

# Pennington Long Term Plan for Year 1 – 2022/2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>						
<b>ENGLISH Pathways for writing</b>	<p><b>Lost and found</b></p> <p>Additional texts: Penguins (Usborne) by Emily Bone Zoo-ology by Joelle Jolivet Lost and Found DVD</p>	<p><b>Nibbles the book monster</b></p> <p>Additional texts: Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the wild things are by Maurice Sendak Nibbles the Dinosaur Guide by Emma Yarlett</p>	<p><b>The Lion inside</b></p> <p>Additional texts: How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr Zoo-ology by Joelle Jolivet The Lion King (1994 film) by Disney</p>	<p><b>The curious case of the missing mammoth</b></p> <p>Additional texts: Lost in the Toy Museum by David Lucas Woolly Mammoth by Mick Manning How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley A Great Big Cuddle by Michael Rosen</p>	<p><b>Toys in space</b></p> <p>Additional texts: Traction Man by Mini Grey Biscuit Bear by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan Dr Xargles by Jeanne Willis Toy Story 2 (1999 film) by Disney/Pixar</p>	<p><b>Goldilocks and just the one bear</b></p> <p>Additional texts: Goldilocks and the Three Bears by Emma Chichester Clark Me and You by Anthony Browne Old bear stories by Jane Hissey Dogger by Shirley Hughes</p>
<b>Outcome</b>	<p>Fiction: adventure story based on the structure of Lost and Found</p> <p>Greater Depth Change the setting and characters of the story</p>	<p>Recount: diary entry based on Nibbles' adventures</p> <p>Greater Depth To add a new adventure based on a previously read text</p>	<p>Fiction: journey story based on the structure of The Lion Inside</p> <p>Greater Depth Change both animals in the story</p>	<p>Fiction: adventure story based on the structure of The Curious Case of the Missing Mammoth with a change of character</p> <p>Greater Depth Change the setting of the story</p>	<p>Fiction: fantasy story based on the structure of Toys in Space, changing the characters</p> <p>Greater Depth Change the settings of the story</p> <p>Extension: Instructions</p>	<p>Fiction: traditional story with new character or setting based on Goldilocks and just the one bear.</p> <p>Greater Depth Change the character/ setting</p> <p>Extension: Non-chron. report</p>

<b>Word</b>		Use plural noun suffixes -s and -es	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un	
<b>Sentence</b>	Combine words to make sentences	Join words using 'and'	Join words and clauses using 'and'	Join words and clauses using 'and'	Join words and clauses using 'and'	Join words and clauses using and Use simple description
<b>Text</b>		Sequence sentences to form short narratives (link ideas or events by pronoun)				Sequence sentences to form short narratives (link ideas or events by pronouns)
<b>Punctuation</b>	Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people	Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
<b>Pathways for poetry</b>	<b>Sea Songs</b>	<b>There are no such things as monsters</b>	<b>If I had a beak</b>	<b>At the Zoo</b>	<b>I spun a star</b>	<b>Poetry fruit salad</b>
<b>Outcome</b>	action rhyme and list poem	descriptive poem based on a model	descriptive poem using the senses	list poem	list poem	senses poem
<b>Reading</b>	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently. Link what is read or heard to own experiences Recognise and join in with predictable	Link what is read or heard to own experiences Learn to appreciate rhymes and poems Check that the text makes sense	Recognise and join in with predictable phrases Learn to appreciate rhymes and poems Discuss word meanings, linking new meanings to those already	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Link what is read or heard to own experiences Learn to appreciate rhymes and poems Recite some rhymes and poems by heart	Discuss word meanings, linking new meanings to those already known Draw on what they already know Check that the text makes sense Check that the text makes sense	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Link what is read or heard to own experiences Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Explain clearly

	phrases. Learn to appreciate rhymes and poems Participate in discussion about what has been read to them		known Explain clearly understanding of what is read to them			understanding of what is read to them
<b>Spoken language</b>	Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently	Listen and respond Maintain attention and participate actively in collaborative conversations Speak audibly and fluently	Listen and respond Participate in discussions, presentations and performances Use spoken language: speculating, hypothesising, imagining and exploring ideas	Listen and respond Build vocabulary Select and use appropriate registers for effective communication Speak audibly and fluently	Ask relevant questions Maintain attention and participate actively in collaborative conversations Speak audibly and fluently	Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently
<b>Spelling</b>	Little Wandle Letters and Sounds					
<b>Handwriting</b>						
<b>Maths – basic skills</b>	Count 60-69 Count to 100 Read 2 digit numbers Understand numbers to 10 Count in 5s  Multiples of 5 Number bonds to 10  Swap the 'thing' to another object Double 1 digit numbers Find the missing piece to 10  Add numbers of objects to 10		Count to 100 Read 3-digit multiples of 100 Understand numbers to 10 and then 20  Count in 5s Adding 2 and 3  Swap the 'thing' to another object Double 2-digit multiples of 10 Find the missing piece to 10		Count past 100 Read 3-digit multiples of 100 Partition a 2-digit number Understand numbers to 20  Count in 2s Count in 1s/2s/5s/25s  Swap the 'thing' to another object Double 1-digit numbers Find half of 3, 5, 7, 9 Double 2-digit multiples of 10 Find the missing piece to 10 Know the fact families for 1-digit and 1-digit facts  Add a 1-digit number to a number to 20	

