



# Pendragon Community Primary School

## Year 1 – Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Up, up and away!	Once Upon A Time		Blast off!	Pets At Home	Let's Grow
English	<ul style="list-style-type: none"> <li>Labels, lists and captions.</li> <li>Poetry</li> <li>Recount</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Tales</li> </ul>	<ul style="list-style-type: none"> <li>Narrative</li> </ul>	<ul style="list-style-type: none"> <li>Contemporary Fiction</li> <li>Report</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Contemporary Fiction</li> <li>Instructions</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Explanations</li> <li>Report</li> </ul>
	Pendragon Writers Club		Pendragon Writers Club		Pendragon Writers Club	
Maths	<ul style="list-style-type: none"> <li>Number and place value</li> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement</li> <li>Geometry: Properties of shape; Position and Direction</li> <li>Statistics (Interpreting Data)</li> </ul>		<ul style="list-style-type: none"> <li>Number and place value</li> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement</li> <li>Geometry: Properties of shape; Position and Direction</li> <li>Statistics (Interpreting Data)</li> </ul>		<ul style="list-style-type: none"> <li>Number and place value</li> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement</li> <li>Geometry: Properties of shape; Position and Direction</li> <li>Statistics (Interpreting Data)</li> </ul>	
Science	<ul style="list-style-type: none"> <li>Chemistry: Materials</li> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry: Materials</li> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>Physics: Seasonal Changes.</li> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry: Materials</li> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> </ul>	<ul style="list-style-type: none"> <li>Biology: Animals and Humans, habitats</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul>	<ul style="list-style-type: none"> <li>Biology: Plants</li> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>
	<ul style="list-style-type: none"> <li>Physics: Seasonal Changes. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</li> <li>Working Scientifically: Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</li> </ul>					
Art & Design		<ul style="list-style-type: none"> <li>Drawing</li> <li>Textiles</li> </ul>	<ul style="list-style-type: none"> <li>Sketching/Painting/ Collage – exploring a variety of techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Sketching/Painting/ Collage – exploring a variety of techniques.</li> <li>Sculpture – 3D Solar system</li> </ul>	<ul style="list-style-type: none"> <li>Sculpture – Animals</li> <li>Printing</li> </ul>	
	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>					

