

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 – Silk screen printing – designing their own T-shirt	NC Objective – Investigate the colour, patterns and material used for T-shirts.	NC Objective – Designing screen print for their own t-shirt design.	NC Objective – Sketching – Exploring shape	NC Objective – Creating stencils to use for their screen printing project.	NC Objective – To use methods of screen printing to make my own t-shirt design.	NC Objective – To evaluate my t-shirt design based on my plan and the work of other artists.	NC Objective – Sketching – Lines and patterns.
	Key Knowledge - Record and create appropriate observations that can be reviewed and revisited to improve their practise.	Key Knowledge - To learn about artists in this particular field and learn from their work.	Key Knowledge – Investigating and exploring shapes in sketching, by adding altering and combining.	Key Knowledge - To improve their mastery of Art and Design techniques by using paints and a range of materials. To be creative and experimental with different forms of art.	Key Knowledge - To improve their mastery of Art and Design techniques by using paints and a range of materials. To be creative and experimental with different forms of art.	Key Knowledge - To reflect on their work to identify ways to become better artists.	Key Knowledge - Investigating and exploring lines and patterns, by adding, altering and combining.
Revisited Vocabulary – Screen printing, abstract, lines, patterns, properties, textures, position, stencils. New Vocabulary – Experimental, press, face.							

<p>Computing</p> <p>Topic Focus – Animation</p>	<p>NC Objective - Introduce the concept that still images create a moving scene when played rapidly in a sequence.</p>	<p>NC Objective - Film an animated sequence</p>	<p>NC Objective - Export animation into iMovie and add backing music</p>	<p>NC Objective - Make props and a 3D sets.</p> <p>Produce a storyboard and a script for their movie.</p>	<p>NC Objective - Make props and a 3D sets.</p> <p>Produce a storyboard and a script for their movie.</p>	<p>NC Objective - Enhance animation using music and sound effects</p>	<p>NC Objective - Produce created animated sequence for presentation.</p>
	<p>Key Knowledge - Children are able to create a flipbook using a template.</p> <p>Children are able to film using a flipcam.</p> <p>Children are able to create their own images to use as part of their flipbook.</p>	<p>Key Knowledge - Children are able to produce their own short animation.</p> <p>Children understand how the animation is created and how stop frame animation works.</p>	<p>Key Knowledge - Children can add music and sound effects to compliment their movies.</p> <p>Children are able to make appropriate choices for the editing of music based on the content of their clip.</p>	<p>Key Knowledge - Children are able to design and build their own props and set and have a good knowledge of their importance.</p> <p>Children think about aspects that may affect their animation, such as narration, proportion of props and set and addition of any dialogue.</p>	<p>Key Knowledge - Children are able to design and build their own props and set and have a good knowledge of their importance.</p> <p>Children think about aspects that may affect their animation, such as narration, proportion of props and set and addition of any dialogue.</p>	<p>Key Knowledge - Children are challenged to answer questions and explain their choices.</p> <p>Children can talk accurately about the music chosen, what they have learnt throughout the unit and anything they would do differently.</p>	<p>Key Knowledge - Children are challenged to answer questions and explain their choices.</p> <p>Children can talk accurately about the music chosen, what they have learnt throughout the unit and anything they would do differently.</p>
<p>Revisited Vocabulary – Sequencing, storyboard, animation, props, stop-frame.</p> <p>New Vocabulary – Green screen, proportion.</p>							

Term: Summer

Year Group: Year 5

<p>Design Technology</p> <p>Topic Focus – Moving Toys</p>	<p>NC Objective – Investigating – Exploring moving toys to investigate how they operate.</p>	<p>NC Objective – Looking and understanding how the cam mechanism works, looking at all of the different components.</p>	<p>NC Objective - Exploring the different movements made by different shaped cams.</p>	<p>NC Objective - Design – Developing ideas and creating a finished design for their own moving toy.</p>	<p>NC Objective - Make – Planning their flowchart and making their moving toys in pairs.</p>	<p>NC Objective - Planning their flowchart and making their moving toys in pairs.</p>	<p>NC Objective - Evaluate – Self and peer evaluations to reflect on practice.</p>
	<p>Key Knowledge - Generate, develop, model and communicate their ideas through discussion.</p>	<p>Key Knowledge - Generate, develop, model and communicate their ideas through discussion.</p> <p>Work practically to create viable designs and workable solutions to problems they may face.</p>	<p>Key Knowledge - Perform a range of practical tasks accurately using appropriate equipment.</p> <p>Develop prototypes that could be used in their own design.</p>	<p>Key Knowledge - Generate, develop, model and communicate their ideas through discussion.</p>	<p>Key Knowledge - Select from and use a wide range of materials and components according to their functional properties and their aesthetic qualities.</p> <p>Apply their understanding of cams and of how toys move.</p>	<p>Key Knowledge - Select from and use a wide range of materials and components according to their functional properties and their aesthetic qualities.</p> <p>Apply their understanding of cams and of how toys move.</p>	<p>Key Knowledge - Investigate and analyse a wide selection of existing products for comparison purposes.</p> <p>Evaluate their ideas and consider the views of other to improve their work.</p>
<p>Topic Vocabulary – Annotated, decoration, design, diagram, evaluation, framework, hand drill, handle, motion, movement, technology, template. New Vocabulary – Axis, bench block, cam, dowel, eccentric, G-clamp, hacksaw, linear, rotary, specification.</p>							
<p>Geography</p> <p>Topic Focus - Rivers</p>	<p>NC Objective – To understand the water cycle and how rivers fit into the system.</p>	<p>NC Objective - To identify the key features of a river.</p>	<p>NC Objective - To understand how a meander turns into an Oxbow lake and</p>	<p>NC Objective - Define key terms associated with rivers.</p>	<p>NC Objective - To look specifically at the features of certain rivers and compare them.</p>	<p>NC Objective - To look at what rivers are used for today and</p>	<p>NC Objective - Complete KWL charts and KAHOOT quiz for assessment</p>

