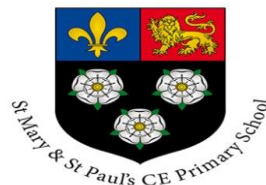


‘Life in all its fullness - through learning and love.



Termly Foundation Plan

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Art Topic Focus – Monet – with additional sessions for drawing/sketching	NC Objective - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form through the study of Claude Monet	NC Objective - Evaluate and analyse creative works, using the language of art, craft and design techniques	NC Objective - To record observations in their sketch book (a water lily - from, ‘ A Bridge over a Pond of Water Lilies by Monet)	NC Objective - To improve their mastery of art and design techniques through using oil pastels.	NC Objective - To improve their mastery of art and design techniques through using oil pastels	NC Objective - To improve their mastery of art and design techniques through using watercolours	NC Objective - To evaluate and analyse their creative work
	Key Knowledge - Know about Claude Monet’s life and his style of work (impressionism)	Key Knowledge - To express opinions of Claude Monet’s art pieces, sharing similarities between the	Key Knowledge: Become proficient in using a range of sketching techniques.	Key Knowledge - To use oil pastels effectively to recreate a water lily by blending colours together.	Key Knowledge - To use oil pastels to recreate the lily pads and bridge on Monet’s piece, ‘A Bridge over a Pond of Water Lilies.’	Key Knowledge - To use watercolours effectively blending them to work with the oil pastels	Key Knowledge – To share their work with others and give positives of others’ work and areas of improvement,

		pieces and discussing why the artist has chosen to use particular colours etc				to create their final piece.	using taught vocabulary
<p>Revisited Vocabulary – Real, abstract, reflection, cross-hatch, horizon, perspective. New Vocabulary - Impressionism, Monet, stippling, en plein air.</p>							
<p>Computing Topic Focus – Newsroom</p>	<p>NC Objective - Understand the opportunities [networks] offer for communication and collaboration.</p>	<p>NC Objective - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>NC Objective - Understand the opportunities [networks] offer for communication and collaboration.</p>	<p>NC Objective - Understand the opportunities [networks] offer for communication and collaboration.</p>	<p>NC Objective - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>NC Objective - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>NC Objective - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>

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	<p>Key Knowledge - Children understand how news is delivered and the difference between local and national news.</p>	<p>Key Knowledge - Children are able to identify news items.</p> <p>Children are able to use the internet to research.</p>	<p>Key Knowledge: Children are able to plan and produce their first draft, using a piece of relevant news</p>	<p>Key Knowledge: Children are able to use MS Word confidently to type up their script</p>	<p>Key Knowledge - Children to practise filming a partner reading out their news report</p>	<p>Key Knowledge Children to film and produce their newspaper reports, using an ipad</p>	<p>Key Knowledge: - Children to watch their news reports back and feedback and reflect on their reporting and producing skills</p>
<p>Revisited Vocabulary – Communication, respectful use of technology, producer, script, editing, analysing, evaluating, reflecting</p> <p>New Vocabulary – Networks, collaboration, green-screen</p>							
<p>Design Technology</p> <p>Topic Focus –</p>	<p>NC Objective – Evaluate</p> <p>Investigate and analyse a range of existing products.</p> <p>Technical knowledge</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating a range of switches and motors</p>	<p>NC Objective - Evaluate</p> <p>Investigate and analyse a range of existing products</p> <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>NC Objective - Make</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Design</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>	<p>NC Objective - Evaluate</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in their</p>	<p>Assessment:</p> <p>I can identify simple circuit components (battery, bulb, motor and switch).</p> <p>I can explain what a series circuit is. I can give examples of motorised products and explain their primary function.</p> <p>I can identify and list the materials, equipment and circuit components required to build my product.</p> <p>I can explain the steps required to assemble my product.</p> <p>I can explain how to build and integrate an electrical system as part of my product.</p>		

