



Pendragon Community Primary School

Year 1 – Long Term Planning 2021-2022

	Autumn 1 Who has changed our world?	Autumn 2 Where will your next adventure take you?	Spring 1 What makes our lives wonderful?	Spring 2 How is life different to that of our ancestors?	Summer 1 What makes our planet so amazing?	Summer 2 How has our local area changed?
	Up, up and away!	UK and British Isles	Once upon a time	Blast off!	Pets At Home	Through the window
Question	How did people travel in the past?	Where in the UK would you like to live?	How do British Traditions make our lives wonderful?	Why was the year 1969 important to the world?	Which animals are a man's best friend?	How has our school changed?
English	<ul style="list-style-type: none"> • Narrative • Some dogs do • Hot seating • Speech bubbles • Emotion/Feelings • Note • Old Bear • Postcard • Recount- Trip to Duxford (history) 	<ul style="list-style-type: none"> • Information booklet Visitors guide to UK. • Katie went to London • Katie in Scotland • Barnaby in Cardiff and Belfast • Fact writing • headings • subheadings • Labelling parts of the UK. 	Narrative <ul style="list-style-type: none"> • Traditional Tales • The rabbit that stole the fire • The Gingerbread man • Drama/Hot seating • Dialogue writing • Story writing • Shakespeare- A midsummer Night's dream 	<ul style="list-style-type: none"> • Poetry • Space Poems • Space Number Adjectives • Formal letter to the NASA (application to be an astronaut cadet.) 	<ul style="list-style-type: none"> • Fact file • A Perfect Pet • List • Labelling • Perfect pets' book 	<ul style="list-style-type: none"> • Poetry • Senses poem • Alliteration • Directional Instruction writing
	Pendragon Writers Club		Pendragon Writers Club		Pendragon Writers Club	

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Maths	<ul style="list-style-type: none"> Finding patterns in numbers Counting and comparison Estimating and ordering Regrouping the whole Addition and subtraction Solving problems Comparison Equality and balance Numbers to twenty Doubling and halving Odd and even numbers 		<ul style="list-style-type: none"> Positional language Names and properties of 2d and 3d shapes. Measuring Sequencing events Addition and subtraction using think 10 Part or whole unknown Language and problem solving Comparison including statistics Money Counting in 2's 5's and 10' 		<ul style="list-style-type: none"> Multiplication Division Geometry Time Fractions Numbers to 20 review Place value to 100 	
Science	<ul style="list-style-type: none"> Chemistry: Materials Distinguish between an object and the material from which it is made. 	<ul style="list-style-type: none"> Physics: Seasonal Changes. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> Biology: Humans identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> Chemistry: Materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> Biology: Animals and habitats Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 	<ul style="list-style-type: none"> Biology: Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.
<ul style="list-style-type: none"> Physics: Seasonal Changes. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 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. 						

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Art & Design		<ul style="list-style-type: none"> ▪ Sketching ▪ Colour mixing ▪ Collage – exploring a variety of techniques. ▪ Drawing – Pastel flowers 	<ul style="list-style-type: none"> • Explore craft makers- design and make a hand puppet 		<ul style="list-style-type: none"> ▪ Sculpture – clay animals using attaching and joining skills. 	
	<ul style="list-style-type: none"> ▪ To use a range of materials creatively to design and make products. ▪ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ▪ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ▪ 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. 					
Computing	<ul style="list-style-type: none"> ▪ Unit 1.1 Online Safety & Exploring Purple Mash Programs – Various ▪ Unit 1.2 Grouping & Sorting Programs – 2DIY ▪ Unit 1.6 Animated Story Books Programs – 2Create A Story 		<ul style="list-style-type: none"> ▪ UNIT 1.3 Pictograms Programs – 2Count ▪ Unit 1.4 Lego Builders Programs – 2Go ▪ Unit 1.5 Maze Explorers Programs – 2Go ▪ Unit 1.7 Coding Programs – 2Code 		<ul style="list-style-type: none"> ▪ Unit 1.8 Spreadsheets Programs – 2Calculate ▪ Unit 1.9 Technology Outside School Programs – Various 	
	<ul style="list-style-type: none"> ▪ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. ▪ Create and debug simple programs. ▪ Use logical reasoning to predict the behaviour of simple programs. ▪ Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ▪ Recognise common uses of information technology beyond school. ▪ 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. 					

