

# YEAR 1 LONG TERM PLAN 21-22








AT PINWOOD, WE AIM TO MAKE LEARNING IRRESISTIBLE. THIS RUNS THROUGH EVERYTHING WE DO, FROM LESSONS, OUR LEARNING ENVIRONMENT BOTH INDOORS AND OUTDOORS TO VISITS AND VISITORS. OUR SCHOOL IS AN AMAZING PLACE TO BE AND THE STAFF AND CHILDREN ARE ALL VERY PROUD TO BE PART OF THE PINWOOD TEAM

CHILDREN FEEL VALUED AND LOVED IN SCHOOL AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH BOTH PARENTS/CARERS AND CHILDREN. WE TEACH LITERACY AND MATHS TO A HIGH STANDARD AND CHILDREN MAKE EXCELLENT PROGRESS THROUGHOUT THEIR TIME WITH US. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO BE READY FOR KS2 HAPPY, SELF-ASSURED AND AS INDEPENDENT LEARNERS WITH A THIRST TO LEARN AND THE CONFIDENCE TO KNOW THAT THEY CAN DO ANYTHING THEY WANT TO DO AND THAT WE WILL SUPPORT THEM ON THEIR JOURNEY



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS AND QUESTIONS	 <p><b>ARE WOLVES ALWAYS BAD?</b> Books and stories about wolves</p>	 <p><b>WHAT WERE YOUR GRANDPARENTS TOYS LIKE?</b> Toys from the past. <b>WHAT CAN'T YOU WAIT FOR?</b> The Christmas story</p>	 <p><b>WHAT CAN A PAINTING TELL US?</b> Take one picture A Starry Night by Van Gogh</p>	<p><b>WOULD YOU LIKE TO LIVE IN THE SOUTH POLE?</b> Penguins Scott of the Antarctic</p> 	<p><b>WHAT WOULD YOU NEVER EVER EAT?</b> Foods we like and don't like, how they grow</p> 	 <p><b>HOW CAN WE LOOK AFTER OUR BEES?</b> The importance of bees and our parks</p>
PRE LEARNING TASK	Create your own wolf	Ask parents grandparents what their favourite toys were?	No pre-learning task in Christmas holidays	Can you find out one thing about the South Pole?	Help make your favourite meal at home. Send in photos.	Bee spotting in the garden, draw or photograph flowers which the bees like.
LAUNCH	Showing wolf creations in woodland stage area	Partake theatre: toys from the past	Take one picture Pyjama Day?	Film premiere: march of the penguins	Food tasting	Bees and other bugs dress up day
PROJECT/ END PRODUCT	Story performance to parents: 3 pigs or wolf won't bite	Toy museum?	Art exhibition	Information leaflets to share with F2	Picnic	Bee garden
FUNDRAISER	Harvest – Nottingham based food bank	Children in need Remembrance Day Christmas fair		Comic/ sports relief Penguin waddle	Osbourne book sale	Nottinghamshire wildlife trust – cake sale Summer Fair
VISITS/ VISITORS	Autumn Hobbucks walk	Partake theatre visit Christmas play Santa visit	Hobbucks winter walk Ballerina visit	Hobbucks spring walk	Frogspawn in classroom and pond visits Church/ synagogue visit Life Education van 12th May	Hobbucks summer walk Killisick park Arnot Hil park <b>Tropical butterfly park</b>
DIARY DATES	National Poetry Day 7 <sup>th</sup> Oct Diwali Day 15 <sup>th</sup> Oct Black history month - Oct	Bonfire Night 5 <sup>th</sup> Nov Remembrance Day 11 <sup>th</sup> Nov No pens day 24 <sup>th</sup> Nov Christmas fair	Nat. H-W Day 23 <sup>rd</sup> Jan Big garden birdwatch week 28-30 <sup>th</sup> Jan Nat. Storytelling week 30 <sup>th</sup> Jan-6 <sup>th</sup> Feb Chinese New Year 1st Feb Online safety day 8th Feb Valentines day 14th Feb	Fair trade fortnight 22nd Feb- 7th Mar World Book Day 3rd March Mother's Day 27th March Easter bonnet parade		Father's Day 19th June Phonics screening June Sports day Summer fair Reading camp