				products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	
	<p>Key Knowledge - I understand how motors are used in electrical products.</p>	<p>Key Knowledge - I know how to investigate an existing product to determine the factors that affect the product's form and function.</p>	<p>Key Knowledge I know how to put findings from research into practice to develop a unique product.</p>	<p>Key Knowledge - I know how to develop a DIY kit for another individual to assemble their product.</p>	<p>Pupils with secure understanding indicated by: Identifying and listing each of the required materials, tools and circuit components required to build a Doodler. Explaining simply the steps to assemble a Doodler as part of a set of instructions (or storyboard). Writing instructions to build a functional electrical circuit, and explaining how to identify if it is functional or not (the motor spins when the circuit is powered). Providing suggestions to improve a set of peer's instructions after testing how effective they are at guiding someone. At Greater depth – as above plus Writing instructions to build a functional electrical circuit, and explaining potential areas for error and ways to troubleshoot if the product is not functional (check</p>

					<p>that each of the connections between the crocodile clips and components is secure). Providing constructive criticism to improve a set of peer’s instructions after testing how effective they are at guiding someone.</p>		
<ul style="list-style-type: none"> • Vocabulary – motor, motorised, product analysis, series circuit, circuit, component, current, investigate problem-solve, configuration, develop, stable, target user, DIY (do it yourself), hobby 							
<p>Geography Topic Focus – Where is it in our world?</p>	<p>NC Objective - To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-</p>	<p>NC Objective: To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p>NC Objective - To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.</p>	<p>NC Objective - To be able to locate countries in Europe.</p>	<p>NC Objective - To be able to locate countries in North America.</p>	<p>NC Objective - To be able to locate countries in South America.</p>	<p>NC Objective - Kahoot assessment lesson</p>

	use patterns; and understand how these aspects have changed over time.						
	<p>Key Knowledge - Reading an atlas accurately and knowing the difference between the UK and Great Britain. – What are physical features of geography? What does the term mean and can the children identify any examples.</p>	<p>Key Knowledge - Reading an atlas accurately and knowing the difference between the UK and Great Britain.</p>	<p>Key Knowledge Name and locate key countries around the world</p>	<p>Key Knowledge - Capital cities and their locations in each European/American country.</p>	<p>Key Knowledge - Capital cities and their locations in each European/American country.</p>	<p>Key Knowledge Capital cities and their locations in each European/American country.</p>	<p>Key Knowledge – Assessing what the children have learned in this topic.</p>
<p>Topic Vocabulary – United Kingdom, Great Britain, Europe, cities, counties, continents, rivers, seas, oceans, time zones, atlas. New Vocabulary - Physical and human features of Geography, continents, GMT.</p>							
<p>History Topic Focus – Ancient Egyptians</p>	<p>NC Objective - Continue to develop a chronologically secure knowledge and understanding of world history,</p>	<p>NC Objective - Regularly address and sometimes devise historically valid questions about change, cause,</p>	<p>NC Objective - Construct informed responses that involve thoughtful selection and organisation of relevant</p>	<p>NC Objective - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past</p>	<p>NC Objective - Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient</p>	<p>NC Objective - Construct informed responses that involve thoughtful selection and organisation of relevant</p>	<p>NC Objective - Kahoot assessment lesson</p>

<p>establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived.</p>	<p>similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people</p>	<p>historical information by learning the about the mummification process used by the Ancient Egyptians.</p>	<p>events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.</p>	<p>Egyptian writing systems.</p>	<p>historical information by distinguishing information about the different Gods.</p>		
<p>Key Knowledge - What would the people have eaten, what would working conditions have been like, what kind of weather would they be working in?</p>	<p>Key Knowledge - What would the people have eaten, what would working conditions have been like, what kind of weather would they be working in?</p>	<p>Key Knowledge Understanding the process of mummification and how it was sacred and important to the Egyptians.</p>	<p>Key Knowledge - Look at the role of Howard Carter. His discovery of Tutankhamun and how it made him a world famous archaeologist. What is an archaeologist?</p>	<p>Key Knowledge – Detailed analysis of Nebanum’s tomb painting – exploring what his life was like and why the painting represented him so well. Look at hieroglyphics.</p>	<p>Key Knowledge – To learn about the different Gods and Goddesses in Ancient Egypt.</p>		<p>Key Knowledge – Assessing what the children have learned in this topic.</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 Mummification, Pharoah, ancient, AD, BC, century, decade, millennium, hieroglyphics.</p>							

