

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
Computing Topic Focus Back to the Future	NC Objective Back to the Future I understand cyber bullying.	NC Objective Back to the Future I know the changes in technology over time.	NC Objective Back to the Future I can research inventors of key technologies.	NC Objective Back to the Future I can identify some components of a computer.	NC Objective Back to the Future I can introduce the link between hard and software including programming.	NC Objective Back to the Future I understand future technology/trending technology.	NC Objective Back to the Future I can present what I have learnt and reflect upon this.
	Key Knowledge Children will understand how to stay safe online.	Key Knowledge Children understand that technology is evolving and becoming more advanced. Children are familiar with Moore's law as a concept. How has technology changed over time?	Key Knowledge Children research a particular invention and document findings their wiki. Why do we use online blogs and wikis? What is a blog? What is the advantage of using blogs?	Key Knowledge Children gain an understanding of the main components of a computer. Create a tour of the main computer components, using appropriate technology. Children are able to upload their video to their Edmodo profile.	Key Knowledge Children are able to participate in a discussion about modern technology and communication. Children understand how Google works and are able to post their findings to their blog. What is Google?	Key Knowledge Children have a greater understanding of new technologies. Children are able to search online as well as able to post their findings to their blog. What do we mean by the term.....? What is.....used for? How can this technology help us?	Key Knowledge Children to reflect on what they have learned and present to the class.

		What is a blog?			What is a search engine? How does a search engine work?		
<p>Vocabulary - e-safety, technology, evolving, Moore's law, blog, communication, search engine, illustrations</p> <p>New Vocabulary - Invention, WIKI, Components, Floppy Disk</p>							
History	NC Objective Anglo-Saxons and Scots I know where the Anglo-Saxons and Scots came from.	NC Objective Anglo-Saxons and Scots I know how, when and why the Anglo-Saxons and Scots invaded Britain.	NC Objective Anglo-Saxons and Scots I know how the Anglo-Saxons changed Britain.	NC Objective Anglo-Saxons and Scots I understand what life was like in Anglo-Saxon Britain.	NC Objective Anglo-Saxons and Scots I know about Anglo-Saxon runes and what the different symbols represent.	NC Objective Anglo-Saxons and Scots I know about the legend of king Arthur.	NC Objective Anglo-Saxons and Scots I can design and make an Anglo-Saxon brooch.
Topic Focus Anglo-Saxons and Scots	Key Knowledge Understand where the Anglo-Saxons and Scots came from. Develop a chronologically secure knowledge and understanding of British, local	Key Knowledge Anglo-Saxon invasions. Address and sometimes devise historically valid questions about change, cause, similarity and	Key Knowledge Anglo-Saxon settlements and kingdoms: place names and village life. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. To understand how the Anglo-Saxons changed Britain.	Key Knowledge Anglo-Saxon art and culture. Understand how our knowledge of the past is constructed from a range of sources. To understand what life was like in Anglo-Saxon Britain.	Key Knowledge Anglo-Saxon art and culture. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Key Knowledge Anglo-Saxon art and culture. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	Key Knowledge Design and make an Anglo-Saxons brooch.

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	<p>and world history, establishing clear narratives. Britain's settlement by Anglo- Saxons and Scots. Anglo-Saxon invasions.</p>	<p>difference and significance. To understand how, when and why the Anglo-Saxons and Scots invaded Britain.</p>			<p>To know about Anglo-Saxon runes and what the different symbols represent.</p>	<p>To know about the legend of King Arthur.</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 King Arthur, Anglo-Saxon, Scots, England, Map, British, World History, Settlement, Invasion, Kingdoms, Culture, Runes, Symbols, Past, Brooch.</p>							
<p>Modern Foreign Language Spanish</p> <p>Topic Focus - Numbers 10 - 20</p>	<p>NC Objectives - Autumn 1</p> <p>I can count to 20 in Spanish using correct pronunciation. I can read numbers to 20 in Spanish. I can write numbers to 20 in Spanish.</p>			<p>NC Objectives - Autumn 2</p> <p>I can ask someone their name in Spanish and tell them mine I can ask someone how they are and answer when they ask me in Spanish I can write a basic conversation using what I have learnt.</p>		<p>NC Objective</p> <p>Assessment</p>	
<p>Topic Focus - Greetings</p>	<p>Key Knowledge</p> <p>Previous Vocab 1 = uno (ooh-no), 2 = dos (dohs), 3 = tres (trays), 4 = cuatro (kwah-troh), 5 = cinco (seen-koh), 6 = seis (says), 7 = siete (syay-tay), 8 = ocho (oh-choh), 9 = nueve (nway-vay), 10 = diez (dyays).</p> <p>New Vocab</p>			<p>Key Knowledge</p> <p>Know how questions are punctuated in Spanish</p> <p>Previous Vocab Hola - Hello. Buenas - Hi (informal) Buenos días - Good morning. Buenas tardes - Good afternoon.</p>		<p>Key Knowledge</p>	

