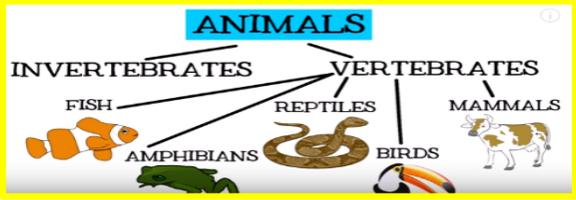




	Autumn 1	Autumn 2	Spring	Summer
<b>Science</b>	<p><b>Plants</b></p> 	<p><b>Animals including Humans</b></p> 	<p><b>Everyday Materials</b></p> 	<p><b>Seasonal Changes</b></p> 
	<p>*Name a variety of common wild and garden plants.</p> <p>*Go on a nature walk to identify plants in their local environment.</p> <p>*Name the parts of a plant including: petals, stem, leaf and root.</p> <p>*Name the parts of a tree including: roots, trunk, branches and leaves.</p>	<p>*Name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>*Understand the difference between each variety of animal.</p> <p>*Classify and name animals based on what they eat. (Carnivore, herbivore, omnivore)</p> <p>*Sort animals into categories including fish, birds, reptiles, amphibians and mammals.</p> <p>*Sort living and non-living things.</p> <p>*Name the parts of the human body that they can see.</p> <p>*Link the correct part of the human body to each sense.</p> <p>*Investigate using the senses and suggest what they have found out.</p> <p>*Conduct a taste test and use simple data to answer questions.</p>	<p>*Distinguish between an object and the material it is made from.</p> <p>*Explain the materials an object is made from.</p> <p>*Name common materials such as wood, plastic, metal, glass, water and rock.</p> <p>*Identify materials around them,</p> <p>*Describe the properties of everyday materials.</p> <p>*Group objects based on the materials they are made from.</p> <p>*Investigate waterproof materials.</p>	<p>*Observe and comment of the changes in the seasons.</p> <p>*Name the seasons.</p> <p>*Suggest what type of weather is associated in each season.</p>



# Victoria Lane Academy Long Term Foundation Planning—Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Topic	<u>Toys</u>	<u>Life and Homes in the past</u>	<u>Africa and Antarctica</u>	<u>Dinosaurs</u>	<u>UK Geography</u>
					
	<b>Which toys do we play with and which toys did our parents and grandparents have?</b>	<b>What were houses like in the past?</b>	<b>What is the difference between these places?</b>	<b>Who lived before humans?</b>	<b>Where do we live?</b>
	<ul style="list-style-type: none"> <li>*Use phrases such as old, new, a long time ago.</li> <li>Find out about toys they have today.</li> <li>*Think of ways to find out about toys in the past.</li> <li>*Understand the difference between now, the past and distant past.</li> <li>*Use a range of sources to find out about toys in the past e.g. books, the internet, asking family.</li> <li>*Sort toys from now and in the past.</li> <li>*Compare toys from different time periods.</li> <li>*Recognise and understand how toys have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>*Research and find out about homes in the past.</li> <li>*Explain what is different about homes now compared to homes in the past.</li> <li>*Name types of houses e.g. detached, terraced.</li> <li>*Identify objects from homes in the past.</li> <li>*Describe how objects were used in the past e.g. tin bath, fires, etc.</li> <li>*Order objects in chronological order.</li> <li>*Learn about a range of inventors, eg. television, lightbulbs, electricity.</li> <li>*Find out about school and work in the past.</li> <li>*Recount the life of a child in the past.</li> <li>*Recount a visit to Beamish.</li> </ul>	<ul style="list-style-type: none"> <li>*Using a globe point out where the equator and poles are.</li> <li>Using a globe identify where Africa is.</li> <li>*Understand why it is hot there,</li> <li>*Identify and name a range of animals that live in Africa.</li> <li>*Describe the difference between living in Africa compared to the UK including jobs.</li> <li>*Using a globe identify where Antarctica is.</li> <li>*Understand why it is cold there,</li> <li>*Identify and name a range of animals that live in Antarctica.</li> <li>*Describe what people do who live in Antarctica.</li> <li>*Explain the clothes they would wear in Africa or Antarctica and explain why they are different.</li> <li>*Explain some of the main things that are in hot and cold countries.</li> </ul>	<ul style="list-style-type: none"> <li>*To learn about the different types of dinosaurs e.g. carnivore / herbivore.</li> <li>*To name and identify different dinosaurs.</li> <li>*To describe some dinosaurs and the habitat they live in.</li> <li>*To understand how we know about dinosaurs from palaeontologists and fossils.</li> <li>*To write a story set in the time of dinosaurs including facts.</li> <li>*To create a fact sheet about a dinosaur.</li> </ul>	<ul style="list-style-type: none"> <li>*To describe where they live and their locality.</li> <li>*To identify the four countries which make up the UK.</li> <li>*Name some main towns and cities in the UK.</li> <li>*Name some towns in the North and South of the UK.</li> <li>*Name different types of localities e.g. town, city, village.</li> <li>*Name some key features of a town or village e.g. shop, churches, farms,</li> <li>*Name types of houses e.g. detached, semi, terraced.</li> </ul>