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	The 3 little pigs Tfw <i>Story writing</i> Wolf won't bite <i>Sentences</i> <i>Performance</i> Wolves (Emily Gravitt) <i>Non-fiction</i> <i>Non-chronological reports</i>	The healthy wolf <i>Instructions</i> Dogger <i>Story writing</i> John Lewis advert 2011 The long wait <i>Letter writing, link with values</i> The Nativity Story <i>Narrative</i>	Starry night <i>poetry</i> How to catch a star Tfw <i>Story writing</i> Lost and found <i>diary</i>	Penguins - Emperor's Egg <i>Non-Chronological Report</i>  Scott and the Antarctic <i>Sequence and facts</i>  Would you like to live in the Antarctic? <i>Exposition – reasons</i> The Easter Story <i>Narrative</i>	I will not ever never eat a tomato <i>Sentence and vocabulary</i> The enormous turnip Tfw <i>Story writing</i> Christopher Nibble <i>Role play, instructions</i>	Honeybee's busy day <i>sentence work/grammar</i>  Omar, the bees and me <i>letter</i>  The bee book <i>Poetry</i>
HIGH QUALITY TEXTS	The three little pigs (Tfw) Wolf won't bite Wolves	The healthy wolf Dogger  Christmas: The long wait (advert) Sleepy Jesus	How to catch a star (Tfw) Katie and the starry night Lost and found	Emperor's egg The Easter story	The enormous turnip (Tfw) Christopher nibble I will not ever never eat a tomato	The Bee Book Omar, the bees and me Honeybee's busy day
MATHS	Maths through play and assessment Number and place value within 10 shape	Addition and subtraction within 10 Place value within 20	Place value within 20 and consolidation Place value within 50	Place value within 50 Measure and length Weight and volume Consolidation	Consolidation Multiplication and division Fractions	Geometry position and direction Number and place value within 100 Money Time
SCIENCE	Seasonal changes (autumn) Everyday materials		seasonal changes winter/spring Animals including humans		Seasonal changes summer plants	



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE	<p>Myself and caring for others</p> <p>How do we show we care for others?</p> <p>Why does it matter?</p>	<p>Celebrations and Festivals</p> <p>Who celebrates what and why?</p>	<p>Beliefs and teachings - Stories of Jesus</p> <p>What can we learn from them?</p> <p>How do religious stories make a difference to people's lives?</p>	<p>Celebrations and Festivals</p> <p>Who celebrates what and why?</p>	<p>Symbols in religious worship and practice</p> <p>In what ways are churches and synagogues important to believers?</p>	
HISTORY	<p><u>Toys in the past</u></p> <p>Chronological understanding</p> <p>Sequence events in own lives</p> <p>Toys</p> <p>objects and artefacts from the past using appropriate vocabulary</p> <p>Comparisons of toys and grandparent's toys</p> <p>historical knowledge</p> <p>Past and present of own and other's lives</p> <p>Why we celebrate certain events e.g. remembrance day</p> <p>Interpretations of history</p> <p>Using stories to distinguish between fact and fiction</p> <p>Reliability of adult memories</p> <p>Historical enquiry</p> <p>Finding out about the past from different sources including older people</p>		<p><u>Scott of the Antarctic</u></p> <p>Chronological understanding</p> <p>Retell an event from the past</p> <p>Historical knowledge</p> <p>Recount the life of a significant individual in the past - Scott of the Antarctic</p> <p>Historical enquiry</p> <p>Find out about a famous person from the past</p>		<p>Spaced retrieval practise</p>	
GEOGRAPHY	<p><u>Our local area</u></p> <p>Geographical enquiry</p> <p>Investigate surroundings and make observations about school and the local area</p> <p>Locational knowledge</p> <p>Name, locate and identify countries and capitals of the UK and surrounding seas.</p> <p>Geographical skills</p> <p>Use maps and atlases to identify the UK</p> <p>Fieldwork skills</p> <p>Study the geography of school and its grounds</p>		<p>Human and physical geography</p> <p>Identify seasonal and daily weather patterns in the UK</p>		<p><u>Local parks</u></p> <p>Locational knowledge</p> <p>Name, locate and identify countries and capitals of the UK and surrounding seas.</p> <p>Geographical skills</p> <p>Use locational language to describe features and routes on maps. To use and devise simple maps including basic symbols</p> <p>Place knowledge</p> <p>Human and physical features of local parks</p>	



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PSHE AND RELATIONSHIPS Following the SCARF scheme of work (Safety, caring, achievement, resilience, friendship)	Living in the wider world – rules and responsibilities Health and wellbeing – healthy lifestyles	Health and wellbeing – healthy lifestyles cont.  Health and wellbeing – keeping safe	Relationships - Healthy relationships Feelings and emotions	Relationships - Feelings and emotions cont.	Health and wellbeing- growing and changing Living in the wider world – caring for the environment	Living in the wider world- money Relationships- valuing differences
DT AND ART	DT Making houses for three little pigs in groups Design, make, evaluate	DT making healthy snacks Design, make, evaluate ART Painting and colour seasonal art	ART Painting, (wax resistant art)  Work from artists Van Gogh starry night 3d form clay stars	ART Drawing Penguins DT Moving Easter card Technical knowledge	ART Work from artists Andy Goldsworthy & Giuseppe Arcimboldo Collage DT Cooking and nutrition	ART Printing Bees and hives DT Design and make bug homes
MUSIC	Listening with concentration Identify the pulse and rhythm in different pieces Peter and the Wolf Using the voice expressively – Christmas songs		Play tuned and untuned instruments musically Experiment with create select and combine sounds Responding to stimulus of starry night painting and Antarctic pictures (weather and penguins)		Listening with concentration Flight of the bumblebee Using the voice expressively	
COMPUTING Following the Purple Mash scheme of work	E-safety Online safety  Information technology Grouping and sorting (link to shape in maths)	Computer science Lego builders	Information technology Pictograms	Digital literacy Technology outside school	Digital literacy Animated stories	Information technology Spread sheets
PE	Athletics and gymnastics		Dance and netball		Cricket and football	
	Alongside our PE lessons, we also have fitness and wellbeing sessions and daily movement breaks between lessons such as phonics and English or shared reading and afternoon subjects. These can include an energising fitness activity eg. Just dance, Joe Wickes, brain breaks, or mindfulness movement breaks eg. Cosmic kids zen den.					





