

Year 1 Foundation Subjects Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History			Old and new toys	Pioneers of aviation	Pioneers of aviation	
Geography	Field and mapping skills	Local area and UK				Comparing different places
	Comparing different places - woven coverage throughout the year					
Science	Humans	Seasonal change	Materials	Materials	Animals	Animals
	Seasonal change and Plants woven through coverage throughout the year.					
Computing	Exploring computers	Coding	Grouping and sorting pictograms	Digital art mazes	Animated story books	Coding
DT	Textiles - puppets		Food preparation (jam tarts scarecrow's wedding)		Levers and Sliders - Link to pioneers of aviation	
Music	Introducing Beat How can we make friends when we sing together?	Adding rhythm and pitch How does music tell us 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?	What songs can we sing to help us through the day?	How does music teach us about looking after our planet?
Art	Jessi Raulet (Colour and paint)		Takashi Murakami (Flowers)		Alma Woodsey Thomas (significant people)	
Physical Education	Fitness Fundamentals	Ball skills Gymnastics	Sending & receiving Yoga	Invasion Dance	Striking and fielding Team building	Athletics Net & wall
PHSE/SCARF/ RSE	Me and my Relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
RE	Believing 1.1 Who is a Christian and what do they believe?	Expressing 1.6: How and why do we celebrate special and	Believing 1.2: Who is a Muslim and what do they believe?	Living 1.7: What does it mean to belong to a faith community?	Expressing 1.5: What makes some places sacred?	

		sacred times?			
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Autumn Term 1
High quality texts used across foundation subjects to support learning:
<i>By the end of the unit, pupils will have read:</i> The huge bag of worries My body (usborne books) Why should I brush my teeth? (usborne books) The queen's hat Ruby's Worry

BIG Ideas woven throughout subjects		
Aspirations	Locality	Diversity
Big Ideas/Enrichment Opportunities: <i>By the end of the unit, pupils will have experienced:</i> Express yourself (aspirations) Walk through local area (locality) It's good to be me (diversity)		
Foundation Curriculum		
Science Unit title:	Relevant prior learning to review and build from: - Humans have key parts in common, but these vary from person to person. - Humans (and other animals) find out about the world using their senses. - Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.	
	Crucial new learning: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Key Vocabulary: human person animal head shoulders knees toes eyes ears mouth nose hair legs hands sense taste touch smell sight hearing	

	By the end of the unit, pupils will be able to solve/create/produce/write: • Can label key features on a picture of the human body • Can play and lead 'Simon says' • During PE lessons, can follow instructions involving parts of the body • Say which part of the body is associated with each sense.
	Cross-curricular Opportunities: • PE-fitness • PSHE-me and my relationships

Computing Unit title: Computing systems and networks Technology Around Us	Relevant prior learning to review and build from: • Find and recognise technology at home and at school. • Program peers or toys to perform a task as part of a story (e.g. walk like a robot, program a bee-bot) • Use basic apps & programs to achieve a small goal (using a computer, iPad or IWB) • Discuss, choose and explore a piece of technology (e.g. camera, iPad, Chromebook) • With support, discuss how technology has changed over time • Create and share digital media using a range of devices (i.e. digital art, photos, sounds, videos) • With support, follow links to explore specific websites or games • With support, discuss the importance of safety online with links to the safe use of electrical devices (at home and in school).
	Crucial new learning: • Develop understanding of technology and how it can help in everyday lives. • Start to become familiar with the different components of a computer by developing keyboard and mouse skills. • Consider how to use technology responsibly.
	Key Vocabulary: Technology desktop laptop computer screen mouse text file
	By the end of the unit, pupils will be able to: • Identify a computer, know how to use a mouse in different ways, use a keyboard to type on a computer, use a keyboard to edit on a computer and to create rules for using technology responsibly.

	Cross-curricular Opportunities: • English-writing text • Maths-number recognition
Music Unit title: : INTRODUCING BEAT How can we make friends when we sing together?	Relevant prior learning to review and build from: • ELG - BIE – sing a range of well known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others and try to move with the music Crucial new learning: <u>Singing:</u> -Demonstrate good singing posture -Sing songs from memory -Copy back intervals of an octave and fifth (high, low) -Sing in unison <u>Listening:</u> -Move and dance with the music -Find the steady beat -Talk about feelings created by the music / song -Recognise some band / orchestral instruments -Describe tempo as fast / slow -Describe dynamics as loud and quiet -Join in sections of the song eg chorus -Begin to understand where the music fits into the world -Begin to understand about different styles of music <u>Composing:</u> -Create a simple melody using crotchets and minims: - starting and ending on the note C -starting and ending on the note F <u>Notation:</u> -Represent high, low, long, short sounds using symbols -Experience standard notation using crotchets, quavers and minims <u>Pitch:</u> -Recognise, sing and play high and low pitched notes <u>Rhythm:</u> -recognise and clap long and short sounds