	<p>Take away numbers of objects to 10 Find total amounts of blocks Share 6, 9, 12, 15 between 3 people</p>	<p>Read, arrange and solve an addition number sentence Solve addition on a number line Read, arrange and solve a subtraction number sentence Solve subtraction on a number line Find the total amounts of blocks Share 6, 9, 12 or 15 objects into 3</p>	<p>Take a 1-digit number from a number to 20 Draw out groups of dots and find the total amount Share 8, 12, 16, or 20 into 4 Share equally to solve division problems Make groups of 2, 5 or 10 Find how many altogether by counting through each group</p>
<b>Maths – wider maths</b>	<p>Recognise symmetry around me Identify 2D and 3D shapes in real life Describe position, direction and movement</p> <p>Compare amounts of distance by counting Compare 3 different amounts of mass Play shop making simple calculations Compare 3 different amounts of space Understand hotter and colder Place several events in chronological order Make half a turn</p> <p>Understand and spot a half Find half of a set of objects by sharing Know my finger doubles</p>	<p>Recognise symmetry around me Know that there are different shaped triangles Identify 3D shapes in real life Describe position, direction and movements</p> <p>Compare amounts of distance, using words and numbers, in lots of different practical contexts Compare amounts of mass by counting Recognise specific coins and notes Use coins to make totals up to 10p Compare amounts of space by counting Use a range of words to describe e temperature Use my understanding of time Understand the date Count, read and write o'clock times Describe the time using the nearest o'clock</p> <p>Spot a half Find a third of a set of objects by sharing Know my finger doubles as fractions</p>	<p>Recognise symmetry around me Know that the same shape can come in different sizes Recognise many different types of familiar 2D shapes Recognise many different types of familiar 3D shapes Understand 'clockwise' as a direction of turn.</p> <p>Compare amounts of distance, mass and space, using words and numbers, in lots of different practical contexts Use coins to make totals up to 20p Count in o'clocks Read, write and draw half past Make a quarter and three-quarter turn</p> <p>Understand and spot a quarter and a third Spot equal parts of a whole</p>

	Sort using two lists and a circle Build counting towers		Sort using a circle Build counting towers		Find quarter of a set of objects by sharing Know my finger doubles as fractions Show appreciation of a fixed number relationship	
	Spot, copy and create different patterns.		Extend patterns (including number)		Sort objects using two circles Explain simple pictograms Keep and explain a tally Sort using a Carroll diagram Explain counting towers	
					Understand the pattern of odd and even numbers Use Pim to swap 'the thing' to a letter Know symbols can represent unknown numbers	
<b>SCIENCE</b>	Observe weather associated with changes of seasons. Identify how day length varies.	Materials around school and the home – distinguish between objects and materials / Identify and name common materials. Describe simple properties of everyday materials. Compare and classify materials.	Identify, name and compare common animals  Identify and name carnivores, omnivores and herbivores.		Identify, draw, label and name basic body parts.  Senses	Identify common wild and garden plants  Identify basic flowering plant parts. (roots, leaves, flowers, etc.)including trees.
<b>RELIGIOUS EDUCATION</b>	Jesus as a special person. What Jesus did – episodes of his life? What qualities he showed.  People who are 'special to me'	Charities and caring for others.  Who cares for me?  Christmas story and customs of giving and receiving	Prayer Examples of Christian prayer. What does prayer mean for Christians and for other faiths?	Christian customs and symbolism. Festivals with which we are familiar and ways they are celebrated around the world. Celebrations in other religions	Buddhism Prince Siddhartha's life Special clothing and customs associated with Buddhist monks and nuns. Items associated with a Buddhist home shrine and	The Bible  Talk about the importance of the Bible to religious people. Bible stories / poems from old and new testament 10 commandments

	Harvest			e.g. Divali, Id ul Fitr, Vaisakhi and ways they are celebrated around the world.  Easter Symbols and customs	the meaning of the symbols. Examine artefacts -Make a prayer wheel of kind thoughts. Links between some Buddhist festivals and events in the life of Buddha.	
<b>CHRISTIAN VALUES / PSHE</b>	Friendship	Forgiveness	Thankfulness	Honesty	Hope	Koinonia
<b>ART</b>	Landscapes using different media Creating textures / colour shades / comparing art x5		Sculptures and collages – living things Clay / junk modelling x5		Formal elements of art (Shape, line and colour) x7	Art & design skills Learning about an artist / colour mixing / printing / experimenting with media / lego printing x6
<b>DESIGN AND TECHNOLOGY</b>	Structures – construct a windmill x4	Mechanisms – making a moving story book x4		Textiles – puppets x4	Mechanisms – wheels and axles x4	Fruit and vegetables – design a smoothie and packaging x4
<b>COMPUTING</b>	Unit 1.1 – online safety and explore purple mash. Unit 1.2 - groupings  simple algorithms (walking with dinosaurs) 1	Unit 1.3 - pictograms Unit 1.8 – spreadsheets  Digital photography (Pictures tell a thousand words)2  Information search (Young investigators)5	Unit 1.4 – Lego builders.  writing algorithms to solve problems (App attack)3	Unit 1.5 – Maze explorers Unit 1.9 – Technology outside school  Information search (We are all connected)6	Unit 1.6 – Animated storybooks  Giving instructions - Programming Beebots (crazy creatures) 4	Unit 1.7 - coding  Using technology to explore (Out and about)7  Using algorithms to produce their own simple game (Ready, steady, go) 8

