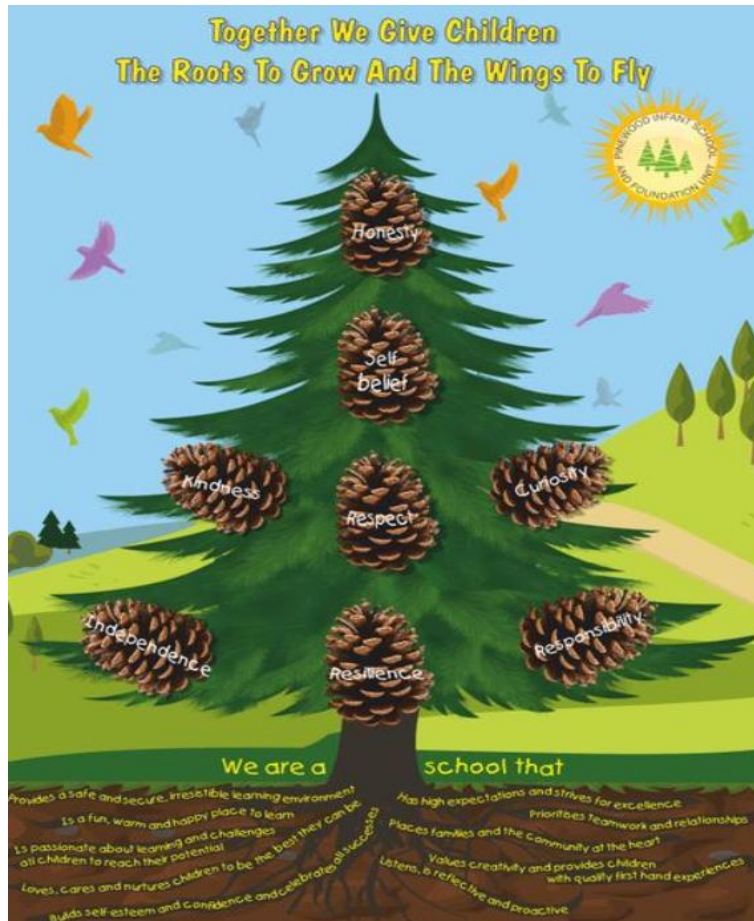


YEAR 1 LONG TERM PLAN 25-26



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 25-26

	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? Driver – PSHE (1 week)</p> <p>WHICH DIRECTION WOULD YOU TAKE? Driver - Geography Traditional tales – maps</p>	<p>HOW CAN HISTORY TELL THE STORY OF THE PAST?  Rats, pied piper Driver – History</p> <p>WHAT CAN'T YOU WAIT FOR? The Christmas story </p>	<p>WHERE CAN A PAINTING TAKE US? Driver – Geography Take one picture George and the Dragon</p> 	<p>WHAT'S IT LIKE TO BE AN ANTARCTIC EXPLORER? Driver – History Penguins, Scott of the Antarctic</p> 	<p>THE GREAT OUTDOORS Driver – History Outdoor playgrounds Growing/plants Wangari Maathia</p> 	<p>HOW CAN WE LOOK AFTER OUR COASTS? Driver - Geography Books and poems about coasts/seaside</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 Christmas Fair	Hobbucks winter walk	Hobbucks spring walk	Church visit Life Education The Old Barn at Field Farm	Hobbucks summer walk
DIARY EVENTS	National Poetry Day Diwali Day Children in Need Black history month	Bonfire Night Partake – Pied Piper Remembrance day Interfaith week Odd sock anti bullying day Christmas Play Christmas fair Santa visit The Plague	Nat. H-W Day Big garden birdwatch week Nat. Storytelling week Childrens Mental Health week Chinese New Year Online safety day Art Exhibition Valentine's Day	Fair trade fortnight Science week World Maths day World Book Day World Poetry day Mother's Day Easter bonnet parade Comic Relief or Sports Relief Big Spring Clean – March/April Red Nose Day	The Old Barn at Field Farm Father's day National writing day Phonics Screening	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 TjW (Story writing)</p> <p><i>Little Red Riding Hood</i> (Instructions)</p> <p>The Jolly Postman (Letters)</p>	<p>Pied Piper (Narrative)</p> <p>The Rat (disgusting critters) (Non-Chronological Report)</p> <p>John Lewis advert (<i>Edgar the dragon</i>) (Letter writing, link with values)</p> <p>Christmas Poems (Poetry)</p>	<p>George and the Dragon (Narrative) 2 Weeks</p> <p><i>Evidence of Dragons</i> (Poetry) 2 Weeks</p> <p><i>Dragon Post</i> (Non Chronological) 2 Weeks</p>	<p>Penguins - Emperor's Egg (Non-Chronological Report - 2 weeks)</p> <p>Captain Scott: Journey to the South Pole (Diary Writing - 1 weeks)</p> <p>Lost and Found; Oliver Jeffers (Narrative - 2 weeks)</p>	<p>The enormous turnip TjW Story writing (innovation of vegetable - 2 weeks)</p> <p><i>Bean to Bean plant</i> (instructions - 2 weeks)</p> <p>Wangari Maathia <i>Trees of peace</i> (Recount of visit/story board - 2 weeks)</p>	<p><i>Cinquain poems</i> <i>Seaside creatures</i> (Poetry- 2 weeks)</p> <p><i>Lighthouse Keeper's Lunch</i> (Character Description-1 week)</p> <p><i>A Whales Tale</i> Animation (Narrative, persuasive speech - 2 weeks)</p> <p><i>The big book of blue</i> (Non Chronological Report - 2 weeks)</p> <p>Transition (Letter, Instructions - 1 week)</p>
HIGH QUALITY TEXTS	<p>Goldilocks (TjW)</p> <p>Little Red Riding Hood</p> <p>The Jolly Postman</p>	<p>Pied Piper <i>Ayesha Rubio</i></p> <p>Christmas: Edgar the Dragon (advert) Sleepy Jesus</p>	<p>George and the Dragon</p> <p>Evidence of Dragons</p>	<p>Emperor's egg <i>Martin Jenkins</i></p> <p>The Easter story Captain Scott: Journey to the South Pole</p>	<p>The enormous turnip (TjW) <i>Katie Daynes</i></p> <p>Wangari Maathia <i>Trees of peace</i></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>			



