



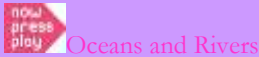










Jennett's Park Primary School - Year 1 Long Term Plan 2024-25

Topic	Traditional Tales	Wonderful Weather	Toys	Transport	Pirates	Animals and Arctic
<b>WOW, trips, resources</b>	Fairytale detectives  <b>Traditional Tales</b> (EYFS) 5 experiences to choose from	Making our own weather forecast  <b>Seasons</b>	Toy museum  <b>Toys</b>	Milestone Museum  <b>Transport (EYFS)</b>	Pirate dress up day  <b>Pirates (EYFS)</b>	Bird of prey workshop  <b>Animals</b>
<b>Literacy</b>	Fairytales – covering a wide variety of different traditional tales  Poetry – Autumn  <b>Traditional Tales (EYFS)</b> <b>Autumn (EYFS)</b>	Tree  BHM: Little People, Big Dreams: Nelson Mandela  The Leaf Thief  Jolly Christmas Postman	New Years  Traction Man  Toys around the world  Non-fiction writing toys   <b>Toys (Follow on Resources)</b>	Mrs Armitage on Wheels  You can't take an elephant on the bus  Little People, Big Dreams: Amelia Earheart	Pirates Next Door  The Night Pirates	Big Blue Whale  Non-Fiction Animal Reports  Meerkat Mail
<b>Maths</b>  <b>Number Bonds</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 -Weather and Seasonal changes</b>	<b>Focus – Exploring materials</b>	<b>Focus - Plants</b>	<b>Focus – Exploring materials</b>	<b>Focus – On Safari</b>
<b>Living things and their habitats</b>	<b><u>Learning objectives:</u></b>	<b><u>Learning objectives:</u></b>	<b><u>Learning objectives:</u></b>	<b><u>Learning objectives:</u></b>	<b><u>Learning objectives:</u></b>	<b><u>Learning objectives:</u></b>
<b>Plants</b>	To identify, name, draw and label the basic parts of the human body.	To observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies	To distinguish between an object and the material from which it is made.	To identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers.	To describe the properties of everyday materials that are transparent, translucent, opaque, waterproof, flexible.	To identify and name a variety of common invertebrates.
<b>Animals including humans</b>	To say which part of the body is associated with each sense.	To observe and describe weather associated with the seasons and how day length varies	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	 <b>Plants</b>	To compare and group materials that are transparent, translucent, opaque, waterproof, flexible.	To identify and name a variety of common animals that are carnivores, herbivores and omnivores.
<b>Uses of everyday materials</b>	To observe things using simple equipment. To identify and sort different things. To collect and record data to help answer questions.	To use observations and ideas to suggest answers to questions.	To describe the simple physical properties of a variety of everyday materials.	<b><u>Working scientifically skills:</u></b>	To understand that different animals need certain habitats.	To describe and compare the structure of a variety of common invertebrates. To understand that different animals need certain habitats.
	 <b>Humans</b>	 <b>Seasons</b>	<b><u>Working scientifically skills:</u></b>	To ask simple questions and recognise that they can be answered in different ways.	<b><u>Working scientifically skills:</u></b>	To describe and compare the structure of a variety of common invertebrates. To understand that different animals need certain habitats.
			To ask simple questions and recognise that they can be answered in different ways.	To observe closely, using simple equipment.	To ask questions and recognise that they can be answered in different ways observing closely e.g. ice activities.	To describe and compare the structure of a variety of common invertebrates. To understand that different animals need certain habitats.
			To observe closely, using simple equipment.	To perform simple tests.	To perform simple tests.	To observe closely.
			To perform simple tests.	To identify and classify.	To perform simple tests.	To observe closely.
			To observe closely, using simple equipment.	To use observations and ideas to suggest answers to questions.	To perform simple tests.	To perform simple tests.
			To perform simple tests.			To perform simple tests.

			<p>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>  <b>Everyday Materials,</b>	<p>To gather and record data to help in answering questions.</p>	<p>To identify and classify different materials and animals. To compare different habitats.</p>	<p>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.</p>  <b>Animals, On Safari (EYFS)</b> <p>To identify and classify different materials and animals. 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>Focus</b> –To explore textures and designs using different media and materials such as paint brushes, cotton buds and forks		<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
<b>Design Technology</b> levers, sliders, wheels and axles		<b>Focus</b> – Christmas crafts  <b>Evaluate</b> – Range of celebration items with varying features  <b>Design and Make</b> – Christmas craft featuring a pop up lever	<b>Focus</b> – Toys with moving parts  <b>Evaluate</b> – Range of simple toys and features  <b>Design and make</b> – Own toy		<b>Focus</b> – Sewing  <b>Evaluate</b> – stitches in material  <b>Design and make</b> – Felt pirate flag	
<b>Cooking and Nutrition</b>	<b>Focus</b> – Healthy eating	<b>Focus</b> – Gingerbread Man for Jolly Postman’s tea			<b>Focus</b> – Pirate scurvy biscuits	<b>Focus</b> – International TBC

