



Date Palm Primary - Year 1 LTP 2023-2024

| | Term 1 | | | | | | | Term 2 | | | | | | Term 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | Unit 1 - Numbers to 10; Unit 2 - Part-whole within 10; Unit 3 - Addition and subtraction within 10 | | | | | | | Unit 4 - Addition and subtraction within 10; Unit 5 - 2D and 3D shapes; Unit 6 - numbers to 20 | | | | | | | Unit 7 - Addition within 20; Unit 8 - Subtraction within 20; Unit 9 - Numbers to 50 | | | | | | Unit 10 - Introducing length and height; Unit 11 - Introducing weight and volume | | | | | | Unit 12 - Multiplication; Unit 13 - Division; Unit 14 - Halves and quarters; Unit 15 - Position and direction | | | | | | Unit 16 - Numbers to 100; Unit 17 - Time; Unit 18 - Money | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literacy | Labels, Lists & Signs (T4W - that's not my stick) | | | Songs and repetitive poems | | | | Stories with a familiar setting (T4W - Knuffie Bunny) | | | pattern and Rhyme | | | | Humorous poems (T4W) | | | Letters - Jolly Postman | | | Stories with patterns/counting (T4W - We All Went on Safari) | | | Traditional poems | | | Fairy stories (T4W - Little Red Riding Hood) | | | | | | Information texts- (T4W Dancing Tiger) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Imagination and mystery are the key to engaging children in writing lists and designing signs. Children learn about the features of labels and lists, descriptive writing and designing Wanted Posters! Children become detectives and find information from other people's writing. Children create their own final piece of work using the text taught. | | | | | | | Chn write their own worm poems before creating list poems about what they love and hate! Whilst also creating their own actions for their poem. | | | | | | | Use the story of Knuffie Bunny to inspire chn to write a story about their favourite soft toy. Practise forming upper and lower case letters. Use capital letters for names and to start sentences. Investigate words ending in 'le' and words containing 'oyl'. | | | | | | | Chn explore some traditional rhymes such as Old Mother Hubbard, Pat a Cake, Pussy Cat Pussy Cat and Two Little Dickie Birds. Chn use highlighters to show the rhyming words at the end of each line in. | | | | | | | This humorous Poetry unit gives children an opportunity to explore how capital letters are used at the beginning of people's names and the beginning of sentences. Children explore how and can be used to join ideas together and use sentences to express their ideas creatively. | | | | | | Chn read sentences using intonation and how to write each sentence using punctuation. Chn also learn the effect and power of using descriptive vocabulary in their writing. | | | | | | Children retell 'We all went on Safari' using flow charts. Children write describing words and punctuate sentences. Children will also read a counting story Handa's Hen before children write their own version. Children to create their own counting story using taught Sawahili numbers in their final piece of text. | | | | | | Chn read sentences using intonation and how to write each sentence using punctuation. Chn also learn the effect and power of using descriptive vocabulary in their writing. | | | | | | Use traditional tales to study characters/settings, sequence events, tell oral stories and plan new versions of old favourites. Use story maps to retell tales. Children write a story based on a traditional tale using adjectives and compound sentences. | | | | | | Chn use simple information texts to find out all about tigers. Learn about the structure of non-fiction texts and how it is different to a fiction text. Chn learn key terms of fiction and non-fiction and draw a large tiger. | | | | | |
| Shared Reading | Handa's Surprise | | | | | | | Owl Baby | | | | | | | Where the wild things are | | | | | | Jolly postman letters | | | | | | Dogger | | | | | | The Lighthouse keeper's lunch & Down Behind the Dustbin | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Islamic Studies | Aqeedah & Tawheed/ Hadeeth | | | | | | | Seerah | | | Akhlaq & Adaab | | | | Prophets | | | | | | Ramadaan /Sahaba | | | | | | Fiqh & Salah | | | | | | Hajj / Review | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Children learn about tawheed what it means and how to apply it in our life. Children explore surah Ikhlas and understand Allah is one with no partner. Children will learn two of Allah's names and attributes Ar Razzak (The provider) and As Sami' (Al hearing). Chn are introduced to hadeeth, what a hadeeth is, why it is important, discuss why muslim try to imitate the prophet Muhammad (SAW) in our life. | | | | | | | Children will recap the family tree of the Prophet: mother, father, grandad, wife, his marriage to Khadeejah, 4 daughters of the Prophet, 2 sons that passed away. Children explore the story behind the Year of the Elephant - Surah Feel. Chn learn from the Prophet's manners: truthful, trustworthy. Chn explore the story of Al-Aas bin Waa'il As Sahny and examine the role the Prophet played in resolving disputes. | | | | | | | Children will learn the etiquette of eating what is closest to them. | | | | | | | Children learn the nasheed of all the Prophets' names. Chn will explore Prophet Nuh (alayhi salam), Prophet Yunus (alayhi salam) in depth. Children will learn some du'as such as du'a for wind, lightning and rain etc. Children will review Ayatul Kursi as well as the last ayahs of surah bakara | | | | | | Children will learn the significance of Ramadan and the blessing it holds. Children learn the 12 Islamic months and the connection of the lunar calendar to the calculation of the end and the beginning of each month. Discuss the life of Abu Bakr (RA) and Umar (RA) in the seerah. | | | | | | Children will explore the 5 pillars of Islam and 6 articles of faith. Children will learn ways of staying clean through Istinja,wudu,ghusl. Children will learn about the importance of using a miswak to purify the mouth which pleases the Lord. | | | | | | Children explore the various rituals of Hajj through role-play and re-enactment of the pillars. They will examine the origin of the hajj and the connection to prophet Ibrahim (AS) his wife Hajar and son prophet Ismaeel (AS). They will review the years topics. | | | | | | | | | | | | | | | | | | | | | | | | |