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE	<p>Myself and caring for others How do we show we care for others? Why does it matter?</p>	<p>Celebrations and Festivals Who celebrates what and why?</p>	<p>Parables- stories with a message Beliefs and teachings - Stories of Jesus What can we learn from them? How do religious stories make a difference to people's lives?</p>	<p>Miracles- have faith in God What can we learn from them? How do religious stories make a difference to people's lives?</p>	<p>Symbols in religious worship and practice In what ways are churches are important to believers?</p>	
HISTORY	<p><u>Plague</u> Sequence events in our lives Event beyond living memory. Begin to know how to retell a familiar story set in the past. 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><u>Scott of the Antarctic</u> Recount the life of a significant individual in the past - Scott of the Antarctic Know about the life of someone famous from Britain who lived in the past. Know what the word significant means Significant person from the past Contribution to national and international achievement Historical knowledge Begin to know how to retell a familiar story set in the past. Using sources of information to answer questions</p>		<p><u>Farming in the Past</u> Changes in living memory – past 100 years Know some objects belong to the past Identify old and new objects</p> <p>Past and present of own and other's lives</p> <p>Reliability of adult memories Finding out about the past from different sources including older people</p>	
GEOGRAPHY	<p><u>Local area</u> Geographical enquiry Know how to draw a simple map Know how to investigate their surroundings Know where things are within school and the local area</p> <p>Geographical skills Know how to use and construct basic symbols in a key.</p> <p>Fieldwork skills Study the geography of school and its grounds</p>		<p><u>Aerial View/ landmarks</u> Human and physical geography Identify seasonal and daily weather patterns in the UK</p> <p>Geographical skills Know how to use aerial photographs and planned perspectives to recognise landmarks and basic human and physical features.</p> <p>Fieldwork skills Analysing aerial photography of local area</p>		<p><u>UK countries, capitals and surrounding seas</u> Locational knowledge Name, locate and identify countries and capitals of the UK and surrounding seas.</p> <p>Geographical skills Use maps and atlases to identify the UK Use locational language to describe features and routes on maps. To use and devise simple maps including basic symbols</p> <p>Place knowledge Human and physical features of areas of the UK</p> <p>Fieldwork skills Consolidation of fieldwork and observational skills when looking at seaside</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)	SCARF: Me and My Relationships Why we have classroom rules How are you listening? Thinking about feelings	SCARF: Valuing difference 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 th November	SCARF: Keeping safe 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 th February	SCARF: Rights and respect 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	SCARF: Being my best 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	SCARF: Growing and changing Healthy me Then and now Taking care of a baby Who can help? Surprises and secrets Keeping privates private
DT AND ART	ART Self portraits Frida Kahlo DT Making a chair for a traditional tale character in groups Design, make, evaluate	ART Seasonal art George Seurat ART Christmas card printing	ART Take one picture George and the Dragon	ART Sketching, sculpting penguins DT making healthy snacks Design, make, evaluate	ART Work from artists Andy Goldsworthy & Giuseppe Arcimboldo Collage Tree rubbings	ART Printing (sea creatures) DT Making a pulley for Mr Grinling picnic
MUSIC	Colonel Hathi's March/Magical Musical Aquarium <ul style="list-style-type: none"> Compose music to march to using tuned and untuned percussion. Respond to musical characteristics through movement. <ul style="list-style-type: none"> Describe the features of a march using music vocabulary Experiment with sounds (timbre) to create music and draw the sounds using graphic symbols. <ul style="list-style-type: none"> Sing a unison song rhythmically and in tune. <ul style="list-style-type: none"> Play percussion instruments expressively 		Who stole my chickens <ul style="list-style-type: none"> Make up new lyrics and create short body percussion patterns to accompany the song. Sing familiar songs in low and high voices, recognising higher and lower. <ul style="list-style-type: none"> Play a partner clapping game while singing a song. <ul style="list-style-type: none"> Copy short rhythm patterns by ear. 		Come dance with me <ul style="list-style-type: none"> Create musical phrases from new word rhythms that children invent. <ul style="list-style-type: none"> Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct mallet hold. <ul style="list-style-type: none"> Listen and copy call-and-response patterns on voices and instruments. 	
COMPUTING 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
SHARED READING Alongside shared reading we also teach guided reading working with children on the same book band level	Little Wandle Reading sessions Decoding- prosody- comprehension	Little Wandle Reading sessions Decoding- prosody- comprehension	Little Wandle Reading sessions Decoding- prosody- comprehension	Little Wandle Reading sessions Decoding- prosody- comprehension	Little Wandle Reading sessions Decoding- prosody- comprehension	Little Wandle Reading sessions Decoding- prosody- comprehension
STORY TIME INCLUDING CULTURAL AND DIVERSITY TEXTS 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
CONTINUOUS PROVISION THEME	Traditional Tales	Rats Christmas	Colour Geography	Antarctica Penguins	Growing/plants Farmyards	Seaside Oceans
OUTDOOR LEARNING	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 PINEWOOD VALUES