Tempo:

-recognise the difference between the speed of a steady beat, a fast beat and a slow beat

Dynamics:

-talk about loud and quiet sounds and give examples

Timbre:

-identify different sounds in the environment, indoors and outdoors

-identify the sounds of instruments played in school

-identify some of the sounds of instruments heard when listening to music

Performing:

-Enjoy and have fun performing

-Perform a song / songs to a well known audience

-Prepare a song to perform

-Communicate the meaning of the song

-Add actions to the song

-Play simple instrumental parts by ear or from simple notation (percussion / glockenspiels)

-Explore improvisation within a major scale (glockenspiels)

-Improvise a simple section using notes within a major scale

Key Vocabulary:

Unison, Beat, Chorus, rhythm, pitch, improvise, compose, melody, glockenspiel

By the end of the unit, pupils will be able to solve/create/produce/write:

- Improvise, compose and perform to varying audiences showing increased confidence and musicality
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Cross-curricular Opportunities:

- PHSE - working as part of a team

Art Unit title:	Relevant prior learning to review and build from: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
	Crucial new learning: • Use paint to mix primary and secondary colours and name them • Add white to a primary colour to make tints • Choose thick and thin brushes as appropriate • Print with a range of hard and soft materials eg. cork, ear bud, sponge Key Vocabulary: Primary colours secondary colours mix tint materials hard soft paint
	By the end of the unit, pupils will be able to solve/create/produce/write: • Mix secondary colours from primary colours,
	Cross-curricular Opportunities: •
Design Technology Unit title:	Relevant prior learning to review and build from: •
	Crucial new learning: •
	Key Vocabulary:
	By the end of the unit, pupils will be able to solve/create/produce/write: •
	Cross-curricular Opportunities: •

PHSE/RSE (SCARF) Unit title: Me and my relationships	Relevant prior learning to review and build from; PSED ELG: Self Regulation: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs Crucial new learning: Feelings: - I can name a variety of different feelings and explain how these might make me behave. - I can think of some different ways of dealing with 'not so good' feelings. Getting Help: - I know when I need help and who to go to for help. Classroom Rules: - I can tell you some different classroom rules. Key Vocabulary: By the end of the unit, pupils will be able to solve/create/produce/write: - Describe different feelings and how they can make our bodies feel. - To know some strategies of dealing with 'not so good' feelings. - To understand how our actions can hurt the feelings of others. - To recognise the special qualities in family and friends. - To know which special people keep us safe and how. Cross-curricular Opportunities: • English; Feelings
Physical Education	Relevant prior learning to review and build from: AGILITY: Explore changing direction safely. BALANCE: Explore balancing whilst stationary and on the move. COORDINATION: Explore moving different body parts together.

**Unit title:
Fitness**

SPEED: Explore moving and stopping with control.

STRENGTH: Explore taking weight on different body parts.

STAMINA: Explore moving for extended periods of time.

40-60mths- Experiments with different ways of moving. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Crucial new learning:

AGILITY: Change direction whilst running

BALANCE: Explore balancing in more challenging activities with some success.

CO-ORDINATION: Explore coordination through the use of equipment

SPEED: Explore running at different speeds.

STRENGTH: Explore exercises using their own body weight.

STAMINA: Explore moving for longer periods of time and identify how it makes them feel.

Key Vocabulary:

coordination, stamina, strength, agility, balance, cooperation, perseverance,

By the end of the unit, pupils will be able to solve/create/produce/write:

- Recognise changes in their body when they do exercise and talk about why exercise is important.
- Recognise how exercise makes them feel
- Understand why it is important to warm up
- Share their ideas with other people in their class.

Cross-curricular Opportunities:

- **PSHE-** communicating with others, positive relationships
- **Maths-** Counting skills, time
- **Science-** Understanding my body (Humans)

G: RE Unit title: Who is a Christian and what do they believe?	Relevant prior learning to review and build from: ● Previous experiences in EYFS talking about belonging, special times and places.
	Crucial new learning: Emerging: Talk about the fact that Christians believe in God and follow the example of Jesus (A1). Recognise some Christian symbols and images used to express ideas about God (A3). Expected: Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1). To be built upon further in Year 2. Key Vocabulary: Christian, God, Church, Bible, Jesus, cross, candle, altar, font, vicar, prayer, believe.
	By the end of the unit, pupils will be able to solve/create/produce/write: ● Children can explain that Christians believe in God. ● Recognise some Christian symbols. ● Be able to retell stories about Jesus.
	Cross-curricular Opportunities: ● Links to celebrations of Christmas and Easter. ● Spirited Arts creations. ● Visit to the local Church. ● Guided reading Bible stories.