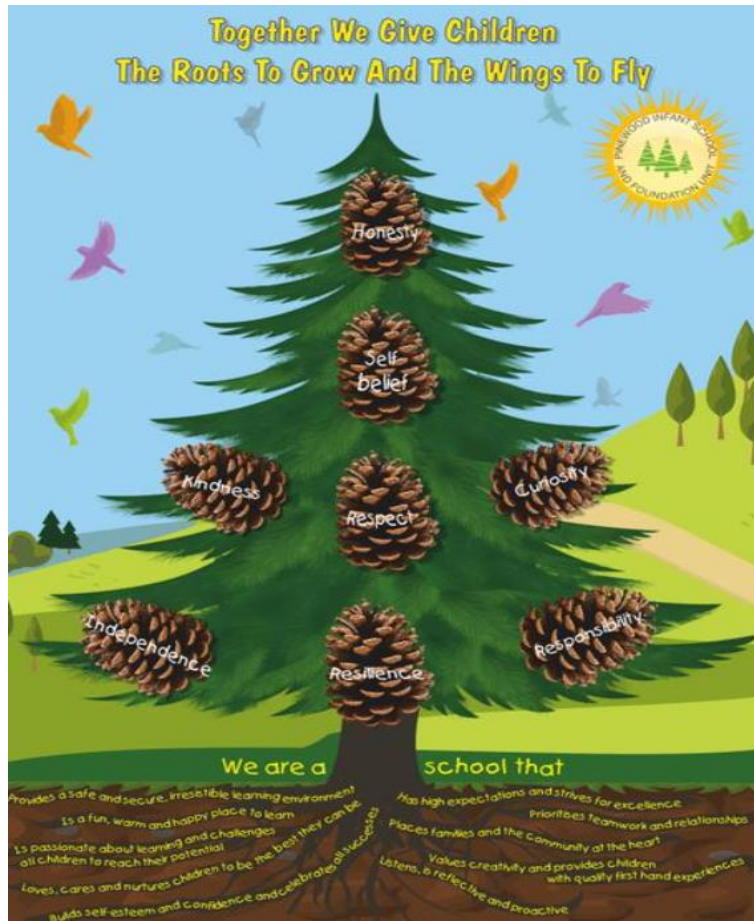


# YEAR 1 LONG TERM PLAN 22-23



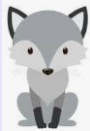






AT PINWOOD, WE AIM TO MAKE LEARNING IRRESISTIBLE. THIS RUNS THROUGH EVERYTHING WE DO, FROM LESSONS, OUR LEARNING ENVIRONMENT BOTH INDOORS AND OUTDOORS TO VISITS AND VISITORS. OUR SCHOOL IS AN AMAZING PLACE TO BE AND THE STAFF AND CHILDREN ARE ALL VERY PROUD TO BE PART OF THE PINWOOD TEAM

