

# YEAR 1 LONG TERM PLAN 24-25









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 24-25

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS AND QUESTIONS	<p>WHAT IS IT LIKE TO BE IN YEAR 1 AT PINWOOD?</p> <p><b>Driver – PSHE (1 week)</b></p> <p>WHICH DIRECTION WOULD YOU TAKE?</p> <p><b>Driver - Geography</b></p> <p>Traditional tales – maps</p>	<p>HOW CAN HISTORY TELL THE STORY OF THE PAST?</p> <p>Rats, pied piper</p> <p><b>Driver – History</b></p> <p> WHAT CAN'T YOU WAIT FOR?</p> <p>The Christmas story </p>	<p>WHERE CAN A PAINTING TAKE US?</p> <p><b>Driver – Geography</b></p> <p>Take one picture</p> <p>Starry Night (Van Gogh)</p> <p></p>	<p>WHAT'S IT LIKE TO BE AN ANTARCTIC EXPLORER?</p> <p><b>Driver – History</b></p> <p>Penguins, Scott of the Antarctic</p> <p></p>	<p>THE GREAT OUTDOORS</p> <p><b>Driver – History</b></p> <p>Outdoor playgrounds Growing/plants Wangari Maathia</p> <p></p>	<p>HOW CAN WE LOOK AFTER OUR COASTS?</p> <p><b>Driver - Geography</b></p> <p>Books and poems about coasts/seaside</p> <p></p>
PRE LEARNING TASK	Make their favourite traditional tales character	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 favourite coastal locations.
LAUNCH	Fairy tale day – Week 3 Showcase traditional tail art	Pied Piper drama	Take one picture	Film premiere: March of the penguins	Farm visit – Picking vegetables, straw scarecrows,	UK day
PROJECT/ END PRODUCT	Presentation of chairs (DT) to Year 2	Christmas play	Art exhibition	Information leaflets to share with F2	Growing area tour	Create a pulley to send food to Mr Grinling
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	Hobbucks Autumn walk Pied Piper; Partake	Children in Need November Remembrance Day poppy donations 11 <sup>th</sup> Nov Christmas Fair	Hobbucks winter walk Lakeside Arts – exploring colour workshop	Hobbucks spring walk	Church visit Life Education The Old Barn at Field Farm	Hobbucks summer walk
DIARY DATES	National Poetry Day 3 <sup>rd</sup> Oct Diwali Day 31 <sup>st</sup> Oct-1 <sup>st</sup> Nov Children in Need – 15th Nov Black history month – 1 <sup>st</sup> Oct	Bonfire Night – 5th Nov Partake – Pied Piper Remembrance day 11th Nov Interfaith week 10-17th Nov Odd sock anti bullying day 12th Nov No pens day w/c 27th Nov Christmas Play TBC Christmas fair TBC Santa visit TBC	Nat. H-W Day 23 <sup>rd</sup> Jan Big garden birdwatch week 24 <sup>th</sup> -26th Jan Nat. Storytelling week 30th Jan Childrens Mental Health week 6th Feb Chinese New Year 29th Feb Online safety day 11th Feb Art Exhibition TBC Valentine's Day 14th Feb	Fair trade fortnight 3 <sup>rd</sup> -16 <sup>th</sup> March Science week 8-17th March World Maths day 23rd March World Book Day 6th March World Poetry day 21st March Mother's Day 30th March Easter bonnet parade Comic Relief or Sports Relief Big Spring Clean – March/April Red Nose Day 21st March	The Old Barn at Field Farm TBC Father's day 15th June National writing day June Phonics Screening 9 <sup>th</sup> June	Transition day Summer Fair Sports Day



