

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 – Colour/Paint/Clay work (Pottery Artist – Clarice Cliff)	NC Objective - Learn about great artists in history.	NC Objective - To sketch and record observations.	NC Objective - To sketch and record observations.	NC Objective - To sketch and record observations. To review and revisit ideas.	NC Objective - To sculpture with a range of materials.	NC Objective - To improve their mastery of art and design techniques, including drawing, painting and sculpture.	NC Objective - To review and revisit ideas.
	Key Knowledge – Giving opinions on artist's work, discussions.	Key Knowledge – Observing artist's work, creating own work through sketching.	Key Knowledge – Experimenting with own ideas and colour, based on an artist's work.	Key Knowledge - Experimenting and developing their own ideas.	Key Knowledge - Using control and developing their techniques through creativity of materials.	Key Knowledge – Accurate control and creativity of their art-work.	Key Knowledge - Reviewing and evaluating their art work, offering positive/ constructive feedback.
	Topic Vocabulary – (Revisited) opinions, discussions, techniques, control, creativity, experimentation, sketch, review, revisit, observations, sculpture. (New) Clarice Cliff, slab, score, coil, ceramic, glaze, pulling and pinching, hollowing, smoothing, carving.						

Computing Topic Focus – Heroes and Villians (Making a game using Scratch).	NC Objective - Use logical reasoning to explain how some simple algorithms work.	NC Objective - Design, write and debug programs that accomplish specific goals.	NC Objective - Use sequence, selection and repetition in programs.	NC Objective - Work with variables and various forms of input and output.	NC Objective - Control and stimulate physical systems.	NC Objective - Control and stimulate physical systems.	NC Objective - Solve problems by decomposing them into smaller parts. Detect and correct errors in algorithms and programs.
	Key Knowledge - Recap of how to use Scratch.	Key Knowledge - Understand what sprites are, use the paint tool to create own sprites.	Key Knowledge - Writing code that includes loops.	Key Knowledge - Can create a variable and understand that it is used to store information.	Key Knowledge - Understanding of using sensors to detect interaction.	Key Knowledge - Can use conditional statements to determine an outcome.	Key Knowledge - Fix any errors within their game (de-bug), evaluate it and others games too.
	Topic Vocabulary – (Revisited) QR code, scratch, coding, debug, monitor, alt, ctrl, animation, coding block, cursor, email, database, paste, text. (New) sprite, conditional language/statement, looping, variables, broadcasting, constructive feedback						
Design Technology Topic Focus – Textiles: Waistcoats	NC Objective – Generate, develop, model and communicate their ideas through discussion, annotates sketches, cross-	NC Objective - Select from and use a wider range of tools and equipment to perform practical tasks	NC Objective - Understand how key events and individuals in design and technology have helped shape the world	NC Objective - Evaluate their ideas and products against their own design criteria and consider the views of others.	Assessment I can annotate my designs I can design clothing to a set of design criteria I can explain the differences between my design and the template I can accurately mark out the outline of the panels for my waistcoat I can cut neatly and accurately I can sew a strong running stitch		

	<p>Map/globe work, positions of the different hemispheres and the equator.</p>	<p>Using co-ordinates to locate the lines of longitude and latitude.</p>	<p>Knowledge of the different polar regions and being able to compare them to the U.K.</p>	<p>Knowledge of climates and the tropics of Cancer and Capricorn.</p>	<p>The Prime/Meridian time zones.</p>	<p>Significance of time zones and why it happens. How day and night happens and why it occurs.</p>	<p>All previous lessons learning</p>
<p>Topic Vocabulary – (Revisited) Atlas, maps, continents, countries, counties, Great Britain, GMT, time zones, globe, hemispheres, poles. (New) tilt, position, axis, rotation, position, latitude, longitude, equator, hemisphere, tropics of cancer and Capricorn, artic and Antarctic circle</p>							
<p>History Topic Focus – World War 2</p>	<p>NC Objective – Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II.</p>	<p>NC Objective – Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II.</p>	<p>NC Objective – Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.</p>	<p>NC Objective – Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II.</p>	<p>NC Objective – Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>NC Objective – Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II.</p>	<p>NC Objective – Assessment lesson using KAHOOT of previous learning. Complete, 'Learning' section on KWL charts.</p>