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





# YEAR 1 LONG TERM PLAN 22-23

|                      | AUTUMN 1   | AUTUMN 2  | SPRING 1   | SPRING 2   | SUMMER 1  | SUMMER 2  |
|----------------------|--|---|--|--|---|---|
| TOPICS AND QUESTIONS | <p><b>WOLVES</b></p> <p>Books and stories about wolves</p>  | <p><b>WHAT DID THE PLAGUE TEACH US?</b></p>  <p>Rats, pied piper</p> <p><b>WHAT CAN'T YOU WAIT FOR?</b></p>  <p>The Christmas story</p> | <p><b>WHAT CAN A PAINTING TAKE US?</b></p> <p>Take one picture</p>  | <p><b>WHAT'S IT LIKE TO BE AN ANTARCTIC EXPLORER?</b></p>  <p>Penguins<br/>Scott of the Antarctic</p> | <p><b>THE GREAT OUTDOORS</b></p> <p>Outdoor toys<br/>Growing/plants<br/>Wangari Maathia</p>  | <p><b>HOW CAN WE LOOK AFTER OUR COASTS?</b></p> <p>Books and poems about coasts/seaside</p>  |
| PRE LEARNING TASK    | Create your own wolf   | Learn and sing ring a ring a roses  | No pre-learning task in Christmas holidays   | Can you find out one thing about the South Pole?   | Ask your grandparents/grown ups what outdoor toys they played with.   | Bring photographs/drawings/maps of where you have been in Britain.  |
| LAUNCH               | Fairy tale day.<br>Showing wolf creations in woodland stage area   | Pied Piper drama afternoon  | Take one picture   | Film premiere: march of the penguins   | Toys partake Theatre  | Sand/water/ice-cream  |
| PROJECT/ END PRODUCT | Information leaflets to share with F2  | Christmas play  | Art exhibition   | Information leaflets to share with F2  | Growing area tour   | Create a Zip-line to send food to Mr Grinling (DT exhibition)   |
| FUNDRAISER           | Harvest – Nottingham based food bank   | Children in need Remembrance Day Christmas fair   |  | Comic/ sports relief Penguin waddle  | Osbourne book sale  | Summer Fair   |
| VISITS/ VISITORS     | Autumn Hobbucks walk   | Children in Need 19 <sup>th</sup> November<br>Remembrance Day poppy donations 11 <sup>th</sup> Nov<br>Christmas Fair  | Hobbucks winter walk<br>Lakeside Arts – exploring colour workshop  | Hobbucks spring walk   | Partake theatre<br>Church/ synagogue visit<br>Life Education van<br>Sherwood Pines/conkers - TBC  | Hobbucks summer walk  |
| DIARY DATES          | National Poetry Day 7 <sup>th</sup> Oct<br>Diwali Day 15 <sup>th</sup> Oct<br>Black history month - Oct                                      | Christmas pantomime tbc<br>Santa visit tbc  | Nat. H-W Day 23 <sup>rd</sup> Jan<br>Big garden birdwatch week 28-30 <sup>th</sup> Jan<br>Nat. Storytelling week 30 <sup>th</sup>                      | Fair trade fortnight<br>World Book Day 3 <sup>rd</sup> March<br>Mother's Day 27 <sup>th</sup> March<br>Easter bonnet parade  | Toys partake 3 <sup>rd</sup> May<br>Sherwood Pines/conkers - TBC  | Father's Day<br>Phonics screening June<br>Sports day<br>Summer fair   |



|                    | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2  |
|--------------------|---|--|--|---|--|---|
| ENGLISH            | <p>Intro to traditional Tales - consolidation from F2<br/><b>(Character descriptions)</b></p> <p>The 3 little pigs Tfw<br/><b>(Story writing)</b></p> <p>Building 3 little pigs houses<br/><b>(Instructions)</b></p> <p>Wolf won't bite<br/><b>(Sentences, grammar Performance)</b></p> | <p>Pied Piper<br/><b>(Narrative)</b></p> <p>The Rat (disgusting critters)<br/><b>(Non-Chronological Report)</b></p> <p>John Lewis advert (Edgar the dragon)<br/><b>(Letter writing, link with values)</b></p> <p>The Nativity Story<br/><b>(Narrative)</b></p> | <p><i>The umbrella</i><br/><b>(description)</b></p> <p>Poetry<br/><b>(Colour/blue poems)</b></p> <p><i>The day the crayons quit</i><br/><b>(Letter, Tfw)</b></p> | <p>Penguins - Emperor's Egg<br/><b>(Non-Chronological Report)</b></p> <p>Captain Scott: Journey to the South Pole<br/><b>(Diary Writing)</b></p> <p>The Easter Story<br/><b>(Narrative)</b></p> | <p>The enormous turnip Tfw<br/><b>Story writing (innovation of vegetable)</b></p> <p>Oliver's vegetables<br/><b>(Role play, instructions)</b></p> <p>Wangari Maathia Trees of peace<br/><b>(Recount/story board)</b></p> | <p><i>Look what I found at the seaside</i><br/><i>Cinquain poems</i><br/><i>Seaside creatures</i><br/><b>(Poetry)</b></p> <p><i>Lighthouse keepers lunch</i><br/><b>(Instructions)</b></p> <p><i>A Whales Tale</i><br/><i>Animation</i><br/><b>(Narrative)</b></p> <p><i>The big book of blue</i><br/><b>(Non Chronological Report)</b></p> |
| HIGH QUALITY TEXTS | <p>The three little pigs (Tfw)</p> <p>Wolf won't bite<br/><i>Emily Gravett</i></p>  | <p>Pied Piper<br/><i>Ayesha Rubio</i></p> <p>Christmas: Edgar the Dragon (advert)<br/>Sleepy Jesus</p>   | <p><i>The umbrella</i><br/><i>Ingrid Schubert, Dieter Schubert</i></p> <p>The day the crayon quit (Tfw)<br/><i>Drew Daywalt</i></p>                              | <p>Emperor's egg<br/><i>Martin Jenkins</i></p> <p>The Easter story</p> <p>Captain Scott: Journey to the South Pole</p>  | <p>The enormous turnip (Tfw)<br/><i>Katie Daynes</i></p> <p>Oliver's Vegetables<br/><i>Alison Bartlett</i></p> <p>Wangari Maathia<br/><i>Trees of peace</i></p>  | <p>Lighthouse Keepers Lunch</p> <p>The big book of Blue</p>   |
| MATHS              | Place value within 10   | Addition and subtraction within 10   | Addition and Subtraction within 20   | Place value within 50<br>Mass and Volume  | Multiplication and division  | Geometry: Position and Direction  |