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<b>SHARED READING</b> Alongside shared reading we also teach guided reading working with children on the same book band level	The last wolf The boy who cried wolf (BB) The wolfs story (BB)	A-z of toys (BB) (33) Where's my teddy? (BB) Toys (NF) Toys around the world (BB) (36) Looking at teddy bears Old bear (BB) (78)	Whatever the weather (BB) Seasons (BB)	Penguin 365 penguins Poles apart	We honestly can look after your guinea pig - Mr wolf and the enormous turnip Pumpkin soup Guinea pigs (NF) (4) One child one seed (BB) The enormous watermelon (BB)	A closer look at parks (BB 19) Insects body parts (BB 11) Minibeasts encyclopedia (BB 12) Map work Worms (BB) (55) Map work BB) (21)
<b>STORY TIME INCLUDING CULTURAL AND DIVERSITY TEXTS</b> Alongside our Pinewood value books and our brilliant Year 1 books we also make sure we include cultural texts in our story-times. Some examples are listed here	School values themed books Star dust Introduce Y1 brilliant books which link to our reading track	Diwali Sulwe What if?	Happy to be me Hair love Shine	And Tango makes three Incredible you	Limas red hot Chilli (BB) (yellow 27)	Omar and the bees Away with wild things
<b>ROLE PLAY/SMALL WORLD</b>	3 little pigs (SW) Building site (RP)	Toys – cars, dolls house pirate ship dinosaur (SW) Toy shop(RP)	Antarctic (SW) Penguin research centre (RP)	Farm animals (ink with science) (SW) How to be an explorer (RP) Tent	Pet shop (RP) Restaurant/cafe (RP)	Insects (SW) Garden centre (RP)
<b>OUTDOOR LEARNING</b>	Materials in the school grounds Den building Map of school grounds	Seasons Hobbucks walk Pond visit	Seasons Hobbucks walk Pond visit Big birdwatch Drama area/ Reading bus national storytelling week Book day	Penguin waddle	Growing around school Green house visit Planting Flowers in grounds Hobbucks visit	Park maps Pond visit Creating Bee garden



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>BRITISH VALUES</b> <i>Rule of law, Mutual respect, Mutual Tolerance, Democracy, Individual liberty</i>  Here are some examples of how we incorporate British Values into our Year 1 curriculum	<b>Rule of law</b> class rules <b>Mutual respect</b> our class community <b>Democracy</b> class and school responsibilities, choosing and voting <b>Mutual Respect and Tolerance</b> RE different celebrations	<b>Mutual respect and Tolerance</b> RE different celebrations: Diwali, Hanukkah, Shabbat Black history month <b>Mutual respect</b> RE Mother Teresa, Dr. Barnardo  Remembrance Day assembly and musician	<b>Individual liberty</b> We all have the right to have our own views.	<b>Mutual respect and tolerance</b> Re celebrations and festivals	<b>Rule of law</b> PSHE looking after the environment  <b>Mutual respect and tolerance</b> RE symbols in religious worship and practice	<b>Mutual respect and tolerance</b> PSHE valuing difference
<b>ASSESSMENT OPPORTUNITIES</b>	September baseline assessments: Phonics, Key words etc	On going assessments Parents evening info End of term Assessments Phonics ,Key word	Writing moderation Pupil progress meetings	Parents evening info End of term Assessments Phonics assessments Key word assessments	Writing moderation Pupil progress meetings	Phonics screening End of year assessments Reports
<b>PARENTAL INVOLVEMENT</b>	Welcome meeting or welcome leaflet Seesaw involvement Hobbucks walk Performance/ video of 3 pigs story	Seesaw involvement Parents Evening Nativity performance Christmas fair	Seesaw involvement Art exhibition Valentines day lunch	Seesaw involvement Parents Evening Easter bonnet parade 100 reads assembly	Seesaw involvement 100 reads assembly	Seesaw involvement Reports to parents Sports day Summer fair
<b>SCHOOL VALUES</b> <i>Kindness, Honesty, Respect, Responsibility, Curiosity</i> <i>Self-belief, Independence, Resilience</i> We teach these through everything we do but focus on certain values at key times of the year. These include:	In our induction we focus on learning behaviours through our school values <b>resilience, independence and self-belief.</b> We also focus on using a growth mindset approach using our super cat learners and our class learning pit.	We focus on the school values of being a good person within PSHE and circle times: <b>Kindness, Honesty</b>	We focus on the school value <b>curiosity</b> finding out about significant people: artists and explorers, other continents and countries, key events in the past.		We focus on the school values <b>responsibility, respect and curiosity</b> through our environment topic on caring about our school grounds and our planet. We also focus on learning behaviours getting ready for Year 2 <b>independence, resilience, self-belief</b> thinking about transition and our next classes.	