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Computing	<ul style="list-style-type: none"><li>E-safety</li><li>Understanding technology</li><li>Digital Literacy</li></ul>		<ul style="list-style-type: none"><li>E-safety</li><li>Understanding technology</li><li>Digital Literacy</li></ul>		<ul style="list-style-type: none"><li>E-safety</li><li>Understanding technology</li><li>Programming</li><li>Digital Literacy</li></ul>	
	<ul style="list-style-type: none"><li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li><li>Create and debug simple programs.</li><li>Use logical reasoning to predict the behaviour of simple programs.</li><li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li><li>Recognise common uses of information technology beyond school.</li><li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li></ul>					
Design & Technology	<ul style="list-style-type: none"><li>Designing and Making Aircraft.</li><li>Cooking and Nutrition</li></ul>	<ul style="list-style-type: none"><li>Cooking and Nutrition</li></ul>	<ul style="list-style-type: none"><li>Cooking and Nutrition</li></ul>	<ul style="list-style-type: none"><li>Cooking and Nutrition</li><li>Designing animal homes</li></ul>	<ul style="list-style-type: none"><li>Designing gardens/greenhouses</li><li>Cooking and Nutrition</li></ul>	<ul style="list-style-type: none"><li>Cooking and Nutrition</li><li>Design and Make a 3D Planet.</li></ul>
	<ul style="list-style-type: none"><li>Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria; Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li><li>Make: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li><li>Evaluate: Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria.</li><li>Technical knowledge: Build structures, exploring how they can be made stronger, stiffer and more stable; Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li></ul>					
Geography		<ul style="list-style-type: none"><li>To investigate patterns</li></ul>	<ul style="list-style-type: none"><li>Locational knowledge</li><li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li></ul>	<ul style="list-style-type: none"><li>To communicate geographically</li></ul>		<ul style="list-style-type: none"><li>Locational knowledge</li><li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li></ul>
	<ul style="list-style-type: none"><li>Human and physical geography: Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li></ul>					
History	<ul style="list-style-type: none"><li>Changes in air travel (visit to IWM Duxford)</li><li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li></ul>				<ul style="list-style-type: none"><li>How has Papworth changed over time (buildings focus).</li><li>Significant historical events, people and places in their own locality.</li><li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li></ul>	<ul style="list-style-type: none"><li>Tim Peak and Neil Armstrong (&amp; Helen Sharman).</li><li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li></ul>
Music	<ul style="list-style-type: none"><li>Exploring pitch</li><li>Performance</li></ul>	<ul style="list-style-type: none"><li>Performance</li><li>Exploring instruments and symbols</li></ul>	<ul style="list-style-type: none"><li>Exploring timbre, tempo and dynamics</li></ul>	<ul style="list-style-type: none"><li>Exploring Sounds</li></ul>	<ul style="list-style-type: none"><li>Exploring Duration</li></ul>	<ul style="list-style-type: none"><li>Exploring Pulse and Rhythm</li></ul>
	<ul style="list-style-type: none"><li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>					
Physical Education	<ul style="list-style-type: none"><li>Games - Fundamentals Unit 1 (Ball skills – hand and foot)</li></ul>	<ul style="list-style-type: none"><li>OAA - Orienteering</li></ul>	<ul style="list-style-type: none"><li>Games - Fundamentals Unit 2 (Running, Throwing, Catching)</li></ul>	<ul style="list-style-type: none"><li>Games - Fundamentals Unit 2 (Running, Throwing, Catching)</li></ul>	<ul style="list-style-type: none"><li>Games - Revisit Fundamentals 1 – focus on team games.</li></ul>	<ul style="list-style-type: none"><li>Games - Revisit Fundamentals 2 – focus on team games.</li></ul>
	<ul style="list-style-type: none"><li>Gymnastics – Jumping Jacks (Jumping Actions)</li></ul>	<ul style="list-style-type: none"><li>Dance – Moving Words</li></ul>	<ul style="list-style-type: none"><li>Dance - Weather (Poetry)</li></ul>	<ul style="list-style-type: none"><li>Gymnastics – Rock and Roll (Rocking and Rolling actions)</li></ul>	<ul style="list-style-type: none"><li>Athletics activities linked to Sports Day</li></ul>	<ul style="list-style-type: none"><li>Athletics activities linked to Sports Day</li></ul>
	<ul style="list-style-type: none"><li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li><li>Participate in team games, developing simple tactics for attacking and defending.</li><li>Perform dances using simple movement patterns.</li></ul>					

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<b>PSHE</b>	<ul style="list-style-type: none"> <li>Myself and My Relationships 4 – Beginning and Belonging/New Beginnings</li> </ul>	<ul style="list-style-type: none"> <li>Conflict Resolution</li> <li>Myself and My Relationships 7 (Anti-bullying week)</li> </ul>	<ul style="list-style-type: none"> <li>Myself and My Relationships 5 – Me and My Emotions/Good to be Me</li> </ul>	<ul style="list-style-type: none"> <li>Healthy and Safer Lifestyles 4 – Managing Risk</li> <li>Healthy and Safer Lifestyles 5 – Safety Contexts</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship 4 – Diversity and Communities</li> </ul>	<ul style="list-style-type: none"> <li>Healthy and Safer Lifestyles 7 – Healthy Lifestyles</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>School Designed Unit: What does it mean to belong?</li> <li>Religious Artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Core Unit: Celebrations: Why is Christmas important to Christians?</li> <li>Jesus as a child</li> </ul>	<ul style="list-style-type: none"> <li>School Designed Unit: People in Christianity – stories of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>School Designed Unit: Celebrations: The Easter Story</li> </ul>	<ul style="list-style-type: none"> <li>Places in Christianity: What makes a church a special place for Christian people? (including a church visit)</li> </ul>	<ul style="list-style-type: none"> <li>School Designed Unit: Stories Jesus told. What did his stories teach?</li> </ul>