	<p>Key Knowledge – Explain why WW2 began</p> <p>Axis and allies</p> <p>Order key events from early WW2 on a timeline</p>	<p>Key Knowledge – Where were children evacuated to?</p> <p>How did the children feel about this?</p> <p>Was it successful?</p>	<p>Key Knowledge – To describe how people’s diets were different during World War II.</p> <p>To answer questions about the implementation of rationing.</p>	<p>Key Knowledge – Propaganda was used to motivate and instruct people – keep moral up</p> <p>How is it used today?</p> <p>Find out about women’s wartime jobs and the significance of the role of women in WW2. To look at how propaganda was used and to create their own.</p>	<p>Key Knowledge - What was the Holocaust?</p> <p>What happened?</p> <p>How many people did it affect?</p> <p>Which countries were involved?</p> <p>What is the legacy of this?</p>	<p>Key Knowledge - To describe key events from WW2 and place them on a timeline:</p> <p>Invasion of Poland</p> <p>The Battle of France</p> <p>The Battle of Britain</p> <p>The Blitz</p> <p>Dunkirk</p> <p>Pearl Harbour</p> <p>D Day</p> <p>Date of VE day – 8th May 1945</p> <p>What were the outcomes?</p> <p>What impact did it have in Europe today?</p>	<p>Key Knowledge - All previous lessons learning</p>
<p>Core Vocab Historical, Historian, Chronological order, evidence, sources, primary sources, secondary sources, artefacts, archeologist, historian, analyse, interpret, research, theories.</p> <p>New Vocab Blackout, concentration camps, gestapo, nazi, refugee, swastika, doodlebug, rations, Blitz, allies, axis, nationalism, appeasement, evacuation, holocaust, propaganda, motivate, moral, interpretations, influenced, political, bombings, refugee, army, legacy, enquiry.</p>							
<p>NC Objectives - Autumn 1</p>				<p>NC Objectives - Autumn 2</p>			<p>NC Objective -</p>

<p>Modern Foreign Language - Spanish</p> <p>Topic Focus - Numbers to 100</p> <p>Topic Focus - Conversation for a Tourist in Spain</p>	<p>I can count to 100 in Spanish using correct pronunciation.</p> <p>I can read numbers to 100 in Spanish.</p> <p>I can write numbers to 100 in Spanish.</p> <p>I can answer simple addition and subtraction in Spanish</p>	<p>I can hold a basic conversation in Spanish using all the conversation I have learnt.</p> <p>I can ask and answer basic questions that would help me meeting new people.</p> <p>I can ask and answer questions I would need as a tourist.</p> <p>I can create my own Spanish guide for tourists going to Spain.</p>	<p>Assessment</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). 11 once, 12 doce, 13 trece, 14 catorce, 15 quince, 16 dieciséis, 17 diecisiete, 18 dieciocho, 19 diecinueve, 20 veinte</p> <p>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, cuarenta y seis 46, cuarenta y siete 47, cuarenta y ocho 48, cuarenta y nueve 49, cincuenta 50</p> <p>New Vocab 50 - cincuenta, 60 - sesenta, 70 - setenta, 80 - ochenta, 90 - noventa, 100 - cien</p>	<p>Key Knowledge -</p> <p>Previous Vocab Hola – Hello. Buenas – Hi (informal) Buenos días – Good morning. Buenas tardes – Good afternoon. Buenas noches – Good evening. Bienvenido – Welcome.</p> <p>¿Cómo te llamas? - What is your name? Me llamo - My name is</p> <p>¿Cómo estás?- How are you ¿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>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>I want to visit = quiero visitar</p>	<p>Key Knowledge -</p>

