

Date Palm Primary - Year 1 LTP 2024-2025



DATE PALM PRIMARY

| | 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 | 13 | 14 | 1 | 2 | 3 | 4 | 5 | 6 | | |
| 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 - Knuffle Bunny) | | | pattern and rhyme | | | Humorous poems (T4W) | | | Letters - Jolly Postman | | | Stories with patterns/counting (T4W - We All Went on Safari) | | | Traditional poems | | | Information texts- (T4W Dancing Tiger) | | | Fairy Story (Don't let the pigeon stay up late) | | | | | | | | |
| | 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 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 Knuffle 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. | | | Chn explore some traditional rhymes such as Old Mother Hubbard. Chn use highlighters to show the rhyming words at the end of each line in turn creating their own list of rhyming pairs from the text. | | | 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 stories 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 learn the effect and power of using descriptive vocabulary in their | | | 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. | | | 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 Babies | | | | | | Where the wild things are | | | | | | Jolly Postman | | | | | | Dogger | | | | | | | | | | | |
| Islamic Studies | Aqeedah & Tawheed | | | Hadeeth | | | Seerah | | | Akhlq & Adaab | | | Prophets | | | | | | Ramadaan | | | Sahaba | | | Fiqh & Salah | | | Hajj | | | Review topics | | | | | |
| | 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 name 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. | | | 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 Sahmy 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 duas such as dua for wind, lightning and rain etc. Children will review Ayatul Kursi as well as the last ayahs of surah bakara. Children will learn the etiquette of eating what is closest to them. | | | | | | 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. | | | 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. They will examine the origin of the hajj and the connection to prophet Ibrahim (AS) his wife Hajar and son prophet Ismael (AS). They will review the years topics. | | | Review topics learnt | | | | | |
| PE | Running & Jumping | | | | | | Throwing & Catching | | | | | | Gymnastics - Traditional Tales | | | | | | Games: Bat & Ball | | | | | | Swimming | | | | | | Games: Attacking & Defending | | | | | |
| | 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 to develop control, agility and coordination. | | | | | | 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 traveling 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. | | | | | | Chn develop water confidence, basic water safety skills, and introductory swimming techniques, such as floating and kicking. Chn will build comfort in the water while fostering essential coordination and motor skills. | | | | | | 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 | Review Reception | | Seasonal changes - Autumn & Winter | | | | Animals including humans | | | | Everyday materials | | | | Plants | | | | Seasonal changes - Spring & Summer | | | | | | | | | | | | | | | | | |
| | Go through reception content | | 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 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 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 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 | I am making History | | | | What is it like here? | | | | How have toys changed | | | | What is the weather like in the UK? | | | | How have explorers changed the world? | | | | What is it like to live in Shanghai? | | | | | | | | | | | | | | | |
| | 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. | | | | Locating where they live on an aerial photograph and recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved. | | | | Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future. | | | | Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK. | | | | Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be | | | | Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork. | | | | | | | | | | | | | | | |
| Art/DT | Colour Creations | | 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 sculpture 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. | | | | 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 familar with the concept of community project: Litter patrol, take care of school property (e.g. clean library, outdoor area) | | | | | | | | | | | | | | | | | |
| Computing | Computer Skills / E-safety | | | | | | Programming Toys (Beetbots) | | | | | | Word Processor Skills | | | | | | Programming Scratchjr | | | | | | 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 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. | | | | | | 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. | | | | | | 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 folders 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 inc. Growth Mindset | | | | | | Team | | | | | | Aiming High | | | | | | Money Matters | | | | | | It's My Body | | | | | | Britain inc. community project | | | | | |
| | 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. | | | | | | 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. | | | | | | 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 familar with the concept of community project: Litter patrol, take care of school property (e.g. clean library, outdoor area) | | | | | |
| Arabic | Sentences: Alif-Taa; Food | | | | | | Sentences: Taa-Jeem; Food & Animals | | | | | | Sentences: Jeem-Khaa; Food & Animals | | | | | | Sentences: Khaa-Dhaal; Animals & Transport | | | | | | Sentences: Dhaal-Ra; Transport & Animals | | | | | | Sentences: Za-Seen; Transport & Drink | | | | | |
| | 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 - taa in the beginning/middle/end. For reading they will use level 2 book "Sound and picture" while learning simple rhymes of similar words, how to pronounce alif, wow and yaa and fatha, kasra, dhama correctly. | | | | | | 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 Jtaa to Jeem in the beginning/middle/end. They will be reading level 2 book "Ball and Book" while learning to read more complete words, and to compare letters in words and learning to use wow al atf to join. | | | | | | 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 Jeem to Kha in beginning/middle/end. They will be reading level 2 "Big and Small" while learning a variety of opposite words. | | | | | | 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 Khaa to Daal in the beginning/middle/end. They will be reading level 3 "I am here" while learning about the Yaa the possessive pronoun and understanding the difference between "a thing" and "my thing". | | | | | | Children will be learning to say more sentences about objects and their description and now learn to put two short sentences together using wow. They will be writing short sentences with letters Dhaal to Ra in the beginning/middle/end. They will be reading from level 3 "Fly Oh Murjaan" while being able to follow along with a story of a bird learning to fly. They will | | | | | | 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 atf. They will write short sentences with words that have letters Za to Seen in the beginning/middle/end. They will be reading from the book Level 3 Simsim and Mishmish while being able to follow along about a story of a cat and dog that get up to mischief, make friends and fall out again. | | | | | |
| Trips/Visits (TBA) | British Museum | | | | | | Tower of London | | | | | | East London Mosque | | | | | | Pizza express | | | | | | Soane Centre | | | | | | End Of Year Trip | | | | | |
| Topic link | Numbers and Patterns | | | | | | Castle Life | | | | | | 5 Pillars of Islam | | | | | | Making Pizza | | | | | | Environmental Explorer | | | | | | | | | | | |

Core British Values:

Rule of Law

Individual Liberty

Mutual Respect & Tolerance

Democracy