IT GOES WITHOUT SAYING THAT WE WANT OUR CHILDREN TO REACH THEIR POTENTIAL ACADEMICALLY WHILST HERE AT PINEWOOD. 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 PINEWOOD CAN BE SEEN ON THE PINE CONES.

OUR SCHOOL AIM IS 'TO MAKE LEARNING IRRESISTIBLE' AS THIS ENCOMPASSES WHAT WE DO AT PINEWOOD 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. PINEWOOD 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 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
<p>BRITISH VALUES <i>Rule of law, Mutual respect, Mutual Tolerance, Democracy, Individual liberty</i></p> <p>Here are some examples of how we incorporate British Values into our Year 1 curriculum</p>	<p>Rule of law class rules Mutual respect our class community Democracy class and school responsibilities, choosing and voting Mutual Respect and Tolerance RE different celebrations</p>	<p>Mutual respect and Tolerance RE different celebrations: Diwali, Hanukkah, Shabbat Black history month Mutual respect RE Mother Teresa, Dr. Barnardo Remembrance Day assembly and musician</p>	<p>Individual liberty We all have the right to have our own views.</p>	<p>Mutual respect and tolerance Re celebrations and festivals</p>	<p>Mutual respect and tolerance PSHE valuing difference Mutual respect and tolerance RE symbols in religious worship and practice</p>	<p>Rule of law PSHE looking after the environment</p>
<p>ASSESSMENT OPPORTUNITIES (ONGOING FORMATIVE) Quizzes, Dual coding- bubble maps, tree diagrams, true/false, odd one out, knowledge organisers</p>	<p>September baseline assessments: Phonics, Key words, handwriting Independent writing Writing moderation</p>	<p>On going assessments End of term Assessments (Phonics, Key words, end of term maths)</p>	<p>Independent writing Writing moderation Pupil progress meetings</p>	<p>Parents evening info End of term Assessments (Phonics, Key words, end of term maths)</p>	<p>Independent writing Writing moderation Pupil progress meetings</p>	<p>Phonics screening End of year assessments (Phonics, Key words, end of term maths) Reports</p>
<p>PARENTAL INVOLVEMENT</p>	<p>Welcome meeting or welcome leaflet Dojo involvement Hobbucks walk</p>	<p>Dojo involvement Parents Evening Nativity performance Christmas fair</p>	<p>Dojo involvement Art exhibition Valentines day lunch Hobbucks walk</p>	<p>Dojo involvement Parents Evening Easter bonnet parade 100 reads assembly Hobbucks walk</p>	<p>Dojo involvement 100 reads assembly</p>	<p>Dojo involvement Reports to parents Sports day Summer fair Hobbucks walk</p>
<p>SCHOOL VALUES <i>Kindness, Honesty, Respect, Responsibility,</i></p>	<p>In our induction we focus on learning behaviours through our school values resilience, independence and self-belief.</p>	<p>We focus on the school values of being a good person within PSHE and circle times: Kindness, Honesty</p>	<p>We focus on the school value curiosity finding out about significant people: artists and explorers, other continents and countries, key events in the past.</p>	<p>We focus on the school values responsibility, respect and curiosity through our environment topic on caring about our school grounds and our planet. We also focus on learning behaviours getting ready for Year 2 independence, resilience, self-belief thinking about transition</p>		