

Jennett's Park Primary School - Year 1 Long Term Plan 2026-27						
Topic (Old)	Traditional Tales	Wonderful Weather	Toys	Transport	Pirates	Animals and Arctic
Topic (New)	Julia Donaldson	Julia Donaldson / Christmas	Significant people	Growing/ Traditional Tales		Pirates
Key Texts	- Tiddler (Week 1) - Sharing a shell (Week 2) - What the Ladybird heard (Week 3) - Zog (Week 4) - Stick Man (Week 5) - Smeds and Smoos (Week 6 – Space) - Scarecrows Wedding (Harvest week 7)	- Oak Tree (Week 1) - Paper Dolls (Week 2 - Remembrance) - The Gruffalo (Week 3) - The Gruffalo's Child (Week 4) - The Gruffalo's Granny (Week 5) - Jolly Postman (Week 6)	Ada Lovelace (STEM) Rosa Parks (Courageous advocacy) Alexander Bell (STEM) Samuel Cody (STEM) Mary Seacole (Courageous advocacy) Nelson Mandela (Courageous advocacy)	Jack and the Beanstalk Little Red Riding Hood Snow White The Three Little Pigs	Snail and the whale Instructions	The pirates nextdoor The night pirates
WOW, trips, resources		Making our own weather forecast Stick Man Clay leaf printing Posting a Letter	Create something?! Eg puppet Trip - Farnborough museum of Technology	Planting a bean Fairy tale detectives	Product for gallery	Pirate dress up day and visitor
Literacy		Jolly Christmas Postman Letter Writing	BHM: Little People, Big Dreams	Fairytales – covering a wide variety of different traditional tales Spring Poetry	Snail and the Whale Setting Description How to Wash a Woolly Mammoth Instructions	Pirates Next Door Diary Entry The Night Pirates Advert
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?	Focus -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 observe changes across the four seasons and observe and describe	To identify and name a variety of common invertebrates.	To identify and describe the basic structure of a variety of common plants, including roots,	To distinguish between an object and the material from which it is made.	To describe the properties of everyday materials that are
Animals including humans						

Uses of everyday materials	To say which part of the body is associated with each sense. <u>Working scientifically skills:</u> To observe things using simple equipment. To identify and sort different things. To collect and record data to help answer questions.	weather associated with the seasons and how day length varies <u>Working scientifically skills:</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. To gather and record data to help in answering questions.	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>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 gather and record data to help in answering questions. To describe the simple physical properties of a variety of everyday materials.	stem/trunk, leaves and flowers. <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.	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>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 their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.	transparent, translucent, opaque, waterproof, flexible. To compare and group materials that are transparent, translucent, opaque, waterproof, flexible. <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.
Art ■ Drawing		Artist – 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. 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 ▪ Changes within living memory.	Focus – Black History month What is Black History Month? - Understanding the celebration of Black History and its importance. Mary Seacole – The Brave Nurse		Focus – Timelines What Is the Past? What Is a Timeline? - Learning Objective: Understand what "past", "now", and "timeline" mean.	Focus – Significant people, beyond living memory (transport) What Is Transport? How Did People Travel Long Ago? - Objective: Understand the	Focus – questions, research What Do We Know About Pirates? - Objective: Explore what children already know and spark	

Events beyond living memory	Focus: Learning about Mary Seacole and her role in the Crimean War		Me Through Time Learning Objective: Sequence events in their own life on a personal timeline.	idea of transport and compare old vs new vehicles.	curiosity about pirates.	
Lives of significant individuals	Garrett Morgan – The Man Who Saved Lives with a Traffic Light Focus: Learning about the invention of the traffic light and road safety.		Toys Now and Then Learning Objective: Identify similarities and differences between toys from now and the past.	Who Was Henry Ford? What Was the First Car Like? Objective: Learn who Henry Ford was and why the Model T changed the world.	Meet Christopher Columbus – Explorer or Pirate? Objective: Learn who Columbus was and why he is remembered.	
Significant historical events, people and places in their own locality	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		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.	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.	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.	

▪ Languages	N/A in KS1					
PE	Fundamentals	Yoga	Invasion games	Athletics	Dance	Striking and fielding games
Need to look at dance as very long. IS THIS REAL PE AND GET STE PE COMBINED?!?!?	- 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.	- 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	- 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.	- 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.	- 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.	- 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.
	Gymnastics	Fitness	Team building	Sending and receiving	Target games	
	- 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	- 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	- 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	- 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.	- 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.	

	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.	the importance of daily exercise.			- 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	
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.	Colonel Hathi’s March: -To explore moving and counting in time to march music	Football -To understand the difference between pitched patterns and	‘Dawn’ from Sea interludes -To sing a simple singing game, adding actions to	Dancing and drawing to Nautilus: -To perform actions to music, reinforcing a sense of beat.	Come dance with me: -To copy call-and-response patterns with voices and instruments.

play tuned and untuned instruments musically	-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.	-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	rhythm patterns, higher and lower.	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.	-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.	-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
CASE	<u>Recycling Focus</u> - 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	<u>Consumption and Attitudes</u> 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	<u>Activism and Role Models</u> 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	<u>Food Miles and Biodiversity</u> 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	<u>Local and Global Impact</u> - 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	