	<p>Where is = dónde está</p> <p>New Vocab Por favor — Please (pohr fah-VOHR) Gracias — Thank you (GRAH-cee-ahs) Mucho gusto — Nice to meet you (MOO-choh GOOS-toh) ¿Habla inglés? — Do you speak English? (AH-blah een-GLEHS?) Cuánto cuesta? — How much does it cost? (KWAHN-toh KWEHS-tah?) ¿Qué hora es? — What time is it? (keh OHR-ah ess?) ¿Tiene...? — Do you have...? (tee-EHN-eh...?)</p>						
<p>Topic Vocabulary – See Key Knowledge</p>							
<p>Music</p> <p>Topic Focus –</p> <p>Classroom Jazz</p>	<p>NC Objective -</p> <p>Appreciate and understand a wide range of music drawn from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>NC Objective -</p> <p>Listen with attention to detail And recall sounds with increasing aural memory.</p> <p>Improvise and compose music.</p>	<p>NC Objective -</p> <p>Appreciate and understand a wide range of music drawn from great composers and musicians.</p>	<p>NC Objective -</p> <p>Listen with attention to detail And recall sounds with increasing aural memory.</p> <p>Improvise and compose music.</p>	<p>NC Objective -</p> <p>Improvise and compose music.</p>	<p>NC Objective -</p> <p>Improvise and compose music.</p>	<p>NC Objective -</p> <p>Play and perform in solo using musical instruments with increasing accuracy, fluency, control and expression.</p>
	<p>Key Knowledge -</p> <p>Children to find the pulse, rhythm of the tune, answer questions about the piece and be confident</p>	<p>Key Knowledge -</p> <p>Children to be confident in playing a section before having a go at playing the whole tune, they</p>	<p>Key Knowledge -</p> <p>Children to find the pulse, rhythm of the tune, answer questions about the piece and be confident</p>	<p>Key Knowledge -</p> <p>Children to be confident in playing a section before having a go at playing the whole tune, they</p>	<p>Key Knowledge -</p> <p>Knowledge of the structure of the jazz tunes in order to compose their own.</p>	<p>Key Knowledge -</p> <p>Knowledge of the structure of the jazz tunes in order to compose their own.</p>	<p>Key Knowledge -</p> <p>Being able to perform and share their piece and reflect upon their performance.</p>

	<p>in humming the tune before attempting to play a section.</p>	<p>could add in their own bits too – following the correct structure.</p>	<p>in humming the tune before attempting to play a section.</p>	<p>could add in their own bits too – following the correct structure.</p>			
<p>Topic Vocabulary – (Revisited) jazz, pulse, tempo, pitch, beat, rhythm, glockenspiels, notes, tune, improvisation, compose, reflection.</p> <p>(New) acapella, adagio, bars, crotchet, melody, bridge, ostinato, texture, quaver, semibreve, semibreve rest, stave, time signature, treble clef.</p>							
<p>PSHE</p> <p>Topic Focus – Health and Wellbeing</p>	<p>NC Objective –</p> <p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p>	<p>NC Objective –</p> <p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p>	<p>NC Objective –</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p>	<p>NC Objective –</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a</p>	<p>NC Objective –</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p>	<p>NC Objective –</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p>	<p>NC Objective -</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p>

				'balanced lifestyle'.			
Key Knowledge - Making links, cognitive triangle.	Key Knowledge - Understand the concept and impact of positive thinking.	Key Knowledge - To understand how to think positively to face feelings.	Key Knowledge - To understand that we need to make the right choice in life, so that we don't have to deal with any consequences.	Key Knowledge - To understand that life is busy, our minds can become busy and we need to find positive ways of looking after our own mental health.	Key Knowledge - To apply a positive mindset to our every day life.	Key Knowledge - To understand that having a positive mindset will help us to overcome fear and any challenges that we may face.	
<p>Topic Vocabulary – (Revisited) Physical health, mental health, positivity, meditation, fears, anxiety.</p> <p>(New) Cognitive triangle, positive affirmations, concepts, decisions, consequences, mindfulness techniques, positive mindset, challenges.</p>							