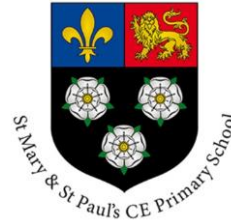


Life in all its fullness - through learning and love.



Termly Foundation Plan

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Art Topic Focus – Pattern, texture and line focussing on every day and then Tudor patterns and colours	NC Objective – To develop a range of drawing techniques	NC Objective – To explore texture, line, shape, form and space	NC Objective - To develop a range of techniques using pattern and line	NC Objective - To develop drawing skills using a range of different grades of pencil to represent objects and patterns	NC Objective - To represent objects drawn and observed using techniques of line and pattern	NC Objective - To develop techniques using colour and texture	NC Objective - To develop techniques using colour and texture and to compare work to a range of artists
	Activity – To explore patterns in the environment	Activity – To use pencils to sketch a selection of patterns responding to Tudor patterns	Activity –To design own repeating pattern	Activity – To create a pattern using a range of grade of pencils to draw and shade	Activity – To copy the patterns of given everyday objects	Activity – To add colour to patterns using printing techniques	Activity – To develop own work, make changes and compare with different types of artists work
	Key Knowledge –That patterns are everywhere around us	Key Knowledge – That patterns are used to enhance objects and make them more attractive/alluring	Key Knowledge That we can create our own patterns	Key Knowledge –We can create pattern using a variety of techniques	Key Knowledge We can copy patterns on given objects	Key Knowledge –We can add colour using different techniques	Key Knowledge –We can compare our work/Art with other artists

	Topic Vocabulary – artist, creative, explore, materials, pencil, grade, shade, observe, look closely, repeat, patterns, represent						
Computing Topic Focus – Our local area	NC Objective - To use technology respectfully and safely	NC Objective – Use technology purposefully and creatively	NC Objective – Present and organise information (photographs).	NC Objective - To manipulate and retrieve digital content	NC Objective - To manipulate and retrieve digital content	NC Objective – Design, write and debug a program	NC Objective - Design, write and debug a program
	Activity – Visit websites relating to the local area and use online maps to explore.	Activity – Learn how to take good photographs and present them.	Activity – Learn to assess and make good choices about the quality of their own work.	Activity – Children will create and play with models and explore patterns using a 3D model maker app.	Activity – Controlling robots part 1: Children will make their own map of the local area.	Activity – Controlling robots part 2 Use programmable toys to explore your maps.	Activity – Digital storytelling.
	Key Knowledge - That we can find information using a website on the internet	Key Knowledge – We can use technology to record and store information	Key Knowledge – That information created can be retrieved and used purposefully	Key Knowledge -- That information created can be retrieved and used purposefully	Key Knowledge --- That information created can be retrieved and used purposefully	Key Knowledge - That we can program technology	Key Knowledge – That we can program technology
	Topic Vocabulary – symbols, website, internet, navigate, map, local area, algorithm, program. Google maps, online, explore						
Design Technology Topic Focus – Constructing a windmill	NC Objective – Generate, develop, model and communicate their ideas through talking,	NC Objective - Select from and use a range of materials, tools and equipment to perform practical tasks	NC Objective - Build structures, exploring how they can be made stronger, stiffer and more stable	NC Objective – Explore and evaluate a range of existing products Evaluate their ideas and	Assessment I can evaluate my windmill according to the design criteria I can test whether my structure is strong and stable and reinforce it if necessary I can test whether my turbine turns in the structure and alter the parts if it doesn't I can test whether my turbine turns freely in the wind/when blown on		

	drawing, templates, mock-ups			products against design criteria			
	Activity – Design a house for a mouse	Activity – Assemble the windmill base and add the roof	Activity – Add the turbine and cover the mechanism	Activity – Evaluate the final product			
	Key Knowledge –To include individual preferences and requirements in my design.	Key Knowledge – To understand how to make a stable structure.	Key Knowledge –To assemble the components of my structure	Key Knowledge –To evaluate my project and adapt my design			
Topic Vocabulary – Structure, template, unstable, stable, strong, weak, axle, bridge, design, design criteria, model, net, packaging							
Geography Topic Focus - Where do we live- a study of the local area	NC Objective – To use basic geographical vocabulary to describe where we live	NC Objective - To use basic geographical vocabulary to describe where we live	NC Objective – To recognise basic human and physical features -Houses	NC Objective - To understand the physical geography of the area around our school	NC Objective – That geography is recorded in lots of different ways, maps, atlases, globes and photographs.	NC Objective - That geography is recorded in lots of different ways, maps, atlases, globes and photographs.	NC Objective - To identify seasonal and daily weather patterns in the UK
	Activity – To look at features of different places and compare	Activity – To describe where we live, what features do we see in Prescot	Activity – To sort features into human and physical	Activity – Go for a walk and take photographs of the features	Activity – To explore maps of our local area.	Activity – Devise a simple map using the materials we have gathered.	Activity – Discuss the changing weather, What is it like now?