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Design & Technology	<ul style="list-style-type: none"> Designing and Making Aircraft. (Joins and levers) 			<ul style="list-style-type: none"> Designing and Making space picture. (Sliders and levers) 		<ul style="list-style-type: none"> Cooking and nutrition Oliver's fruit salad- Making your own fruit salad.
	<ul style="list-style-type: none"> 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. 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. Evaluate: Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria. 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. 					
Geography		<ul style="list-style-type: none"> Locational knowledge (UK) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 			●	<ul style="list-style-type: none"> Exploring the school grounds Mapping the local area Visiting the old school
	<ul style="list-style-type: none"> 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. 					
History	<ul style="list-style-type: none"> Changes in air travel (visit to IWM Duxford) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 		<ul style="list-style-type: none"> Royal Family – Changes in living memory. Where appropriate these could be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> Tim Peak and Neil Armstrong (& Helen Sharman). 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. 		
Music	Revisiting FS scheme <ul style="list-style-type: none"> Exploring pulse Performance 	Hey you <ul style="list-style-type: none"> Exploring instruments and symbols Performance 	Rhythm in the way we walk <ul style="list-style-type: none"> Exploring timbre, tempo and dynamics 	In the Groove <ul style="list-style-type: none"> Exploring Sounds 	Round and Round <ul style="list-style-type: none"> Exploring Duration 	Reflect, Rewind and Replay <ul style="list-style-type: none"> Exploring Pulse, Rhythm and pitch
	<ul style="list-style-type: none"> 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. 					

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Physical Education	<ul style="list-style-type: none"> Games - Fundamentals Unit 1 (Ball skills – hand and foot) 	<ul style="list-style-type: none"> Games - Fundamentals Unit 1 (Ball skills – hand and foot) 	<ul style="list-style-type: none"> Games - Fundamentals Unit 2 (Running, Throwing, Catching) 	<ul style="list-style-type: none"> Games - Fundamentals Unit 2 (Running, Throwing, Catching) 	<ul style="list-style-type: none"> Games - Revisit Fundamentals 1 – focus on team games. 	<ul style="list-style-type: none"> Athletics activities linked to Sports Day
	<ul style="list-style-type: none"> Gymnastics – Jumping Jacks (Jumping Actions) 	<ul style="list-style-type: none"> Dance – Weather 	<ul style="list-style-type: none"> Dance – Traditional Folk dancing 	<ul style="list-style-type: none"> Gymnastics – Rock and Roll (Rocking and Rolling actions) 	<ul style="list-style-type: none"> Dance - Maypole 	<ul style="list-style-type: none"> OAA
	<ul style="list-style-type: none"> 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. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. 					
PSHE	<ul style="list-style-type: none"> Myself and My Relationships 4 – Beginning and Belonging/New Beginnings 	<ul style="list-style-type: none"> Conflict Resolution Myself and My Relationships 7 (Anti-bullying week) 	<ul style="list-style-type: none"> Myself and My Relationships 5 – Me and My Emotions/Good to be Me 	<ul style="list-style-type: none"> Healthy and Safer Lifestyles 4 – Managing Risk Healthy and Safer Lifestyles 5 – Safety Contexts 	<ul style="list-style-type: none"> Citizenship 4 – Diversity and Communities 	<ul style="list-style-type: none"> Healthy and Safer Lifestyles 7 – Healthy Lifestyles
Religious Education	<ul style="list-style-type: none"> What does it mean to belong? 	<ul style="list-style-type: none"> Patron Saints of the United Kingdom Why is Christmas important to Christians? 	<ul style="list-style-type: none"> Jesus as a child 	<ul style="list-style-type: none"> Hinduism Creation story Festival of Holi 	<ul style="list-style-type: none"> Parables: Stories Jesus told. What did his stories teach? 	<ul style="list-style-type: none"> Places in Christianity: What makes a church a special place for Christian people? (including a church visit)