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	<p>11 once, 12 doce, 13 trece, 14 catorce, 15 quince, 16 dieciséis, 17 diecisiete, 18 dieciocho, 19 diecinueve, 20 veinte</p>	<p>Buenas noches - Good evening. Bienvenido - Welcome.</p> <p>¿Cómo te llamas? - What is your name? Me llamo - My name is</p> <p>New Vocab</p> <p>¿Cómo estás?- How are you Excelente - Excellent. Muy bien - Very good/well. Superbién - Very good/well. Bien bien - Good, good. Todo bien - Everything's good. Bien - Good/well. Regular - Okay. Así así - So-so. No muy bien - Not so good/well. Mal - Bad. Muy mal - Very bad. Fatal - Awful. Terrible - Terrible.</p> <p>¿Y tú? - and you</p>	
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New Vocabulary - See Key Knowledge

<p>Music Topic Focus Brass</p>	<p>NC Objective Brass External Provider</p>	<p>NC Objective Brass External Provider</p>	<p>NC Objective Brass External Provider</p>	<p>NC Objective Brass External Provider</p>	<p>NC Objective Brass External Provider</p>	<p>NC Objective Brass External Provider</p>	<p>NC Objective Brass External Provider</p>
	<p>Key Knowledge External Provider</p>	<p>Key Knowledge External Provider</p>	<p>Key Knowledge External Provider</p>	<p>Key Knowledge External Provider</p>	<p>Key Knowledge External Provider</p>	<p>Key Knowledge External Provider</p>	<p>Key Knowledge External Provider</p>

Design Technology Topic Focus :Electrical systems - Torches	NC Objective To understand that electrical conductors are materials which electricity can pass through and that electrical insulators are materials which electricity cannot pass through.	NC Objective To know that a battery contains stored electricity that can be used to power products.	NC Objective To know that an electrical circuit must be complete for electricity to flow.	NC Objective To know that a switch can be used to complete and break an electrical circuit.	Assessment I can identify electrical products I know what electrical conductors and insulators are I know that a battery contains stored electricity and can be used to power products		
	Key Knowledge To know about electrical items and how they work	Key Knowledge To analyse and evaluate electrical products	Key Knowledge To design a product to fit a set of specific user needs	Key Knowledge To make and evaluate a torch	Pupils with secure understanding indicated by: Identifying electrical products and explaining why they are useful as well as helping to make a working switch. Pupils working at greater depth indicated by: Identifying the features of electrical products, making a working switch and suggesting other ways this could be made, including mentioning conductors.		
	Vocabulary - battery bulb buzzer conductor circuit, circuit diagram, electricity, insulator, series circuit, switch, component, design, design criteria, diagram, evaluation, LED, model, shape, target audience, input, recyclable, theme, aesthetics, assemble, equipment, ingredients, packaging, properties, sketch, test						

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Art Topic Focus David Hockney Colouring/Paint Jigsaw Pictures	NC Objective INSET	NC Objective Colouring/Paint Jigsaw Pictures I know how to create a sketch book from an A3 piece of paper.	NC Objective Colouring/Paint Jigsaw Pictures I know how to mix paints and create a colour wheel.	NC Objective Colouring/Paint Jigsaw Pictures I know how to paint using different materials.	NC Objective Colouring/Paint Jigsaw Pictures I know how to use a range of brushes to create different effects.	NC Objective Colouring/Paint Jigsaw Pictures I know how to create a line picture.	NC Objective Colouring/Paint Jigsaw Pictures I know how to create a jigsaw picture.