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<p>All about me</p> <p>Goldilocks Tfw (<i>Story writing</i>)</p> <p>Little Red Riding Hood (<i>Instructions</i>)</p> <p>The Jolly Postman (<i>Letters</i>)</p>	<p>Pied Piper (<i>Narrative</i>)</p> <p>The Rat (disgusting critters) (<i>Non-Chronological Report</i>)</p> <p>John Lewis advert (<i>Edgar the dragon</i>) (<i>Letter writing, link with values</i>)</p> <p>Christmas Poems (<i>Poetry</i>)</p>	<p>How to catch a Star (<i>Narrative</i>) 2 Weeks</p> <p>Starry Night (<i>Poetry</i>) 2 Weeks</p> <p>Owl Babies (<i>Non Chronological</i>) 2 Weeks</p>	<p>Penguins - Emperor's Egg (<i>Non-Chronological Report – 2 weeks</i>)</p> <p>Captain Scott: Journey to the South Pole (<i>Diary Writing – 1 weeks</i>)</p> <p>Lost and Found; Oliver Jeffers (<i>Narrative – 2 weeks</i>)</p>	<p>The enormous turnip Tfw Story writing (<i>innovation of vegetable – 2 weeks</i>)</p> <p>Bean to Bean plant (<i>instructions – 2 weeks</i>)</p> <p>Wangari Maathia Trees of peace (<i>Recount of visit/story board – 2 weeks</i>)</p>	<p>Cinquain poems Seaside creatures (<i>Poetry- 2 weeks</i>)</p> <p>Lighthouse Keeper's Lunch (<i>Character Description-1 week</i>)</p> <p>A Whales Tale Animation (<i>Narrative, persuasive speech – 2 weeks</i>)</p> <p>The big book of blue (<i>Non Chronological Report – 2 weeks</i>)</p> <p>Transition (<i>Letter, Instructions – 1 week</i>)</p>
HIGH QUALITY TEXTS	<p>Goldilocks (Tfw)</p> <p>Little Red Riding Hood</p> <p>The Jolly Postman</p>	<p>Pied Piper Ayesha Rubio</p> <p>Christmas: Edgar the Dragon (advert) Sleepy Jesus</p>	<p>How to Catch a Star</p> <p>Owl Babies</p>	<p>Emperor's egg Martin Jenkins</p> <p>The Easter story Captain Scott: Journey to the South Pole</p>	<p>The enormous turnip (Tfw) Katie Daynes</p> <p>Wangari Maathia Trees of peace</p>	<p>The big book of Blue</p>
MATHS	<p>Place value within 10</p> <p>Shape</p>	<p>Addition and subtraction within 10</p> <p>Place value within 20</p> <p>Consolidation</p>	<p>Addition and Subtraction within 20</p> <p>Length and Height</p>	<p>Place value within 50</p> <p>Mass and Volume</p> <p>Consolidation</p>	<p>Multiplication and division</p> <p>Fractions</p> <p>Consolidation</p>	<p>Geometry: Position and Direction</p> <p>Number and place value within 100</p> <p>Money/Time</p>
SCIENCE	<p>Seasonal changes (autumn) Everyday materials</p>		<p>seasonal changes winter/spring Animals including humans – Birds, mammals, Amphibians, reptiles Spaced practice Materials</p>			



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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>Parables- stories with a message</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>Miracles- have faith in God</p> <p>What can we learn from them?</p> <p>How do religious stories make a difference to people's lives?</p>	<p>Symbols in religious worship and practice</p> <p>In what ways are churches are 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>Farming 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</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 seaside</p>	





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<b>PSHE AND RELATIONSHIPS</b> Following the SCARF scheme of work (Safety, caring, achievement, resilience, friendship)	<b>SCARF: Me and My Relationships</b> Why we have classroom rules How are you listening? Thinking about feelings	<b>SCARF: Valuing difference</b> Same or different? Unkind, tease or bully? Harold's school rules It's not fair Who are our special people? Our special people balloons  Odd Socks Anti Bullying Week 13 <sup>th</sup> November	<b>SCARF: Keeping safe</b> Super sleep Who can help? Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey  Children's mental Health Week, Wear your scarf to school Day 11 <sup>th</sup> February	<b>SCARF: Rights and respect</b> Harold has a bad day Around and about the school Taking care of something Harold's Money How should we look after our money? Basic first aid	<b>SCARF: Being my best</b> I can eat a rainbow Eat well Harold's wash and brush up Catch it bin it kill it Harold learns to ride a bike Pass on the praise Inside my wonderful body  Life Education Bus visit	<b>SCARF: Growing and changing</b> Healthy me Then and now Taking care of a baby Who can help? Surprises and secrets Keeping privates private
<b>DT AND ART</b>	<b>ART</b> Self portraits Frida Kahlo  <b>DT</b> Making a chair for a traditional tale character in groups Design, make, evaluate	<b>ART</b> Seasonal art George Seurat  <b>ART</b> Christmas card printing	<b>ART</b> Take one picture Vincent Van Gogh Art Exhibition	<b>ART</b> Sketching, sculpting penguins  <b>DT</b> making healthy snacks Design, make, evaluate	<b>ART</b> Work from artists Andy Goldsworthy & Giuseppe Arcimboldo  Collage Tree rubbings	<b>ART</b> Printing (sea creatures)  <b>DT</b> Making a pulley for Mr Grinling picnic
<b>MUSIC</b>	<b><u>Colonel Hathi's March/Magical Musical Aquarium</u></b> <ul style="list-style-type: none"> <li>Compose music to march to using tuned and untuned percussion.</li> <li>Respond to musical characteristics through movement.               <ul style="list-style-type: none"> <li>Describe the features of a march using music vocabulary</li> </ul> </li> <li>Experiment with sounds (timbre) to create music and draw the sounds using graphic symbols.               <ul style="list-style-type: none"> <li>Sing a unison song rhythmically and in tune.                   <ul style="list-style-type: none"> <li>Play percussion instruments expressively</li> </ul> </li> </ul> </li> </ul>		<b><u>Who stole my chickens</u></b> <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.               <ul style="list-style-type: none"> <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> </li> </ul>		<b><u>Come dance with me</u></b> <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.               <ul style="list-style-type: none"> <li>Listen and copy call-and-response patterns on voices and instruments.</li> </ul> </li> </ul>	
<b>COMPUTING</b> Following the Purple Mash scheme of work	E-safety Online safety  Information technology Grouping and sorting (link to	Computer science Lego builders	Information technology Pictograms	Digital literacy Technology outside school	Digital literacy Animated stories	Information technology Spread sheets