|           | 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><b><u>Plague</u></b></p> <p>Sequence events in our lives</p> <p>Event beyond living memory.</p> <p>Begin to know how to retell a familiar story set in the past.</p> <p>Using sources of information to answer questions</p> <p>Know that stories with historical content may be fact or may be fiction</p> <p>Remembrance day – learning what happened many years ago.</p>                             |   | <p><b><u>Scott of the Antarctic</u></b></p> <p>Recount the life of a significant individual in the past - Scott of the Antarctic</p> <p>Know about the life of someone famous from Britain who lived in the past.</p> <p>Know what the word significant means</p> <p>Significant person from the past</p> <p>Contribution to national and international achievement</p> <p>Historical knowledge</p> <p>Begin to know how to retell a familiar story set in the past.</p> <p>Using sources of information to answer questions</p> |   | <p><b><u>Toys in the past</u></b></p> <p>Changes in living memory – past 100 years</p> <p>Know some objects belong to the past</p> <p>Identify old and new objects</p> <p>Past and present of own and other's lives</p> <p>Reliability of adult memories</p> <p>Finding out about the past from different sources including older people</p>   |          |
| GEOGRAPHY | <p><b><u>Local area</u></b></p> <p><b>Geographical enquiry</b></p> <p>Know how to draw a simple map</p> <p>Know how to investigate their surroundings</p> <p>Know where things are within school and the local area</p> <p><b>Geographical skills</b></p> <p>Know how to use and construct basic symbols in a key.</p> <p><b>Fieldwork skills</b></p> <p>Study the geography of school and its grounds</p> |   | <p><b><u>Aerial View/ landmarks – linked to Umbrella text</u></b></p> <p><b>Human and physical geography</b></p> <p>Identify seasonal and daily weather patterns in the UK</p> <p><b>Geographical skills</b></p> <p>Know how to use aerial photographs and planned perspectives to recognise landmarks and basic human and physical features.</p> <p><b>Fieldwork skills</b></p> <p>Analysing aerial photography of local area</p>   |   | <p><b><u>UK countries, capitals and surrounding seas</u></b></p> <p><b>Locational knowledge</b></p> <p>Name, locate and identify countries and capitals of the UK and surrounding seas.</p> <p><b>Geographical skills</b></p> <p>Use maps and atlases to identify the UK</p> <p>Use locational language to describe features and routes on maps. To use and devise simple maps including basic symbols</p> <p><b>Place knowledge</b></p> <p>Human and physical features of areas of the UK</p> <p><b>Fieldwork skills</b></p> <p>Consolidation of fieldwork and observational skills when looking at seasdie</p> |          |