	<ul style="list-style-type: none"> <li>- Understanding fruit is needed in a healthy diet</li> <li>- Making a fruit salad for a castle ball</li> <li>- Using a knife safely</li> </ul>	<ul style="list-style-type: none"> <li>- Used during writing hook – role play stimuli</li> </ul>			<ul style="list-style-type: none"> <li>- Understanding the issues sailors faced</li> <li>- Learning that we need vitamins and minerals</li> </ul>	
<b>Geography</b> <b>Maps and Atlases</b>	<b>Focus</b> – compass points, direction, maps  Using compass directions  Devise a simple map and key	<b>Focus</b> – Weather, physical geography, maps  Identifying seasonal and daily weather patterns  Contrasting climates around the world  Identify UK and it's countries on a map  		<b>Focus</b> – Maps  Locate and name continents  	<b>Focus</b> – Maps  Using maps and atlases  Locate and name oceans of the world  	<b>Focus</b> – Weather, physical Geography  Comparison of the Arctic to the UK  Contrasting human and physical geography of an area contrasting to Jennett's Park  
<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>▪ The world's seven continents and five oceans</li> </ul>						
<ul style="list-style-type: none"> <li>▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>						
<b>Place knowledge</b> <b>Human and physical geography</b>						
<b>History Skills</b> <ul style="list-style-type: none"> <li>▪ To use primary resources to make explanations about the past</li> <li>▪ Changes within living memory.</li> <li>▪ Events beyond living memory</li> <li>▪ Lives of significant individuals</li> <li>▪ Significant historical events, people and places in their own locality</li> </ul>	<b>Focus</b> – Black History month  To know of significant people within and beyond living memory  		<b>Focus</b> – Timelines <ul style="list-style-type: none"> <li>- Using primary resources to research the history of toys within living memory</li> <li>- To identify similarities and differences in toys of today and from the past</li> <li>- Plotting toys on a timeline</li> </ul> 	<b>Focus</b> – Significant people, beyond living memory <ul style="list-style-type: none"> <li>- Using primary resources to research</li> <li>- Investigate Henry Ford and the invention of the car</li> <li>- Timeline of car changes beyond living memory</li> </ul>	<b>Focus</b> – questions, research  Christopher Columbus and famous pirates <ul style="list-style-type: none"> <li>- Understanding that the pirates studied lived 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>▪ <b>Languages</b></li> </ul>	N/A in KS1					
<b>PE</b>	Jasmine	Jasmine	Jasmine	Jasmine	Jasmine	Jasmine

	<p>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>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>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>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>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>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> <b>Healthy Relationships</b></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> <b>Healthy Living</b></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> <b>Anti Bullying</b></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> <p> <b>Online Safety</b></p>
<b>RE</b>	<p>Christianity – Does God want Christians to look after the world?</p>	<p>Christianity – What gift would I have given to Jesus if He was born in my town?</p>	<p>Christianity - Was it always easy for Jesus to show friendship?</p>	<p>Christianity - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>Judaism – Is Shabbat important to Jewish children?</p>	<p>Judaism - Does celebrating Chanukah make Jewish children feel closer to God?</p>
<b>Music</b>	<p>Menu Song: -To participate in creating a dramatic group performance</p>	<p>Colonel Hathi's March: -To explore moving and counting in time to march music</p>	<p>Football -To understand the difference between pitched patterns and</p>	<p>'Dawn' from Sea interludes -To sing a simple singing game, adding actions to</p>	<p>Dancing and drawing to Nautilus:</p>	<p>Come dance with me: -To copy call-and-response patterns with voices and instruments.</p>

<ul style="list-style-type: none"> <li>play tuned and untuned instruments musically</li> </ul>	<p>using kitchen-themed props.</p> <ul style="list-style-type: none"> <li>-To copy a leader in a call-and-response song, waiting their turn to sing.</li> </ul>	<ul style="list-style-type: none"> <li>-To compose their own marching music, listening to contrasting low and high instruments typically found in a marching band.</li> <li>-To respond to music through movement.</li> </ul>	<p>rhythm patterns, higher and lower.</p>	<p>show a developing sense of beat.</p> <ul style="list-style-type: none"> <li>-To listen actively by responding to musical signals and musical themes using appropriate movement.</li> </ul>	<ul style="list-style-type: none"> <li>-To perform actions to music, reinforcing a sense of beat.</li> <li>-To respond to musical signals and musical themes.</li> </ul>	<ul style="list-style-type: none"> <li>-To create musical phrases from new word rhythms that children invent.</li> <li>-To play the response sections of a song on tuned percussion using the correct beater hold</li> </ul>
<ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<ul style="list-style-type: none"> <li>-To play classroom instruments on the beat.</li> </ul>	<p>Magical musical:</p> <ul style="list-style-type: none"> <li>-To experiment with sounds (timbre) to create aquarium-inspired music</li> </ul>		<p>Musical conversations:</p> <ul style="list-style-type: none"> <li>-To improvise question-and-answer conversations using percussion instruments.</li> <li>-To compose musical sound effects and short sequences of sounds in response to a stimulus.</li> <li>-To recognise how graphic symbols can represent sound.</li> </ul>	<p>Cat and mouse:</p> <ul style="list-style-type: none"> <li>-To create rhythm patterns.</li> <li>-To sing and chant songs and rhymes expressively.</li> <li>-To listen and copy rhythm patterns.</li> </ul>	
<ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>-To listen and move in time to the song.</li> </ul>					