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>SHARED READING</b> Alongside shared reading we also teach guided reading working with children on the same book band level	Little Wandle Reading sessions <b>Decoding- prosody- comprehension</b>	Little Wandle Reading sessions <b>Decoding- prosody- comprehension</b>	Little Wandle Reading sessions <b>Decoding- prosody- comprehension</b>	Little Wandle Reading sessions <b>Decoding- prosody- comprehension</b>	Little Wandle Reading sessions <b>Decoding- prosody- comprehension</b>	Little Wandle Reading sessions <b>Decoding- prosody- comprehension</b>
<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.	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	And Tango makes three  Incredible you	Wangari Maathia  Handa's Hen  Amaras Farm	Off we go to Mexico –adventure by the sea  Shine
<b>CONTINUOUS PROVISION THEME</b>	Traditional Tales	Rats  Christmas	Colour  Geography	Antarctica  Penguins	Growing/plants  Farmyards	Seaside  Oceans
<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 national storytelling week	seasons Hobbucks walk Penguin waddle	Pond visit Hobbucks visit Growing around school	Pond visit Hobbucks visit Growing around school

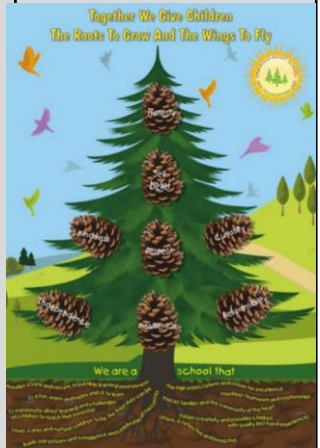


# OUR PINWOOD VALUES

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 INSTIL 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	DOGGY, 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 TOO INSTIL THE GREAT KAPOK TREE TUSK INSTIL	ONE WORLD BOG BABY THE GREAT KAPOK TREE	GRUFFALO HOW TO CATCH A STAR DOT



	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>Mutual respect and tolerance</b> PSHE valuing difference  <b>Mutual respect and tolerance</b> RE symbols in religious worship and practice	<b>Rule of law</b> PSHE looking after the environment
<b>ASSESSMENT OPPORTUNITIES (ONGOING FORMATIVE)</b>  Quizzes, Dual coding- bubble maps, tree diagrams, true/false, odd one out, knowledge organisers	September baseline assessments: Phonics, Key words, handwriting Independent writing Writing moderation	On going assessments End of term Assessments (Phonics, Key words, end of term maths)	Independent writing Writing moderation Pupil progress meetings	Parents evening info End of term Assessments (Phonics, Key words, end of term maths)	Independent writing Writing moderation Pupil progress meetings	Phonics screening End of year assessments (Phonics, Key words, end of term maths) Reports
<b>PARENTAL INVOLVEMENT</b>	Welcome meeting or welcome leaflet Dojo involvement Hobbucks walk	Dojo involvement Parents Evening Nativity performance Christmas fair	Dojo involvement Art exhibition Valentines day lunch Hobbucks walk	Dojo involvement Parents Evening Easter bonnet parade 100 reads assembly Hobbucks walk	Dojo involvement 100 reads assembly	Dojo involvement Reports to parents Sports day Summer fair Hobbucks walk
<b>SCHOOL VALUES</b> <i>Kindness, Honesty, Respect, Responsibility,</i>	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	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	