|   | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2  |
|---|---|---|--|---|--|---|
| <b>PSHE AND RELATIONSHIPS</b><br>Following the SCARF scheme of work (Safety, caring, achievement, resilience, friendship) | Living in the wider world – rules and responsibilities<br>Health and wellbeing – healthy lifestyles   | Health and wellbeing – healthy lifestyles cont.<br>Health and wellbeing – keeping safe    | Relationships - Healthy relationships<br>Feelings and emotions   | Relationships - Feelings and emotions cont.   | Health and wellbeing- growing and changing<br>Living in the wider world – caring for the environment   | Living in the wider world- money<br>Relationships- valuing differences  |
| <b>DT AND ART</b>   | <b>ART</b><br>Self portraits<br>Frida Kahlo<br><br><b>DT</b><br>Making houses for three little pigs in groups<br>Design, make, evaluate   | <b>ART</b><br>Seasonal art<br>George Seuratt<br><br><b>ART</b><br>Christmas card printing | <b>ART</b><br>Take one picture<br>Renoir<br>Pastel umbrellas   | <b>ART</b><br>Sketching, sculpting penguins<br><br><b>DT</b><br>making healthy snacks<br>Design, make, evaluate | <b>ART</b><br>Work from artists Andy Goldsworthy & Giuseppe Arcimboldo<br>Collage<br>Tree rubbings   | <b>ART</b><br>Printing<br>Sea creatures<br><br><b>DT</b><br>Making a zip-line for Mr Grinling picnic - slider |
| <b>MUSIC</b>  | <u><b>Peter and the Wolf</b></u> <ul style="list-style-type: none"> <li>Explore using timbre, dynamics and pitch to tell a story.</li> <li>Change voice to suit different characters while performing appropriate actions.</li> <li>Play contrasting accompaniments to reinforce the verse structure.</li> <li>Identify a simple song structure and rhyme pattern.</li> </ul> |   | <u><b>Who stole my chickens</b></u> <ul style="list-style-type: none"> <li>Make up new lyrics and create short body percussion patterns to accompany the song.</li> <li>Sing familiar songs in low and high voices, recognising higher and lower.</li> <li>Play a partner clapping game while singing a song.               <ul style="list-style-type: none"> <li>Copy short rhythm patterns by ear.</li> </ul> </li> </ul> |   | <u><b>Come dance with me</b></u> <ul style="list-style-type: none"> <li>Create musical phrases from new word rhythms that children invent.               <ul style="list-style-type: none"> <li>Sing either part of a call-and-response song.</li> </ul> </li> <li>Play the response sections on tuned percussion using the correct mallet hold.</li> <li>Listen and copy call-and-response patterns on voices and instruments.</li> </ul> |   |
| <b>COMPUTING</b><br>Following the Purple Mash scheme of work  | E-safety<br>Online safety<br><br>Information technology<br>Grouping and sorting (link to shape in maths)  | Computer science<br>Lego builders   | Information technology<br>Pictograms   | Digital literacy<br>Technology outside school   | Digital literacy<br>Animated stories   | Information technology<br>Spread sheets   |
| <b>PE</b>   | Ball skills   |   | Dance and gymnastics   |   | Athletics  |   |





|   | AUTUMN 1   | AUTUMN 2  | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2   |
|---|--|---|--|---|--|--|
| <p>SHARED READING</p> <p>Alongside shared reading we also teach guided reading working with children on the same book band level</p>  |  |   |  |   |  |  |
| <p>STORY TIME INCLUDING CULTURAL AND DIVERSITY TEXTS</p> <p>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</p> | <p>School values themed books</p> <p>Star dust</p> <p>Introduce Y1 brilliant books which link to our reading track</p> | <p>Diwali</p> <p>Sulwe</p> <p>What if?</p>            | <p>Happy to be me</p> <p>Hair love</p>   | <p>And Tango makes three</p> <p>Incredible you</p>        | <p>Away with wild things</p> <p>Larissa Theule</p> <p>Wangari Maathia</p> <p><i>Trees of peace</i></p> | <p>Off we go to Mexico – adventure by the sea</p> <p>Shine</p>       |
| <p>CONTINUOUS PROVISION THEME</p>   | <p>3 little pigs</p> <p>Wolves</p>   | <p>Rats</p> <p>Christmas</p>                          | <p>Colour</p> <p>Landmarks (London)</p>  | <p>Antarctica</p> <p>Penguins</p>                         | <p>Growing</p>   | <p>Seaside</p> <p>Oceans</p>   |
| <p>OUTDOOR LEARNING</p>   | <p>Materials in the school grounds</p> <p>Den building</p> <p>Map of school grounds</p>                                | <p>Seasons</p> <p>Hobbucks walk</p> <p>Pond visit</p> | <p>seasons</p> <p>Hobbucks walk</p> <p>Pond visit</p> <p>Big birdwatch</p> <p>national storytelling week</p> | <p>seasons</p> <p>Hobbucks walk</p> <p>Penguin waddle</p> | <p>Growing around school</p> <p>Green house visit</p> <p>Planting</p> <p>Flowers in grounds</p>        | <p>Pond visit</p> <p>Hobbucks visit</p> <p>Growing around school</p> |