## Victoria Lane Academy Long Term Foundation Planning—Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<b>Possible Extend Writing Opportunities</b>	<p>Throughout the year children will write as much as possible and as independently as possible within foundation subjects. The children will start by writing captions and phrases. They will then progress to writing sentences followed by a sequence of sentences, progressing to a paragraph wherever possible.</p> <p>Writing in foundation books will match the pace and standard that the children are working at writing their English and Gold Write books.</p>				
<b>R.E.</b>	<p style="color: red; text-align: center;"><b>How do religions welcome new members?</b></p> <ul style="list-style-type: none"> <li>* How does our school welcome new members?</li> <li>*Why and how do Christians celebrate baptism?</li> <li>*How do Christians show new members their faith?</li> </ul>	<p style="color: red; text-align: center;"><b>Why do we celebrate Christmas?</b></p> <ul style="list-style-type: none"> <li>*Why do we celebrate birthdays?</li> <li>*Why is Jesus important to Christians?</li> <li>*Retell the Nativity Story.</li> <li>*What special food is eaten at Christmas?</li> </ul>	<p style="color: red; text-align: center;"><b>What does it mean to be a Muslim?</b></p> <ul style="list-style-type: none"> <li>*Why is Muhammed important to Muslims?</li> <li>*What is the Qur'an and why is it important to Muslims?</li> <li>What are Muslim daily rituals?</li> <li>*What is Ramadan and Eid-Al-Fitr?</li> </ul>	<p style="color: red; text-align: center;"><b>How do we care for others?</b></p> <ul style="list-style-type: none"> <li>*Explain how people care and look after others.</li> <li>*Explain what the festival of Raksha and Banhan represent.</li> <li>*Explain the message in the story of the good Samaritan.</li> </ul>	<p style="color: red; text-align: center;"><b>What do Christians and Jews believe about creation?</b></p> <ul style="list-style-type: none"> <li>*Retell the creation story from the bible.</li> <li>*How do we take care of the planet?</li> <li>*Compare other creation stories.</li> <li>*Act out the Creation Story.</li> </ul>



## Victoria Lane Academy Long Term Foundation Planning—Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Autumn 1	Autumn 2
<b>ICT</b>	 <p>Word Processing Skills</p>	 <p>Computer Skills</p>	 <p>Painting</p>		 <p>Programming with Scratch Jr</p>	 <p>Using and Applying</p>
	Children will learn basic word processing skills including: 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.	Children will learn basic computer skills. Children will learn how to use a computer mouse or a trackpad and how to switch on and shut down a computer. They will apply their mouse or trackpad skills in a series of challenges.	Children will use a simple painting program to paint with different colours and brushes, create shapes, fill areas, undo and redo and add text.		This is an introduction to computer programming. Scratch Junior begins to develop a sense of creating, debugging and logical reasoning, which are required for further programming later on in school.	Children are given an opportunity to use the skills they have developed during the year. This will concentrate primarily on Word Processing, Computer Skills and Painting activities
<b>Art / DT</b>	<p><b>Colour Chaos</b></p> <ul style="list-style-type: none"> <li>*To know the primary colours.</li> <li>*To learn about the work of Piet Mondrian</li> <li>*Paint using a range of colours and blacks.</li> </ul>	<p><b>Let's Sculpt</b></p> <ul style="list-style-type: none"> <li>*Describe the work of sculptor Marc Quinn.</li> <li>*Use a range of materials to make a sculpture.</li> <li>*Create a sculpture of a person.</li> </ul>	<p><b>Sensational Salads</b></p> <ul style="list-style-type: none"> <li>*To name different fruits and vegetables.</li> <li>*To taste different salads and identify what they like and dislike.</li> <li>*To prepare and make a healthy salad from root vegetables.</li> <li>*Understand where fruits come from and make a fruit salad.</li> </ul>		<p><b>Joan Miro</b></p> <ul style="list-style-type: none"> <li>*To know the work of Joan Miro.</li> <li>*Using bold colours and shapes, create a picture in her style.</li> <li>*Relief printing and surrealist sculptures.</li> </ul>	<p><b>Moving Pictures Traditional Tales</b></p> <ul style="list-style-type: none"> <li>*To explore moving books.</li> <li>*Make a lever and use it in their book.</li> <li>To make a wheel mechanism and use it.</li> </ul>
		<p><b>As well as planned activities, pupils will also have the chance to discuss, find out about and respond to current news, which is relevant to British Values.</b></p>				
	<p><b>Democracy:</b> How do we make decisions in our class? Why is it important that we 'vote'?</p> <p><b>Rule of Law:</b> Why are rules in the classroom and wider school important? What about in games? On the playground?</p>		<p><b>Democracy:</b> Are there charities to help protect the animals and land in these environments? What kind of help is needed?</p> <p><b>Rule of Law:</b> Are there laws to protect the animals of Africa/Antarctica?</p>		<p><b>Rule of Law:</b> What rules are there in the village that we have to keep? Why are they in place? Who makes sure these rules are kept? What happens if people don't stick to the rules?</p> <p><b>Individual Liberty:</b> Discuss the creation stories in Christianity and Judaism.</p>	