	<p>To know about important dates of Liverpool history by researching Stone Age, Roman, Medieval and Middle Ages and listing key dates and discussing changes.</p>	<p>Understand how things have changed over time and make modern day comparisons (links to Albert Dock and privateers). Demonstrate a chronologically secured knowledge of history, establishing clear links across different time periods.</p>	<p>To learn about the Industrial Revolution and the history Liverpool played. To learn about the locomotive, 'The Rocket' and its creators, 'George and Robert Stephenson' - including its links to Rainhill.</p>	<p>Demonstrating prior knowledge and engaging in detailed discussion with peers to establish points of research and investigation. Understand how things have changed over time and make modern day comparisons.</p>	<p>To research what life was like during WW2 in Liverpool, through looking at historical sources.</p>	<p>Can explore trends, connections and contrasts over time using a practical approach. Demonstrating an ability to pick up on features of human and physical geography.</p>	
<p>Core Vocab Historical, Historian, Chronological order, evidence, sources, primary sources, secondary sources, artefacts, archeologist, historian, analyse, interpret, evaluate, research, theories.</p> <p>New Vocab Significance, inference, purpose, tone, define, explain, debate, compare, change and continuity, cause and consequence, empathy, provenance.</p>							
<p>Modern Foreign Language - Spanish</p> <p>Topic Focus - Dates</p> <p>Topic Focus - Around the Town</p>	<p>NC Objectives - Summer 1</p> <p>I can tell someone the date in Spanish using the correct pronunciation. (day, number, month = Wednesday twenty first of July = Miercoles veintiuno de julio)</p> <p>I can ask when someone's birthday is. I can say when my birthday is. I can read and write the date in Spanish.</p>			<p>NC Objectives - Summer 2</p> <p>I can name places around town in Spanish using the correct pronunciation. I can ask where something is in Spanish I can talk about where I want to visit in town. I can write about the places I want to visit around town in Spanish</p>			<p>NC Objective - Assessment</p>

	<p>Key Knowledge</p> <p>Previous Vocab lunes - Monday martes - Tuesday miércoles - Wednesday jueves - Thursday viernes - Friday sábado - Saturday domingo - Sunday enero — January. febrero — February. marzo — March. abril — April. mayo — May. junio — June. julio — July. agosto — August. septiembre - September octubre - October noviembre - November diciembre - December</p> <p>New Vocab Hoy es... = Today is... ¿Cuándo es ... (tu cumpleaños)? When is... (your birthday)? Mi cumpleaños es el... = My birthday is on...</p>		<p>Key Knowledge -</p> <p>Key Knowledge</p> <p>I want to visit = quiero visitar Where is = dónde está Casa = The house El hotel = The hotel El hospital = The hospital La escuela = The school El parque = The park La iglesia =The church La catedral = The cathedral La estación de autobús = The bus station La estación de tren = The train station El aeropuerto = The airport La estación de policía = The police station La parada de autobús = The bus stop El estadio = The stadium El supermercado = The supermarket La farmacia = The Pharmacy El centro comercial = The shopping center El restaurante = The restaurant El café = The coffee shop El museo = The museum La galería de arte = The art gallery La biblioteca = The library</p>	<p>Key Knowledge -</p>			
<p>New Vocabulary - See Key Knowledge</p>							
<p>Music</p>	<p>NC Objective – Listen and appraise – Dancing</p>	<p>NC Objective - Listen and appraise - Dancing</p>	<p>NC Objective - Listen with attention to detail</p>	<p>NC Objective - Listen with attention to detail</p>	<p>NC Objective - Listen with attention to detail</p>	<p>NC Objective -</p>	<p>NC Objective -</p>

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<p>Topic Focus – Dancing in the street</p>	<p>in the street by Martha and the vandellas.</p>	<p>in the street by Martha and the vandellas.</p>	<p>and recall sounds with increasing aural memory.</p>	<p>and recall sounds with increasing aural memory.</p>	<p>and recall sounds with increasing aural memory. Improvise and compose own music – based on class track.</p>	<p>Improvise and compose your own music.</p>	<p>Improvise and compose your own music.</p>
	<p>Key Knowledge - Pupils to analyse a piece of music from a certain genre to help build their musical vocabulary and evaluating skills.</p>	<p>Key Knowledge - Children to find the pulse, rhythm of the tune, answer questions about the piece and can be confident using vocals before attempting to play the piece.</p>	<p>Key Knowledge - Children to find the pulse, rhythm of the tune, answer questions about the piece and can be confident using vocals before attempting to play the piece.</p>	<p>Key Knowledge - Knowledge of the structure of songs from the motown era, so that they can eventually compose their own example.</p>	<p>Key Knowledge - Knowledge of the structure of songs from the motown era, so that they can eventually compose their own example.</p>	<p>Key Knowledge - To be able to play, perform and share their piece and reflect upon their performance. To value the opinion and input of others.</p>	<p>Key Knowledge - To be able to play, perform and share their piece and reflect upon their performance. To value the opinion and input of others.</p>
<p>Revisited Vocabulary – Bar, beat, chant, choir, chord, duet, dynamics, flat, key, orchestra, pulse, rest, rhythm, scale, sharp, tempo. New Vocabulary – Accent, canon, clef, crescendo, decrescendo, dissonance, downbeat, drone, ensemble, forte, harmony, octave, slur, time signature, staccato, staff, unison, vibrato.</p>							