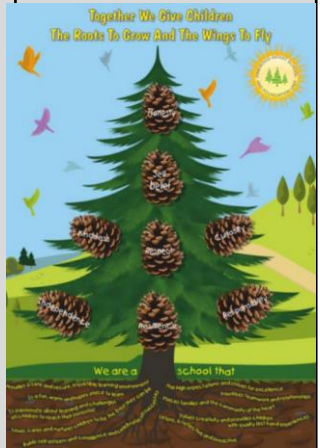


# OUR PINWOOD VALUES

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<br>NON ON HIS BUSINESS<br>THE COW WHO CLIMBED A TREE | DO UNTO OTTERS<br>THE LITTLE FISH WHO CRIED<br>SHARK<br>THE BOY WHO CRIED WOLF | IGGY PECK ARCHITECT LOST<br>AND FOUND THE MISSING<br>PIECE<br>THE WAY BACK HOME | DOGGER,<br>ROOM ON THE BROOM<br>THE GIVING TREE<br>LOST AND FOUND<br>THE RAINBOW FISH | PEACE AT LAST<br>AFTER THE STORM<br>PETER AND THE WOLF<br>KEVIN THE CAT WITH THE<br>MAGIC HAT<br>UP AND DOWN<br>MONKEY PUZZLE<br>THE WAY BACK HOME | BOG BABY<br>LITTLE RABBIT FOO FOO<br>THE GREAT KAPOK TREE<br>TUSK TUSK | ONE WORLD<br>BOG BABY<br>THE GREAT KAPOK TREE | GRUFFALO<br>HOW TO CATCH A STAR<br>DOT |



|  | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2  |
|--|---|---|---|--|--|---|
| <b>BRITISH VALUES</b><br><i>Rule of law, Mutual respect, Mutual Tolerance, Democracy, Individual liberty</i><br><br>Here are some examples of how we incorporate British Values into our Year 1 curriculum | <b>Rule of law</b> class rules<br><b>Mutual respect</b> our class community<br><b>Democracy</b> class and school responsibilities, choosing and voting<br><b>Mutual Respect and Tolerance</b> RE different celebrations | <b>Mutual respect and Tolerance</b> RE different celebrations:<br>Diwali, Hanukkah, Shabbat<br>Black history month<br><b>Mutual respect</b> RE Mother Teresa, Dr. Barnardo<br><br>Remembrance Day assembly and musician | <b>Individual liberty</b><br>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<br><br><b>Mutual respect and tolerance</b><br>RE symbols in religious worship and practice | <b>Mutual respect and tolerance</b> PSHE valuing difference   |
| <b>ASSESSMENT OPPORTUNITIES (ONGOING FORMATIVE)</b><br><br>Quizzes, Dual coding- bubble maps, tree diagrams, true/false, odd one out, knowledge organisers   | September baseline assessments: Phonics, Key words, handwriting<br>Independent writing<br>Writing moderation  | On going assessments<br>End of term Assessments (Phonics, Key words, end of term maths)   | Independent writing<br>Writing moderation<br>Pupil progress meetings  | Parents evening info<br>End of term Assessments (Phonics, Key words, end of term maths)                                  | Independent writing<br>Writing moderation<br>Pupil progress meetings   | Phonics screening<br>End of year assessments (Phonics, Key words, end of term maths)<br>Reports         |
| <b>PARENTAL INVOLVEMENT</b>  | Welcome meeting or welcome leaflet<br>Seesaw involvement<br>Hobbucks walk   | Seesaw involvement<br>Parents Evening<br>Nativity performance<br>Christmas fair   | Seesaw involvement<br>Art exhibition<br>Valentines day lunch<br>Hobbucks walk   | Seesaw involvement<br>Parents Evening<br>Easter bonnet parade<br>100 reads assembly<br>Hobbucks walk                     | Seesaw involvement<br>100 reads assembly   | Seesaw involvement<br>Reports to parents<br>DT exhibition<br>Sports day<br>Summer fair<br>Hobbucks walk |
| <b>SCHOOL VALUES</b>   | In our induction we focus on learning behaviours  | We focus on the school values of being a good   | We focus on the school value <b>curiosity</b> finding out about significant people: artists and explorers, other continents | We focus on the school values <b>responsibility, respect and curiosity</b> through our environment topic on caring about |  |   |