| PE | Running & Jumping | | | | | | | Throwing & Catching | | | | | | | Gymnastics - Traditional Tales | | | | | | Games: Bat & Ball | | | | | | Games: Attacking & Defending | | | | | | Swimming | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Children will learn to travel at different speeds by walking, jogging, running and sprinting. Children will develop an understanding of when these speeds are most useful. By using different pathways and moving in different directions, the children will explore how to use working space. The importance of landing safely after jumping is a key focus. | | | | | | | Children will learn basic ball handling skills. They will learn to control a ball when they are rolling and bouncing, throwing and catching, on their own, with a partner and in a group. Children will learn simple underarm catching to simple overarm throwing and onto an underarm sling for throwing quoits. Children learn and practise a variety of skills, including travelling movements, rolls, jumps and balances. Each lesson is based on a different traditional tale and uses the characters and story ideas to provide opportunities for | | | | | | | Children will dance on their own, learn to co-operate with partners and in groups. Children will recognise and perform contrasting movements and balances. They experiment with gymnastic by raveling in different ways, changing speed and direction. They will create and perform a sequence with a clear beginning, middle and ending. | | | | | | Children will be introduced to a tennis racket and a cricket bat. They will learn how to hold each one correctly and use it to control beanbags and balls in various ways, including striking to a target. Children will apply these skills to play small-sided games, promoting the importance of effective teamwork. | | | | | | Children will learn the skills players need in different team games. Children will learn about attacking skills, such as passing a ball to another player, and dodging defenders. They will develop their defending skills, looking at how to mark players. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | Seasonal changes - Autumn & Winter (play based unit) | | | | | | | Everyday materials | | | | | | | Animals including humans | | | | | | Plants | | | | | | Seasonal changes - Spring & Summer | | | | | | Review topics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Children will learn what the word weather means and find out how different types of weather can be measured. Children will use a class weather station to observe, measure and record the weather across the seasons. Describe how day length varies from autumn to winter. They will also observe and identify changes in the trees and in clothes that we wear from autumn to winter. Children will discuss the effect it can have on our health if we don't; also explain how some animals adapt in winter. | | | | | | | Children will learn to identify and name everyday materials. Children will have the opportunity to explore the properties of these materials. Children will also carry out simple investigations to help them decide which material will be most suitable for an umbrella. Children will design and create a model umbrella based on what they have learned concerning everyday materials. | | | | | | | Children engage in a variety of activities including drawing and labelling the human body. Children use their five senses to conduct simple investigation and discuss its importance to identifying things. Children will describe animal bodies and sorting animals into groups. | | | | | | Children engage in a variety of activities including identifying common plants and trees in the garden and in the wild. Children will be sorting deciduous and evergreen leaves, and crafting labelled plant collage pictures. Children will plant their own bean in lesson 1 and observe it closely over the coming weeks by measuring and recording its growth. | | | | | | Children will continue to use a class weather station to observe, measure and record the weather in different seasons and will start to make comparisons between two seasons, as well as across all four seasons. They will also observe changes across the seasons by exploring the signs of spring and summer through nature and wildlife. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Geography / History | Toys (play based unit) | | | | | | | Kings & Queens | | | Great Explorers | | | | Our School | | | Our Local Area | | | Our Country | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Children will explore popular toys through the 20th century and the early 21st century. Children will think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources. | | | | | | | Children will learn about the significant British monarchs in history, and gives a more in-depth study of how caliphs/sultans were elected in Islamic history. Find out about some key facts about the life of the Sultan Salahuddin. Children will also explore and draw comparisons between Elizabeth I and Queen Victoria. Children will consolidate the children's awareness of the past and significant individuals through using timelines. | | | | | | | Children