## Victoria Lane Academy Long Term Foundation Planning—Year 1

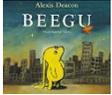
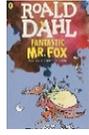
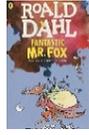


	<p><b>Individual Liberty:</b> Discuss ways we 'choose' our actions and behaviour and the consequences of this.</p> <p><b>Mutual Respect:</b> How can we show that we respect each other? Our classroom? School environment? Conflict resolution, discuss ways we can sort out problems and ways to be a good friend.</p> <p><b>Tolerance of Different Faiths and Beliefs:</b> How do different faiths welcome new arrivals? Have you been to a baptism before? What happened? Compare to other faiths and talk about similarities and differences.</p>	<p><b>Individual Liberty:</b> Are animals in Africa/Antarctica free? Are animals better in the wild or in captivity? Why?</p> <p><b>Mutual Respect:</b> Are these continents respected by all? What can we do to protect the areas of land here? Why are parts under threat?</p> <p><b>Tolerance of Different Faiths and Beliefs:</b> How tolerant are the inhabitants of Africa/Antarctica towards protecting the animals/land?</p>	<p><b>Mutual Respect:</b> Respect for our village, how can we respect Coundon? Discuss litter, looking after amenities such as the park, skate park, etc.</p> <p><b>Tolerance of Different Faiths and Beliefs:</b> Local area, what different faiths are there in Coundon? How do their beliefs differ from ours? How are they the same?</p>
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Educate and Celebrate</b></p>	<p>*<b>Whole School Assembly</b> - Black History Month Who was Rosa Parks and why do we remember her?</p> <p>*<b>Whole School Assembly</b> - Anti-Bullying What is a bully? Why do people bully? How do people bully?</p> <p>*'William's Doll' - toys and who can play with them</p> <p>*'Red Rockets and Rainbow Jelly' Colours and friendship</p>	<p>*<b>Whole School Assembly</b> - LGBT History Month Flags and symbols - Union Jack, Olympic, Rainbow, Manchester bee- representative of countries, communities, organisations</p> <p>*<b>Whole School Assembly</b> - Women's History Month Women throughout history who have battled against stereotypes to succeed</p> <p>*'Tango Makes 3' - different families</p> <p>*'Mommy, Mama and Me' - different families and what's important</p>	<p>*<b>Whole School Assembly</b> - Toys and Gender Stereotypes</p> <p>*<b>Whole School Assembly</b> - Moving On and Settling In</p> <p>*'Something Else' - Being welcoming to others even if they look different.</p> <p>*'The Great Big Book of Families' - What does your family look like? Is it different to your friends?</p>



## Victoria Lane Academy Long Term Foundation Planning—Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Autumn 1	
<b>Class Novels</b>	'Beegu' Alexis Deacon 	'Dogger' Shirley Hughes 'Elmer' David McKee  	'Peace at Last' Jill Murphy 'The Elephant and the Bad Baby' Elfrida Vipont  	'The Owl Who was Afraid of the Dark' Jill Tomlinson 	'The Tiger Who Came to Tea' Judith Kerr 'Where the Wild Things are' Maurice Sendak  	'Fantastic Mr Fox' Roald Dahl 
<b>P.E.</b>	<b>See PE Long Term Plan for each term's activities and coaching</b>					