<b>GEOGRAPHY</b>	Seasonal and daily weather patterns in UK  Holiday diary - Countries and capitals of UK and its surrounding seas.				Compass directions. Using maps, atlases and globes (T)	Local study – use basic geographical vocabulary Study human and physical features Compass directions. School surroundings → Ulverston
<b>HISTORY</b>		Bonfire night  Kings and queens – Queen Elizabeth 1, Queen Victoria.	Beatrix Potter – her life history and books	Houses through history	Louis Braille Travel – how modes of transport developed  The Wright Brothers, Robert Louis Stevenson, Tim Peake,	The history of Ulverston canal
<b>MUSIC - Charanga</b>	Introducing beat – How can we make friends when we sing together?	Adding rhythm and pitch – How does music tell stories about the past?	Introducing tempo and dynamics – how does music make the world a better place?	Combining pulse, rhythm and pitch – How does music help us to understand our neighbours?	Having fun with improvisation – What songs can we sing to help us through the day?	Explore sound and create a story – How does music teach us about looking after the planet?
<b>PHYSICAL EDUCATION</b>	Gymnastics Key Steps 1 body management  Multi skills - agility, balance	Dance  Multi skills – ball skills, skipping	Gymnastics Key Steps 1 floor exercises  Multi-skills – sending and receiving	Multi skills – co-ordination  Yoga	Multi skills – jumping  Sports day preparation  Striking and fielding	Dance  Multi skills - travel
<b>Outdoor learning</b>	Explore grounds – walk and discuss seasonal changes. Spend time sitting in wild life garden – how does this make you feel?		Wild garden – revisit and focus on seasonal changes Research what is needed for different bird feeders		Exploring grounds-walk and discuss seasonal changes Visit Wild garden and log/stone circle Sensory experience- What can you	

	Awe and wonder – God’s world. Reflect on EYFS garden – location of time capsule and draw a map. Visit wild garden – sensory experience – what can you see/hear etc Discuss ideas to improve as a learning area to promote opps to develop all the senses		Make a feeder from recycled materials Make a cake/fat ball – experiment with different nuts and seeds Monitor how feeders are used – location and type – reposition if nec. Consider other wildlife – what kind of food could we source?		see/ hear? etc Discuss ideas to improve as a learning area- increasing seating, garden maintenance etc- Discuss ways to promote opportunities to develop all the senses Create sensory signs e.g. Look up into the sky/tree canopy What can you see? Design/find identification charts Revamp Minibeast and Bird topic boxes in the Learning Den	
<b>Family Days</b>					Pennington bury Festival ( Music and Arts)	
<b>Possible Visits/Visitors</b>	Forest schools (Stickman)		Lakeland motor museum (hook visit)	Swarthmoor Hall		
<b>Church/ Religious Events</b>	Harvest  Mother Theresa Feast Mahatma Gandhi day	Advent Christmas (Nativity and Christingle)	Epiphany 6 <sup>th</sup> Jan St Valentine’s Day 14 <sup>th</sup> Feb	Passover Shrove Tuesday Ash Wednesday (Easter Service) Mother’s Day	Ascension Pentecost	Summer International Buddhist Festival at Conishead Priory
<b>Local Events (may be attended)</b>	Ulverston Lantern Festival, Apple Day at Ford Park, Ulverston Canal/ Anchor Festival	Dickensian Festival		South Cumbria Music Festival, Easter Egg Canal Trail, Pasche eggs rolling on Hoad Hill, St Georges Pageant, Ulverston Walkfest, Flag Fortnight	Ulverston Taste Cumbria Food Festival, Printfest	International Music Festival at the Coronation Hall, Another Fine Fest (music comedy and street theatre) Ulverston Open Gardens (Ulverston in Bloom) North Lonsdale Show



<b>National / International Events (may be explored)</b>	United Nations day 24 <sup>th</sup> Oct	Guy Fawkes Night Children in Need St Andrew's Day (Scotland)  Universal children's day 20 <sup>th</sup> Nov	Chinese New Year Burn's Night Martin Luther King day 21 <sup>st</sup> Jan Rosa Parks day 4 <sup>th</sup> Feb	St David's Day 1 <sup>st</sup> March St. Patrick's day 17 <sup>th</sup> March Commonwealth Day St Patrick's Day (Ireland) April Fool's Day	St George's Day 23 <sup>rd</sup> April (England) Ascension Day Pentecost	Father's Day World Refugee Day 20 <sup>th</sup> June Nelson Mandela Day 18 <sup>th</sup> July
--	--	---	--	--	--	---