** – Timelines  What Is the Past? What Is a Timeline?   * Learning Objective: Understand what "past", "now", and "timeline" mean.   Me Through Time   * Learning Objective: Sequence events in their own life on a personal timeline.   Toys Now and Then   * Learning Objective: Identify similarities and differences between toys from now and the past.   Interviewing Grown-Ups About Toys   * Learning Objective: Use primary sources (talking to people) to learn about toys in the past   Making a Toy Timeline   * Learning Objective: Understand how toys have changed over time and place them on a timeline.   Toy Museum Role-Play & Recap   * Learning Objective: Recall knowledge of toy history and timelines; apply what they’ve learned. | **Focus** – Significant people, beyond living memory (transport)  What Is Transport? How Did People Travel Long Ago?   * Objective: Understand the idea of transport and compare old vs new vehicles.   Who Was Henry Ford? What Was the First Car Like?   * Objective: Learn who Henry Ford was and why the Model T changed the world.   Flying High – Planes Then and Now!   * Objective: Learn about the Wright Brothers and the first flight.   Emergency! Then and Now!   * Objective: Explore how emergency vehicles (ambulance, fire engine, police car) have changed.   Wheels and Pedals – Bikes Through Time!   * Objective: Learn how bicycles have changed and become popular transport.   Transport Timeline Celebration!   * Objective: Put learning together to create a full timeline of transport through the ages. | **Focus** – questions, research  What Do We Know About Pirates?   * Objective: Explore what children already know and spark curiosity about pirates.   Meet Christopher Columbus – Explorer or Pirate?   * Objective: Learn who Columbus was and why he is remembered.   Real Pirates – Who Was Blackbeard?   * Objective: Learn about the life of a real pirate and use historical evidence.   Girl Pirates! Who Was Anne Bonny?   * Objective: Discover that not all pirates were men and explore Anne Bonny’s story.   Fact or Fiction? How Do We Know About Pirates?   * Objective: Learn how we find out about the past using evidence.   Pirate Museum & Celebration Day!   * Objective: Reflect on what we’ve learned and present historical knowledge. |  |
| * Changes within living memory. |
| * Events beyond living memory |
| * Lives of significant individuals |
| * Significant historical events, people and places in their own locality |
| * **Languages** | N/A in KS1 | | | | | |
| **PE**  **Need to look at dance as very long.**  **IS THIS REAL PE AND GET STE PE COMBINED?!?!?** | **Fundamentals**   * To explore balance, stability and landing safely. * To explore how the body moves differently when running at different speeds. * To explore changing direction and dodging. * To explore jumping, hopping and skipping actions. * To explore co-ordination and combination jumps. * To explore combination jumping and skipping in an individual rope.   **Gymnastics**   * To explore travelling movements. * To develop and combine travelling movements. * To develop quality when performing and linking shapes. * To develop quality when linking shapes. * To develop stability and control when performing balances. * To develop stability and control when performing balances. * To develop technique and control when performing shape jumps. * To develop technique and control when performing shape jumps. * To develop technique in the barrel, straight and forward roll. * To develop rolls and use them in a sequence. * To link gymnastic actions to create a sequence. * To develop quality in gymnastics sequences. | **Yoga**   * To explore yoga and mindfulness. To be able to copy and remember poses. * To develop flexibility when holding poses. * To develop balance whilst holding poses. * To create yoga poses using a hoop. * To create a yoga flow with a partner   **Fitness**   * To develop my understanding of how exercise can make you feel. * To develop my understanding of how exercise can make you strong and healthy. * To develop my understanding of how exercise relates to breathing. * To develop my understanding of how exercise helps my brain. * To develop my understanding of how exercise helps my muscles. * To develop my understanding of the importance of daily exercise. | **Invasion games**   * To understand the role of defenders and attackers. * To recognise who to pass to and why. * To move towards goal with the ball. * To support a teammate when playing in attack. * To move into space showing an awareness of defenders. * To stay with a player when defending.   **Team building**   * To co-operate with a partner to complete challenges. * To explore and develop working as a team. * To develop talking, listening and sharing skills. * To use speaking and listening skills to lead a partner. * To plan with a partner and small group to complete challenges. * To use talking, listening and sharing skills to complete challenges | **Athletics**   * To move at different speeds over varying distances. * To develop balance. * To develop changing direction quickly. * To explore hopping, jumping and leaping for distance. * To develop throwing for distance. * To develop throwing for accuracy.   **Sending and receiving**   * ball towards a target. * To develop receiving a rolling ball and tracking skills. * To be able to send and receive a ball with your feet. * To develop throwing and catching skills over a short distance. * To develop throwing and catching over a longer distance. * To apply sending and receiving skills to small games. | **Dance**   * To use counts of 8 to move in time and make my dance look interesting. * To explore pathways in my dance. * To create my own dance using, actions, pathways and counts. * To explore speeds and actions in our pirate inspired dance. * remember and repeat actions that represent the theme. * To copy, repeat, create and perform actions that represent the theme. * To explore speeds and actions. * To use expression and create actions that relate to the story. * To use a pathway when travelling. * To explore and copy actions in response to a theme. * To create my own actions for an animal. * On Safari To explore pathways with a partner. * Counting To explore travelling actions and use counts of 8 to move in time with the music.   **Ball Skills**   * To develop dribbling a ball with your hands. * To explore accuracy when rolling a ball. * To explore throwing with accuracy towards a target. * To explore catching with two hands. * To explore dribbling a ball with your feet. * To explore tracking a ball that is coming towards me | **Striking and fielding games**   * To develop underarm throwing and catching. * To develop overarm throwing. * To develop hitting a ball. * To develop collecting a ball. * To learn how to get a batter out. * To play games and understand how to score points.   **Target games**   * To develop underarm throwing towards a target. * To develop throwing for accuracy. * To develop underarm and overarm throwing at a target. * To develop throwing for accuracy and distance using underarm and overarm. * To select the correct throw for the target. * To develop throwing for accuracy and distance. |
| **PSHE** | Theme – Families and Relationships | Theme – Health and Wellbeing | Theme – Economic Wellbeing | Theme –Citizenship | Theme – Safety and the Changing Body | Theme – TBC |
| **RE** | Christianity – Who made the world? | Christianity – Why does Christmas matter to Christians? | Christianity - Was it always easy for Jesus to show friendship? | Christianity - Why does Easter matter to Christians? | Judaism – Is Shabbat important to Jewish children? | Judaism - Are Rosh Hashanah and Yom Kippur important to Jewish children? |
| **Music**   * Singing songs and speaking chants and rhymes | 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 |
| * 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 |
| CASE | **Recycling Focus**  - Reduce  - Reuse  - Recycle  **Key learning.**   * Sort waste into correct bins * Junk modelling from reused materials * Class song: “Reduce, Reuse, Recycle” * “One tissue” handwashing challenge   **Linked concepts**  Recycling  Plastic lifecycle  Paper/water use | **Consumption and Attitudes**  **Key learning.**   * - Water and paper use games * - Snack/lunch waste sorting * - Poster creation: “How we can help”   **Linked concepts**  Consumption awareness  Carbon footprint  Plastic in oceans | **Activism and Role Models**  **Key learning**   * Introduce simple eco heroes (e.g., Greta Thunberg) * Climate Hero dress-up and roleplay * Share stories of environmental helpers   **Linked Concepts**.  Climate activists  Taking action  Personal responsibility | **Food Miles and Biodiversity**  Key learning   * “Where does lunch come from?” map game * - School garden/nature walk * - Mini-bug or litter hunt outdoors   **Key concepts**  Food sustainability  Fairtrade  Biodiversity | **Local and Global Impact**   * Compare clean vs polluted environments * Explore the rainforest (link to climate) * Greenhouse blanket game * Melting ice animal rescue   **Key concepts**  Pollution  Global warming  Deforestation  Ozone layer |  |