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	with Prescot			around our school			What has it been like during the holidays? Is the Summer always hot? (link to RE changing worlds)
	Key Knowledge – To know we live in a town	Key Knowledge - That a place is made of geographical features that we can talk about and list	Key Knowledge -That some features are human and some are physical	Key Knowledge - That our area is made of physical and human features.	Key Knowledge -That we can record our local geography	Key Knowledge - That we can record our local geography	Key Knowledge - That different places have different types of weather and this changes depending on the season
Topic Vocabulary –Geography, place, UK, countries, physical features, human features, maps, atlases, globes, observational skills							
History Topic Focus – The Great Fire of London	NC Objective - To develop an awareness of the past	NC Objective - To identify differences and similarities between ways of life in different periods	NC Objective – To know and understand key features of an event beyond living memory	NC Objective - To understand key features of event, using parts of stories and asking and answering questions	NC Objective – To understand key features of events, discussing how this has impacted on change	NC Objective - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	NC Objective - To Know where people and events fit within a chronological framework;
	Activity – To look at photographs of then and now	Activity – Compare ways of life between then and now –	Activity – To watch a video about the GFoL	Activity – To understand how we know about what	Activity – Look at photographs of before and	Activity – Place the story chronologically	Activity –Place differing stories chronologically and compare

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	and talk about similarities and differences	comparing fire engines		happened – look at newspapers and diaries	after the fire, compare with modern day photographs, similarities? Differences?		points of view
	Key Knowledge That the past is what has already happened and some events were a long time ago	Key Knowledge That activities and objects that we use today are different than those used in the past	Key Knowledge How the GFoL happened and that it is an event beyond living memory	Key Knowledge That news is recorded every day in different ways and this recorded news helps us learn about the past	Key Knowledge –Events that happened in the past have affected our world today	Key Knowledge – That events happen in an order and should be recorded as such	Key Knowledge –There are different points of view
Topic Vocabulary –History, past, long ago, before living memory, evidence, important person, significant event, change, modern							
Music Topic Focus -	NC Objective – To learn to listen to music across a range of genres	NC Objective - To begin to describe a style of music	NC Objective - To learn to sing and use their voices to create music	NC Objective - To listen and appraise music	NC Objective - To begin to compare pieces of music	NC Objective - To begin to be able to compose music	NC Objective - To perform and evaluate music
	Activity –Listen and appraise to recognise the basic indicators	Activity –As previously plus find the pulse of the music	Activity –As previously plus compare with previous music	Activity – As previously plus compose part of a song	Activity –As previously plus use musical language to	Activity – As previously plus compose own music	Activity –As previously plus play an instrument with

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	of hip hop (Hey You!)				compare and describe the music		composed song and perform then evaluate
	Key Knowledge –That there are different genres of music and this is Hip Hop	Key Knowledge - That there is a beat in the music which we call the pulse	Key Knowledge –we can compare pieces of music	Key Knowledge - We can compose our own music	Key Knowledge –There are specific musical words that we can use to describe music	Key Knowledge - We can compose our music and adapt and change it to make it better	Key Knowledge –Music can be performed, with or without instruments
Topic Vocabulary –listen, appraise, rhythm, pulse, beat, style, Hip Hop, Rap, perform, different, similar, compare, voice, music, musical, evaluate							
PSHE Topic Focus – Relationships	NC Objective - How to communicate our feelings and how to respond. Who are your friends? What do good friends do?	NC Objective - How to tell the difference between nice surprises and secrets that shouldn't be kept That people's bodies and feelings can be hurt	NC Objective - How to recognise what is fair/unfair, right/wrong, kind/unkind. How to recognise when people are being unkind, what to do and what to say	NC Objective - How to resolve conflict through negotiation What to say and how to deal with conflict that doesn't seem to go away.	NC Objective – To identify similarities and differences in people and respect these. To identify people in our family, who looks after us and how special people care for one another.	NC Objective - How to share opinions, how to offer constructive support and give feedback to others	NC Objective - To recognise when people are being unkind either to them or others. To recognise the difference between teasing or bullying. What is bullying and what is not, what to do and how to get help.
	Activity –	Activity –	Activity –	Activity –	Activity –	Activity – This can	Activity –

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	<p>Children draw people who are special to them.</p>	<p>Not all actions are good actions but we can deal with it in different ways. Who can we tell if we are feeling unsafe or uncomfortable?</p>	<p>Sort pictures into categories and talk about their own experiences</p>	<p>Children listen to a story about children finding it hard to sort through conflict. Children give ideas about what these children could do.</p>	<p>Children draw a picture of a friend in the class next to a picture of themselves and play 'Spot the difference'. What do you like best about your friend?</p>	<p>link with the work the children have produced throughout the half term in which they are asked to give opinions and feedback.</p>	<p>Children will listen to a story of two children who are bullying others. Is it bullying if it happens once? What about if it happens lots of times? What can we do? Who can we tell? What will happen?</p>
	<p>Key Knowledge - Some people are special to us and those people have a responsibility to care for us.</p>	<p>Key Knowledge - We need to know there are people we can trust to help us deal with our feelings</p>	<p>Key Knowledge -That our behaviour impacts on others and we have to be careful about what we say and do</p>	<p>Key Knowledge -That conflict can be sorted but we might need help to do it</p>	<p>Key Knowledge -We all have similarities and differences and that's what makes us unique.</p>	<p>Key Knowledge – We can give feedback in a positive way</p>	<p>Key Knowledge -Not all unkind words and actions are bullying but if it is bullying it will be taken seriously.</p>
<p>Topic Vocabulary –relationships, friendships, kind/unkind, fair/unfair/ conflict, negotiation, resolve, similarities, differences.</p>							