

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
Computing	Computing systems and networks - Technology around us	Creating media - Digital painting	Programming A - moving a robot	Data and Information - Grouping data	Creating media - Digital writing	Programming B - Programming animations
DT	Textiles - puppets		Levers and sliders		Food preparation (jam tarts Scarecrows' Wedding)	
Music	My Musical Heartbeat	Dance, sing and play	Exploring sounds	Learning to listen	Having fun with improvisation	Let's perform together
Art	Jessi Raulet (Colour and paint)		Takashi Murakami Drawing		Alma Woodsey Thomas (significant people)	
Physical Education	Fitness	Ball skills	Sending & receiving	Invasion	Striking and fielding	Athletics
	Fundamentals	Gymnastics	Yoga	Dance	Team building	Net & wall
PHSE/SCARF/RSE/Emotion Works	Me and my Relationships Orange Cog	Valuing difference Green Cog	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 sacred times?	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?	

Spring Term
Spring 1
<i>By the end of the unit, pupils will have read:</i> A Selection of Books by Julia Donaldson (Author Focus) Posh Paint by Nick Sharrett Down by the dustbins by Michael Rosen Give me a house by Charles Causley There was once a whole world in the scarecrow by Brian Patten

BIG Ideas woven throughout subjects		
Aspirations	Locality	Diversity
Big Ideas/Enrichment Opportunities: <i>By the end of the unit, pupils will have experienced:</i> - A visit to a mosque - A tour of Liverpool and the landmarks.		
Foundation Curriculum		
Science Unit title:	Relevant prior learning to review and build from: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. (Early Learning Goal).	

Materials	Crucial new learning: • All objects are made of one or more materials. • Some objects can be made from different materials e.g. plastic, metal or wooden spoons. • Materials can be described by their properties e.g. shiny, stretchy, rough etc. • Some materials e.g. plastic can be in different forms with very different properties. • Understanding the difference between a material and an object. Key vocabulary: object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through By the end of the unit, pupils will be able to solve/create/produce/write: Classifying • Classify everyday materials and objects made from everyday materials • Classify the properties of different everyday materials Comparative test • Which is the best material for repairing a hole in my bucket? Cross-curricular Opportunities: • Maths (measure) • English (Labels) • History (comparing old and new materials)
Computing Unit title: Programming A - moving a robot	Relevant prior learning to review and build from: • Understanding the term 'technology' • Identify technology • Identify the main parts on a desktop computer • Understand how to turn on and log-in to a computer • Understand how to manipulate a mouse • Understand how to use a keyboard • Understand how to edit text • Understand how to save and open work • Understand computer safety rules Crucial new learning: • 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 • Recognise common uses of information technology beyond school Key Vocabulary: buttons, directions, left, right, turn, command, forwards, backwards, routes, debug, solution, program By the end of the unit, pupils will be able to: • Move a robot • program animations Cross-curricular Opportunities: • Maths (position and direction)
Music Unit title: Exploring sounds	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 • 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 about different styles of music

Composing:

- Create musical sound effects and short sequences of sounds in response to music and video stimulus.
- Create a story, choosing and playing classroom instruments and/or soundmakers.
- Recognise how graphic notation can represent created sounds.
- Explore and invent your own symbols.
- Explore improvisation within a major and minor scale
- Improvise simple vocal patterns using 'Question and Answer' phrases.
- Understand the difference between creating a rhythm pattern and a pitch pattern

Notation:

- Represent high, low, long, short sounds using symbols

Pitch:

- Copy back simple melodic patterns using high and low.
- Understand the difference between creating a rhythm pattern and a pitch pattern.

Rhythm:

- Copy back simple rhythmic patterns using long and short.
- Understand the difference between creating a rhythm pattern and a pitch pattern.

Tempo:

- Find and keep a steady beat

Dynamics:

- talk about loud and quiet sounds

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 <u>Performing:</u> · Enjoy and have fun performing. · Choose a song/songs to perform to a well-known audience. · Prepare a song to perform. · Communicate the meaning of the song. Add actions to the song. · Play some simple instrumental parts. 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
	Cross-curricular Opportunities: ● PHSE - working as part of a team ● English - Using the letter names for notes on a glockenspiel.

