

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
<p><b>Art and Design</b></p> <p>Topic Focus – Landscapes and cityscapes</p>	<p>NC Objective – To be able to use colour and texture</p>	<p>NC Objective - To be able to use colour and texture</p>	<p>NC Objective - To be able to use colour, pattern, texture and line</p>	<p>NC Objective - To be able to use colour, pattern, texture and line</p>	<p>NC Objective – To be able to use colour, pattern, texture, line, shape, form and space</p>	<p>NC Objective - To be able to use colour, pattern, texture, line, shape, form and space</p>	<p>NC Objective - To know about the range of artists, describing the differences and similarities between different practices and disciplines</p>

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	<p><b>Key Knowledge –</b> That techniques can be used to achieve texture</p>	<p><b>Key Knowledge –</b> That different techniques can be used to create colour and texture</p>	<p><b>Key Knowledge -</b> We can describe the differences and similarities between artists techniques</p>	<p><b>Key Knowledge -</b> That the same artist may use different techniques, colours to produce different types of art work</p>	<p><b>Key Knowledge -</b> We can describe the differences and similarities between artists techniques</p>	<p><b>Key Knowledge -</b> We can use colour, line, shape, texture in different ways</p>	<p><b>Key Knowledge -</b> That artists are easily identified by their style and techniques and many are imitated today That we can give opinions about art using artistic language</p>
<p><b>Topic Vocabulary –</b>impression, founder, garden, lilly pond, outdoors, landscape, scene, season, , bold brush strokes, bright colours, cityscapes, water colours, texture, line, paint, shape, Monet, Van Goch, Metzinger, artist, opinion, technique, style</p>							
<p><b>Computing</b>  <b>Topic Focus –</b> <b>Apicture tells a thousand words</b></p>	<p><b>NC Objective –</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>NC Objective -</b> recognise common uses of information technology beyond school</p>	<p><b>NC Objective -</b> use technology safely and respectfully, keeping personal information private;</p>	<p><b>NC Objective -</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>NC Objective -</b> can evaluate and apply information technology, including new or unfamiliar technologies,</p>	<p><b>NC Objective -</b> To be responsible, competent, confident and creative users of information and communication technology</p>	<p><b>NC Objective -</b> can evaluate and apply information technology, including new or unfamiliar technologies,</p>

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	<b>Key Knowledge</b> I can take a photograph using an iPad-	<b>Key Knowledge –</b> I can use photographs for many different purposes	<b>Key Knowledge –</b> I can make a pic collage to share but I need to be careful as to who I share my images with	<b>Key Knowledge –</b> I can retrieve my photographs to edit	<b>Key Knowledge –</b> I can retrieve my photographs including a pic collage to edit	<b>Key Knowledge -</b> I can plan how to use my photographs for a purpose	<b>Key Knowledge -</b> I can use my photographs for a purpose
<b>Topic Vocabulary – photograph, App, Pic collage, Photograph, image, edit, edit tool, save, retrieve, creative, create, organise,manipulate, purpose, evaluate</b>							

<p><b>Design Technology</b></p> <p><b>Topic Focus – Making a moving picture story book (mechanisms)</b></p>	<p><b>NC Objective –</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>I can explore making mechanisms</b></p>	<p><b>NC Objective -</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</p> <p><b>I can design a moving story book</b></p>	<p><b>NC Objective -</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>I can construct a moving picture</b></p>	<p><b>NC Objective -</b> explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p><b>I can evaluate my finished moving picture</b></p>	<p><b>Unit outcomes</b></p> <p>Pupils who are <b>secure</b> will be able to:</p> <p>Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. Clearly label drawings to show which parts of their design will move and in which direction. Make a picture, which meets the design criteria, with parts that move purposefully as planned.</p> <ul style="list-style-type: none"> <li>Evaluate the main strengths and weaknesses of their design and suggest alterations.</li> </ul>
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	<p><b>Key Knowledge -</b> To know that a mechanism is the parts of an object that move together.</p>	<p><b>Key Knowledge –</b> To know that a slider mechanism moves an object from side to side.</p>	<p><b>Key Knowledge –</b> To know that a slider mechanism has a slider, slots, guides and an object.</p>	<p><b>Key Knowledge –</b> To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.</p>			
<p><b>Topic Vocabulary</b> –sliders mechanism adapt design criteria design input model template assemble test</p>							
<p><b>Geography</b>  Topic Focus – The bigger picture – Understanding geographical areas across the country, Town, countryside, city, seaside etc.</p>	<p><b>NC Objective –</b> To understand geographical similarities and differences through studying the human and physical geography of the UK</p>	<p><b>NC Objective -</b> To name locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas</p>	<p><b>NC Objective -</b> To name locate and identify characteristics of the four countries and its surrounding seas</p>	<p><b>NC Objective –</b> To name locate and identify characteristics of the four countries and its surrounding seas</p>	<p><b>NC Objective -</b> To name locate and identify characteristics of the four countries and its surrounding seas</p>	<p><b>NC Objective -</b> To name locate and identify characteristics of the four countries and its surrounding seas</p>	<p><b>NC Objective -</b> To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country</p>