Modern Foreign Language - Spanish	NC Objective - Autumn 1 I can count to 50 in Spanish using correct pronunciation. I can read numbers to 50 in Spanish. I can write numbers to 50 in Spanish. I can answer simple addition and subtraction in Spanish .	NC Objective - Autumn 2 I can hold a basic conversation in Spanish. I can ask and answer the question ‘how old are you?’ in Spanish. I can ask and answer the question ‘where do you live?’ in Spanish. I can use all the Spanish conversation I have learnt to write a conversation between two people in Spanish.	NC Objective - Assessment
	Key Knowledge - 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). 11 once, 12 doce, 13 trece, 14 catorce, 15 quince, 16 dieciséis, 17 diecisiete, 18 dieciocho, 19 diecinueve, 20 veinte New Vocab veinte 20, veintiuno 21, veintidós 22, veintitrés 23, veinticuatro 24, veinticinco 25, veintiséis 26, veintisiete 27, veintiocho 28, veintinueve 29, treinta 30, treinta y uno 31, treinta y dos 32, treinta y tres 33, treinta y cuatro 34, treinta y cinco 35, treinta y seis 36, treinta y siete 37, treinta y ocho 38, treinta y nueve 39, cuarenta 40, cuarenta y uno 41, cuarenta y dos 42, cuarenta y tres 43, cuarenta y cuatro 44, cuarenta y cinco 45,	Key Knowledge - Previous Vocab Hola – Hello. Buenas – Hi (informal) Buenos días – Good morning. Buenas tardes – Good afternoon. Buenas noches – Good evening. Bienvenido – Welcome. ¿Cómo te llamas? - What is your name? Me llamo - My name is ¿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.	Key Knowledge -

	<p>cuarenta y seis 46, cuarenta y siete 47, cuarenta y ocho 48, cuarenta y nueve 49, cincuenta 50</p>		<p>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> <p>que día es - what day is it?</p> <p>Tiene mascotas - do you have any pets Tengo - I have</p> <p>New Vocab Cuántos años tienes = How old are you? tengo (Number) años = I am ___ years old</p> <p>donde vives - Where do you live vivo en _____ = I live in _____</p>					
<p>New Vocabulary – See Key Knowledge</p>								
<p>Music Topic Focus – Playing instrumental (classroom rock)</p>	<p>NC Objective - Appreciate and understand a wide range of music drawn from great composers and musicians.</p>	<p>NC Objective - Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>NC Objective - Listen with attention to detail And recall sounds with increasing aural memory.</p>	<p>NC Objective - Listen with attention to detail And recall sounds with increasing aural memory.</p>	<p>NC Objective - Improve and compose music.</p>	<p>NC Objective - Improve and compose music.</p>	<p>NC Objective - Play and perform in solo and ensemble contexts, using their voices and instruments with increasing</p>	

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	<p>Develop an understanding of the history of music.</p>		<p>Improvise and compose music.</p>	<p>Improvise and compose music.</p>			<p>accuracy, fluency, control and expression.</p>
	<p>Key Knowledge - Children to find the pulse, rhythm of the tune, answer questions about the piece and be confident in humming the tune before attempting to play a section.</p>	<p>Key Knowledge - Children to be confident in playing a section before having a go at playing the whole tune, they could add in their own bits too – following the correct structure.</p>	<p>Key Knowledge - Children to find the pulse, rhythm of the tune, answer questions about the piece and be confident in humming the tune before attempting to play a section.</p>	<p>Key Knowledge - Children to be confident in playing a section before having a go at playing the whole tune, they could add in their own bits too – following the correct structure.</p>	<p>Key Knowledge Knowledge of the structure of the rock tunes in order to compose their own.</p>	<p>Key Knowledge Knowledge of the structure of the rock tunes in order to compose their own.</p>	<p>Key Knowledge Being able to perform and share their piece and reflect upon their performance.</p>
<p>Revisited Vocabulary – Rock, pulse, temp, pitch, beat, rhythm, notes, tune, compose, chorus, solo. New Vocabulary – Improvisation, reflection, bridge.</p>							