Art: Takashi Murakami	Relevant prior learning to review and build from: (EAD: E&UM) 40-60mths: ● Experiments to create different textures. ● Understands that different media can be combined to create new effects. ● Manipulates materials to achieve a planned effect. ● Constructs with a purpose in mind, using a variety of resources. ● Uses simple tools and techniques competently and appropriately.
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	Crucial new learning: • Explore a range of drawing tools to make marks. • Begin to control the type of marks made. • Explore drawing from observation using pencils of different grades/ fine line marker pens. • Experiment with using a simple painting program to create a picture
	Key Vocabulary: drawing, control, tools, lines, thickness, observation, grades, fine, line
	By the end of the unit, pupils will be able to solve/create/produce/write: • Draw a picture in the style of Takashi Murakami • Create a digital image
	Cross-curricular Opportunities: • ICT - creating digital art

PHSE/RSE (SCARF) Unit title: Valuing Difference	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.
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	Crucial new learning: - To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. - To recognise emotions and physical feelings associated with feeling unsafe. - Use speaking and listening skills to learn about the lives of their peers. To learn the PANTS rule and which parts of my body are private. - To understand that medicines can sometimes make people feel better when they're ill. - To talk about safety and responsibility around medicines.. Key Vocabulary: Healthy, unhealthy, oxygen, exercise, safe, unsafe, good/bad touch By the end of the unit, pupils will be able to solve/create/produce/write: - I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) - I can say what I can do if I have strong, but not so good feelings, to help me stay safe - I can say 'no' to unwanted touch and ask for help from a trusted adult. - I can say when medicines can be helpful or might be harmful. - I can tell you how to stay safe around medicine. Cross-curricular Opportunities: ● English - naming emotions ● Science - humans and how to stay healthy
Physical Education Unit title: Ball Skills & Sending and receiving	Relevant prior learning to review and build from: Ball Skills: - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I persevere when trying new challenges. - I play ball games with consideration of the rules. - I play cooperatively and take turns with others - I use ball skills with developing competence and accuracy. 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: Ball Skills: Physical: Rolling, kicking, throwing, catching, bouncing, dribbling, tracking. Social: co-operation, communication, leadership, supporting others. Emotional: honesty, perseverance, challenging myself.

	Thinking: using tactics, exploring actions, comprehension. Sending and receiving: Physical : rolling, kicking, throwing, catching, tracking. Social: turn taking, supporting and encouraging others, respect, communication Emotional: challenging myself, perseverance, honesty, being happy to succeed. Thinking: transferring knowledge.
	Key Vocabulary: coordination, cooperation, perseverance, honesty, roll, kick, throw, catch, bounce, dribble, track.
	By the end of the unit, pupils will be able to solve/create/produce/write: Ball Skills: - I am beginning to catch with two hands. - I am beginning to dribble the ball with my hands and feet. - I am beginning to understand simple tactics. - I can roll and throw with some accuracy towards a target. - I can say when someone was successful. - I can track a ball that is coming towards me. - I can work co-operatively with a partner Sending and Receiving : - I am beginning to send and receive a ball with my feet. - I can catch a ball with some success. - I can roll a ball towards a target. - I can throw a ball to a partner. - I can track a ball that is coming towards me. - I can work cooperatively with a partner.
	Cross-curricular Opportunities: ● PSHE- communicating with others, positive relationships ● Maths- Counting skills, time ● Science- Understanding my body (Humans)

	Relevant prior learning to review and build from: ● Previous experiences in EYFS talking about belonging, special times and places.
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RE Unit title: Who is a Christian and what do they believe?	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.
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History Unit title: Old and new toys	Relevant prior learning to review and build from: • Understanding of toys and the different types of toys that children play with • Learning about materials in Science - which materials are our toys made from? Crucial new learning: • Toys over time. A study into changes within living memory. • Comparison of old and new. • Materials used in toys - understanding that the way toys are played with has changed due to new materials being invented e.g. plastic. • Which toys did children play with in the past? Discussions about which toys from the past we like/dislike and why. • Exploring toys from the past. Key Vocabulary: Past, present, future, order, first, next, now, then, materials, plastic, wood, toys, old, new, time By the end of the unit, pupils will be able to solve/create/produce/write: • Demonstrate an awareness of the past (and objects that belong in the past) and use common words and phrases relating to time (eg old, new, young, long time ago).
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	- Sort images from the past in chronological order up until the present, to demonstrate the history of Lego toys. - Use sources to show understanding. - Give plausible explanations. - Identify differences and spot old and new (e.g. from pictures).
	Cross-curricular Opportunities: Science - understanding that objects are made of different materials. English - using chronological order to show the passage of time. Relating toys to stories.

Spanish	Relevant prior learning to review and build from: Children can say hello/goodbye in Spanish, building on EYFS knowledge.
	Crucial new learning: - Greet other with hello and goodbye - Say my name - Repeat and recognise some colours - Repeat numbers to 10 <u>Key Vocabulary:</u> 1-uno, 2-dos, 3-tres, 4-cuatro, 5- cinco, 6-seis, 7-siete, 8-ocho, 9-nueve, 10-diez Red-rojo, yellow – Amarillo, blue- azul, green-verde, orange-naranja, purple-morado, black-negro, white - blanco, brown- marrón <u>Key sentences:</u> Me llamo Bob (my name is Bob)
	By the end of the unit, pupils will be able to solve/create/produce/write: - Greet each other and say goodbye and Spanish - Introduce themselves in Spanish - Recognise and say the names of colours in Spanish - Repeat numbers to 10 and count in Spanish
	Cross-curricular Opportunities: Maths - counting