	<p>Key Knowledge INSET</p>	<p>Key Knowledge Understand how to create a sketch book from an A3 piece of paper.</p>	<p>Key Knowledge Understand how to create colours using only the primary colours.</p>	<p>Key Knowledge Understand how to use everyday objects to create paintings.</p>	<p>Key Knowledge Understand how different types of brushes have different outcomes.</p>	<p>Key Knowledge The children will understand how to create an effective line drawing.</p>	<p>Key Knowledge The children will use strengths and weaknesses to evaluate their designs and choose their favourite.</p>
<p>Vocabulary - Paper, A3, Sketch, Book, Colouring, Painting, Jigsaw, Colours, Water Colours, Block Painting, Line, Strengths, Weaknesses, Colour Wheel, Primary, Secondary, Brushes, Technique, Effective, Emotions, Warm, Light.</p>							
<p>Geography Topic Focus Earthquakes</p>	<p>NC Objective Earthquakes: What Makes the Earth Rumble I know some of the effects of plate tectonics.</p>	<p>NC Objective Earthquakes: What Makes the Earth Rumble I know what causes earthquakes.</p>	<p>NC Objective Earthquakes: What Makes the Earth Rumble I know how earthquakes are measured.</p>	<p>NC Objective Earthquakes: What Makes the Earth Rumble I know about the effects of seismic waves.</p>	<p>NC Objective Earthquakes: What Makes the Earth Rumble I know what life is like in an earthquake zone.</p>	<p>NC Objective Earthquakes: What Makes the Earth Rumble I know what life is like in an earthquake zone.</p>	<p>NC Objective Earthquakes: What Makes the Earth Rumble I know how to make an earthquake proof structure using simple materials.</p>
	<p>Key Knowledge Understand how tectonic plates work. Consider the effects felt at</p>	<p>Key Knowledge Understand where earthquakes happen. Explain the different</p>	<p>Key Knowledge Understand what happens when tectonic plates move.</p>	<p>Key Knowledge Understand how to keep safe in an earthquake.</p>	<p>Key Knowledge Understand life in an earthquake zone. Understand the precautions and</p>	<p>Key Knowledge Understand how their surroundings might behave in an earthquake and undergo an</p>	<p>Key Knowledge Understand how buildings are constructed to withstand damage from earthquakes.</p>

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	<p>the surface of the Earth when plate tectonics move.</p> <p>Identify the layers of the earth and how earthquakes occur.</p>	<p>between earthquake hot spots and the tectonic plate boundaries.</p>	<p>Understand what seismic waves are and what effect they have during an earthquake.</p> <p>Understand how seismic waves are recorded and measured through making a seismograph.</p>	<p>Compare the strengths of earthquakes.</p>	<p>preparations required before an earthquake.</p>	<p>earthquake drill in the classroom.</p>	<p>Identify some of the factors that make buildings earthquake proof.</p> <p>Make an earthquake-proof structure using marshmallows and straws on a ground of jelly.</p>
<p>New Vocabulary - Epicentre, Shock Wave, Magnitude, Richter, Mercalli, Earthquakes, Developing Country.</p>							
<p>Music</p> <p>Topic Focus Brass</p>	<p>NC Objective Brass External Provide</p>	<p>NC Objective Brass External Provide</p>	<p>NC Objective Brass External Provide</p>	<p>NC Objective Brass External Provide</p>	<p>NC Objective Brass External Provide</p>	<p>NC Objective Brass External Provide</p>	<p>NC Objective Brass External Provide</p>
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<p>PSHE</p> <p>Topic Focus Health and Wellbeing</p>	<p>NC Objective Health and Wellbeing I know what it is meant by a healthy lifestyle.</p>	<p>NC Objective Health and Wellbeing I know how to maintain and manage risks of a physical, mental and emotional</p>	<p>NC Objective Health and Wellbeing I know ways to keep physically and emotionally safe.</p>	<p>NC Objective Health and Wellbeing</p>	<p>NC Objective Health and Wellbeing I know how to make informed choices about health and wellbeing and to</p>	<p>NC Objective Health and Wellbeing I know how to respond in an emergency.</p>	<p>NC Objective Health and Wellbeing I know how to identify different influences on health and wellbeing.</p>

		health and wellbeing.			recognise sources of help with this.		
<p>Key Knowledge Understand what a healthy lifestyle is.</p> <p>To understand how to develop and maintain a healthy relationship.</p>	<p>Key Knowledge To understand the different between the terms, 'risk', 'danger' and 'hazard'.</p> <p>To understand how to recognise, predict and assess risks in different situations and decide how to manage them responsibly (sensible road use and risks in their local environment).</p>	<p>Key Knowledge To recognise how their increasing independence brings increased reasonability to keep themselves and others safe.</p> <p>How to recognise and manage emotions within a range of relationships.</p>	<p>Key Knowledge To understand about change, including transitions (between key stages), loss and separation.</p>	<p>Key Knowledge To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>	<p>Key Knowledge To understand how to respond in an emergency.</p>	<p>Key Knowledge To understand how pressure to behave in unacceptable, unhealthy and risky ways can come from a variety of sources, including people they know and the media.</p> <p>To understand how to recognise risky or negative relationships including all forms of bullying.</p>	
<p>Vocabulary - Relationships, Change, Health, Lifestyle, Risk, Danger, Hazard, Risks, Independence, Safety, Responsibility, Emotions, Transitions, Routines, Emergency, Response, Pressure, Behaviour, Unhealthy, Healthy, Bullying, Positive, Negative, Media.</p> <p>New Vocabulary - Viruses, Bacteria.</p>							