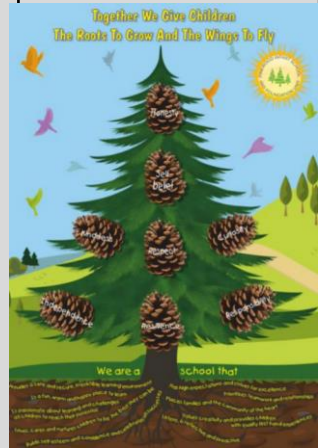


# OUR PINWOOD VALUES

IT GOES WITHOUT SAYING THAT WE WANT OUR CHILDREN TO REACH THEIR POTENTIAL ACADEMICALLY WHILST HERE AT PINWOOD. BUT EDUCATION IS ABOUT SO MUCH MORE THAN THIS. IN DECEMBER 2016 WE DECIDED TO LINK OUR VISION AND VALUES TO A PINE TREE THEME WHERE WE PROVIDE THE ROOTS IN ORDER FOR CHILDREN TO GROW AND FINALLY HAVE THE WINGS TO FLY ONTO THE NEXT PART OF THEIR EDUCATIONAL JOURNEY. VALUES ARE THE PRINCIPLES THAT GUIDE OUR BEHAVIOUR AND THINKING AS A SCHOOL. THE VALUES WE WANT TO INSTILL IN OUR CHILDREN HERE AT PINWOOD CAN BE SEEN ON THE PINE CONES.

OUR SCHOOL AIM IS 'TO MAKE LEARNING IRRESISTIBLE' AS THIS ENCOMPASSES WHAT WE DO AT PINWOOD IN ORDER TO MEET OUR VISION.

OUR SCHOOL PRIORITISES RELATIONSHIPS. WE REALLY CARE FOR EACH OTHER AS A STAFF TEAM, FOR OUR CHILDREN AND OUR FAMILIES. PINWOOD IS A LOVELY PLACE TO BE. OUR VALUES ARE NOT JUST LAMINATED ON CLASSROOM WALLS, THEY PERMEATE THROUGH EVERYTHING WE DO AND OUR BEHAVIOURS AS A TEAM. YOU FEEL THE ETHOS OF OUR SCHOOL THE SECOND YOU WALK THROUGH THE DOOR. WE PRIORITISE THE INNER CURRICULUM AS MUCH AS THE MORE EASILY RECOGNISABLE OUTER CURRICULUM. WE WANT OUR CHILDREN TO LEAVE US WITH ACADEMIC INTELLIGENCE, EMOTIONAL INTELLIGENCE AND ETHICAL INTELLIGENCE.



THESE ARE SOME OF THE BOOKS WE SHARE THROUGHOUT THE YEAR IN STORY TIMES AND ASSEMBLIES TO PROMOTE AND EMBED OUR SCHOOL VALUES

CURIOSITY	HONESTY	INDEPENDENCE	KINDNESS	RESILIENCE	RESPECT	RESPONSIBILITY	SELF BELIEF
THE MOLE WHO KNEW IT WAS NON ON HIS BUSINESS THE COW WHO CLIMBED A TREE	DO UNTO OTTERS THE LITTLE FISH WHO CRIED SHARK THE BOY WHO CRIED WOLF	IGGY PECK ARCHITECT LOST AND FOUND THE MISSING PIECE THE WAY BACK HOME	DOGGER, ROOM ON THE BROOM THE GIVING TREE LOST AND FOUND THE RAINBOW FISH	PEACE AT LAST AFTER THE STORM PETER AND THE WOLF KEVIN THE CAT WITH THE MAGIC HAT UP AND DOWN MONKEY PUZZLE THE WAY BACK HOME	BOG BABY LITTLE RABBIT FOO FOO THE GREAT KAPOK TREE TUSK TUSK	ONE WORLD BOG BABY THE GREAT KAPOK TREE	GRUFFALO HOW TO CATCH A STAR DOT