	Key Knowledge – That we live in the UK. That different parts of the UK have different features.	Key Knowledge – That there are four countries that make up the UK. That each country has a capital city.	Key Knowledge - That we can travel from one place to another. The route is called the journey line.	Key Knowledge - That different parts of the countries have key features that we can compare.	Key Knowledge - That each capital city has a name. That each capital city has key features. We can represent them.	Key Knowledge - That London is the UK’s capital city.	Key Knowledge - That other countries have capital cities. We can compare them with one that we know, London.
Topic Vocabulary –UK, United Kingdom, town, country, city, London, Liverpool, Wales, Scotland Northern Ireland, England, place, travel, journey, aerial photograph, journey line, key features Capital city, Europe, non-European, route,							
<b>History</b>  Topic Focus – Toys and technology	NC Objective – To learn about changes within living memory  To understand some of the ways we can find out about the past	NC Objective - To learn about changes within living memory  To use sources to ask and answer questions	NC Objective - To know where people and events fit within a chronological framework	NC Objective - To know where people and events fit within a chronological framework	NC Objective - To identify changes in living memory by understanding how toys have changed over time	NC Objective - To develop an awareness of the past using common words and phrases relating to the passing of time	NC Objective - To develop an awareness of the past using common words and phrases relating to the passing of time

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	<p><b>Key Knowledge –</b> We can find out about toys today because they are plentiful and around us all of the time</p>	<p><b>Key Knowledge -</b> We can use resources to help us find out about toys in the past</p>	<p><b>Key Knowledge -</b> We can compare similar toys from different times</p>	<p><b>Key Knowledge -</b> We can compare Victorian toys with toys from today</p>	<p><b>Key Knowledge -</b> We can recognise how toys have changed over time</p>	<p><b>Key Knowledge -</b> We can use history words to describe changes over time</p>	<p><b>Key Knowledge -</b> We can use what we know about toys to predict what they might be like in the future</p>
<p><b>Core Vocab</b> Past, present, old, new, modern, history, historian, historical, date order, chronological order, evidence, sources</p> <p><b>New Vocab</b> Toys, technology, today, in the past, Victorian, material, electronic, soft toys, 20th century, changes, change over time, family favourites, today, now, future, compare, similar, different, predict.</p>							
<p><b>Music</b>  Topic Focus – Musical activities- Blues Latin film music.</p>	<p><b>NC Objective -</b> To listen with concentration and understanding</p>	<p><b>NC Objective –</b> To play tuned and untuned instruments musically</p>	<p><b>NC Objective -</b> To use voices expressively and creatively</p>	<p><b>NC Objective -</b> To experiment with, create and combine sounds</p>	<p><b>NC Objective-</b> To use voices expressively and creatively To experiment with, create and combine sounds</p>	<p><b>NC Objective -</b> To use voices expressively and creatively To experiment with, create and combine sounds</p>	<p><b>NC Objective -</b> To use voices expressively and creatively To experiment with, create and combine sounds</p>

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	Key Knowledge – We can listen and appraise	Key Knowledge - We can find the pulse	Key Knowledge - We can accompany our singing with tuned instruments	Key Knowledge - We can improvise	Key Knowledge - We can compose our own music	Key Knowledge - We can play and perform	Key Knowledge - We can play and perform
	Topic Vocabulary –sing, instrument, play, compose, perform, listen and appraise, pulse, voices,						
<b>PSHE</b>  Topic Focus – 1.Relationships	Objective – To be able to communicate their feelings to others, to recognise how others show feelings and how to respond	Objective – To recognise how our behaviour can affect others	Objective To recognise what is fair and unfair, kind and unkind and what is right and what is wrong	Objective – The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes us feel uncomfortable or anxious or afraid	Objective – To be able to offer an opinion on things that matter and give views to one other person or the whole class	Objective – To listen to other people and play and work cooperatively (including strategies to resolve arguments through negotiation)	Objective – To offer constructive support and feedback to others



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	<b>Key Knowledge – I can identify lots of different types of feelings</b>	<b>Key Knowledge – I know my actions can affect others</b>	<b>Key Knowledge – I know what is unfair and fair, right and wrong</b>	<b>Key Knowledge – I know the difference between a secret and a nice surprise</b>	<b>Key Knowledge – I know how to give an opinion</b>	<b>Key Knowledge_ I know how to show I am listening I know how to resolve an argument</b>	<b>Key Knowledge – I know what to say to give someone support and how to give constructive feedback</b>
<b>Topic Vocabulary – Relationships- respect, polite, courteous, listen, good listener, feelings, recognise feelings, kind/unkind behaviour, making choices, different groups</b>							

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<p><b>Living in the wider world</b></p>	<p><b>Objective:</b> To be able to contribute to the life of the classroom To help construct and agree to follow, group, class and school rules and to understand how these rules help them</p>	<p><b>Objective:</b> To understand that people and other living things have rights and that everyone has responsibilities to protect these rights(including protecting others bodies and feelings and we can do this by taking turns, sharing and returning things that have been borrowed.</p>	<p><b>Objective:</b> To understand that they belong to different groups and communities such as family and school and groups within school</p>				
	<p><b>Key knowledge-</b> I know that rules help to keep us happy and safe</p>	<p><b>Key knowledge-</b> I know ways that I can protect myself and others</p>	<p><b>Key knowledge-</b> I know ways that I can protect myself and others</p>				
<p><b>Topic vocabulary – classroom rules, construct, agree, belong, responsibilities, rights, protect, community, communities, family, sharing, returning</b></p>							