learn and compare the experiences of Ibn Battuta, Christopher Columbus, Neil Armstrong and find out why NA was important? Explore Robert Falcon Scott's journey to Antarctica. It asks the children to discuss the criteria for what makes a person significant and also consolidates their understanding of chronology by comparing the historical periods in which these great explorers lived. | | | | | | Our School teaches children about the world, starting with their immediate environment. Children will explore their school environment using first hand observation and experience to enhance their awareness along with essential map skills, aerial photographs and fieldwork. Children will go on a school fieldtrip to further enhance their learning of the unit. Understand what our classroom looks like. | | | | | | Our Local Area will teach children about their locality beyond the school gate, building on children's knowledge and understanding of their school environment. Children will explore their local area using first hand observation to enhance their local awareness along with developing essential map and fieldwork skills. This unit provides everything you need to give your class a greater insight into where they live! | | | | | | Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. This unit provides everything you need to give your class a greater insight into the UK and beyond | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Art/DT | Colour Creations (play based unit) | | | LS Lowry | | | | Nature Sculptures | | | Moving Pictures | | | Perfect Pizzas | | | | | | End of Year Presentation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Children will think about colour and colours that are around them every day. They will learn about primary colours and secondary colours through colour mixing. Children will explore light and shade in Art and how this plays a part in adding depth to a piece of work. Children will create their own final piece of work using the knowledge learnt. | | | | | | | Explore the life and work of Lowry and to learn about the industrial landscape that provided the subject of many of his paintings. Children use key skill in art and design; comparing works of art, colour mixing, perspective, drawing figures, drawing buildings and scissor skills. | | | | | | | Explore the work of Andy Goldsworthy and other environmental artists. Children will focus on different techniques using natural materials; model making, observational drawing, collecting material, ephemeral land art and group sculptures building. At the end of the unit children will create a multimedia collage to bring together and celebrate their work. | | | | | | Children listen to and role play different Traditional Tales and then learn how sections of the stories can be made into a moving picture. Following instructions on how to make different types of mechanisms, such as levers, wheels and sliders, gives children experience and information to draw on when developing their own ideas | | | | | | Discuss good food hygiene rules and using kitchen equipment to prepare food safely. The unit develops children's understanding of the eat well plate and explains the importance of eating a healthy and varied diet in relation to pizzas. Children will examine, describe and categorise a variety of bread-based products, and pizza toppings. Children will apply these skills when designing, making and evaluating a healthy pizza. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Computing | Computer Skills / E-safety (play based unit) | | | | | | | Programming Toys | | | Programming Scratch Jr | | | Word Processor Skills | | | | | | Painting Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Chn will learn how to log on and log off on a computer independently and manipulate an application window by moving and resizing it. Chn will explore how to type their name and the date on a piece of work they have created. They will explore basic online safety and digital literacy skills. Children learn about the potential dangers in the online world. | | | | | | | Explain what an algorithm is and explain why it is important to be precise when writing an algorithm. Children check work for mistakes (debug) and program a Robot Mouse using the arrow buttons. Children will start programming sequence again and plan and check an algorithm. | | | | | | | This unit introduces children to the principles of coding, encouraging basic understanding of algorithms and how to create precise instructions for visual working programs. Children will use different end blocks, including repeat forever and change the size of characters to grow or shrink. Children will learn how to hide and show characters with an instruction block and program two or more characters with instructions at the same time. | | | | | | This Word Processing Skills unit will teach your class basic typing and word processing skills. Children will then go on to learn how to use undo and redo and to select and format text. Children will learn how to save their work in their folder and edit text using backspace, delete and the arrow keys and select and format the font. Children will learn how to type with two hands, use the shift, space and enter key properly, and edit work by using the backspace, delete and arrow keys. | | | | | | Chn will learn basic painting skills in a painting application on a computer or tablet device. Children will use a simple painting program to paint with different colours and brushes, create shapes, fill areas, undo and redo and add text. Children will save paintings in folder as well as learning how to fill an area with a colour using different paintbrushes and colours. Children will use the undo and redo functions and add text to a painting. Children basic painting skills in a painting application on a computer or tablet device. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PSHCE | Be Yourself (play based unit) | | | | | | | Team | | | Aiming High | | | Money Matters | | | Britain | | | It's My Body | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Children recognise their positive qualities and appreciate their individuality and are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions. | | | | | | | Children explore idea that if a team works well together, it has a positive impact on all of its members and what they can achieve. Children learn about the importance of being kind to others, the effects of bullying and teasing and what to do about it if they see it happening. | | | | | | | Children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. | | | | | | Children to think about where money comes from and how it can be used. Children discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. Children learn how money it can be used. They will learn about the different things on offer when they go shopping. | | | | | | Children learn individuals can have a positive impact on groups and communities to which they belong. Children to identify that they belong to various groups and communities and ways in which they contribute positively to these. Children learn about differences and similarities amongst british nationals. They will become familiar with the concept of community project: Litter patrol, take care of school property (e.g. clean library, outdoor area) - Fundraise: our school | | | | | | My Body explores choices that children can make about looking after their bodies. Children will look at key areas where to make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sentences: Alif-Taa; Food | | | | | | | Sentences: Taa-Jeem; Food & Animals | | | Sentences: Jeem-Khaa; Food & Drink & Animals | | | Sentences: Khaa-Daal; Food & Transport | | | Sentences: Dhaal-Ra; Transport & Animals | | | Sentences: Za-Sheen; Transport & Drink | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Arabic | Children will learn to understand and say "This is...", "I love...", "I eat...", "I smell..." etc and to describe the objects colour. For writing children will learn to write short sentences with words that have the letter alif - thaa in the beginning/middle/end. For reading they will use level 2 books "Sound and picture" and "Big and small" while learning simple rhymes of similar words, how to pronounce alif, wow and yaa and fatha, kasra, dhama correctly. They will be comparing letters in words and learning to use wow al atf to join. | Children will continue to learn short sentences with verbs associated to the objects being spoken about and describing its colour. For writing they will focus on short sentences with words that have jeem to daal in the beginning/middle/end. They will be reading level 2 book "Big and small" and level 3 book "I am here" while learning to read more complete words, learning the formation of "fuayl". Learning words and their opposites, using wow for joining and being able to follow a text and it's description. | Children will continue learning new sentences using verbs about particular objects and their descriptions. They will be writing short sentences with words that have letters thaal to seen in beginning/middle/end. They will be reading level 3 "I am here", "Fly Murjan" and "Simsim wa Mishmish" focusing on the pronoun for possession (yaa), being able to follow a simple fiction sotry and reading all the words in the correct pronunciation. | Children will develop more vocabulary with short sentences about various objects using verbs and description. They will be writing short sentences with words that have letters sheen to Dta in the beginning/middle/end. They will be reading level 3 "Simsim wa Mishmish" and level 4 "Oh! Owl!" and "Shapes", learning to read the words correctly and the difference between pronunciation of alif, wow and yaa and fatha, kasra, thama. They'll be reading simple noun constructed sentences fluently and simple adjectives in masculine/feminine form. Learnign to recognise letter hamza in different words and what the different shapes are called. | Children will be learning to say more sentences about objects and their description and now learnign to put two short sentences together using wow. They will be writing short sentences with letters Dha to Faa in the beginning/middle/end. They will be reading from level 4 books "Shapes" and "Where's Breakfast?" and level 5 books "Humhum", meanwhile learning to recognise the alif and laam construction, reading letters that are joined together with fluency and knowing the difference between mudood letters and different harakaat. They will be reading simple words based around the topic of breakfast food. | Chn will solidify their speaking and vocabulary by adding more sentences about different objects to their knowledge and putting more short sentences together using wow al alif. They will write short sentences with words that have letters Qaaf to Meem in the beginning/middle/end. They will be reading from the book "Where's breakfast?" and "What's in the egg?" while learning to follow a simple story that follows a particular time, identifying some punctuation and it's uses along the way. Reading a variety of words on topic of animals hatching and animals in general. |
| Trips/Visits (TBA) Topic link | British Museum Numbers and Patterns | Tower of London Castle Life | East london Mosque 5 Pillars of Islam | Pizza express Making Pizza | Soane Centre Environmental Explorer | EOY Trip |

Core British Values:

Rule of Law

Individual Liberty

Mutual Respect & Tolerance

Democracy