

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
Geography Topic Focus How Many Climatic Regions Do We Have in The World?	NC Objective How Many Climatic Regions Do We Have in The World? I can create a recount of a holiday.	NC Objective How Many Climatic Regions Do We Have in The World? I can label a climate zone map.	NC Objective How Many Climatic Regions Do We Have in The World? I can write a letter describing life in a desert.	NC Objective How Many Climatic Regions Do We Have in The World? I can write an interview with a rainforest tribesperson.	NC Objective How Many Climatic Regions Do We Have in The World? I can write a diary entry as an Artic explorer.	NC Objective How Many Climatic Regions Do We Have in The World? I can identify the climate, the continent and the country of different places.	NC Objective How Many Climatic Regions Do We Have in The World? I can identify the animal adaptation to different climates.
	Key Knowledge The children will create a weather recount of a holiday.	Key Knowledge The children will identify the climate zones of a world map. Physical Geography including Climate Zones.	Key Knowledge The children will learn about the life in a desert.	Key Knowledge The children will learn about life in a rainforest.	Key Knowledge The children will learn about life in the artic.	Key Knowledge The children will identify the climate, continents and the country of locations.	Key Knowledge The children will identify the animal adaptation to different climates.

	Topic Vocabulary – Climatic, Regions, World, Holiday, Weather, Map, Desert, Rainforest, Tribe, Artic, Explorer, Climate, Continent, Country, Animals, Adaptations.		
Modern Foreign Language Spanish Topic Focus - Feelings	NC Objectives - Spring 1 I can say the names of different feelings in Spanish I can read and write different feelings words in Spanish I can say how I am feeling in Spanish and ask someone else.	NC Objectives - Spring 2 I can say the names of different family members in Spanish using correct pronunciation. I can read and write the names of different family members in Spanish I can ask about someone’s family I can construct sentences telling someone who is in my family	NC Objective Assessment
Topic Focus - Family	Key Knowledge Estoy = I am Siento = I feel Cómo te sientes = How do you feel? emocionado/a = excited alegre, feliz = happy triste = sad infeliz = unhappy enamorado/a = in love orgulloso/a = proud relajado/a = relaxed agradecido/a = thankful, grateful enfadado/a = angry frustrado/a = frustrated asustado/a = frightened ansioso/a = anxious celoso/a = jealous nervioso/a = nervous preocupado/a = worried estresado/a = stressed	Key Knowledge Mi familia - My family quien esta en tu familia - Who is in your family? Tengo - i have (e.g. I have two sisters - Tengo dos hermanas) Padre: father Madre: mother Hermano: brother Hermana: sister Abuelo: grandfather Abuela: grandmother Hijo: son Hija: daughter Nieto: grandson Nieta: granddaughter Tío: uncle	Key Knowledge

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	dolido = hurt deprimido/a = depressed cansado/a = tired aburrido/a = bored			Tía: aunt Primo: cousin (male) Prima: cousin (female) Sobrino: nephew Sobrina: niece				
New Topic Vocabulary – See Key Knowledge								
Music Topic Focus Brass	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	
	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider
	Topic Vocabulary –							
Art Topic Focus Textiles/ Fabric/ Spray/Dye/ Oil Pastels	NC Objective Textiles/Fabric/ Spray/Dye/Oil Pastels	NC Objective Textiles/Fabric/ Spray/Dye/Oil Pastels	NC Objective Textiles/Fabric/ Spray/Dye/Oil Pastels	NC Objective Textiles/Fabric/ Spray/Dye/Oil Pastels	NC Objective Textiles/Fabric/ Spray/Dye/Oil Pastels	NC Objective Textiles/Fabric/ Spray/Dye/Oil Pastels	NC Objective Textiles/Fabric/ Spray/Dye/Oil Pastels	
	Key Knowledge To understand the difference between textiles, fabric, spray, dye Use sketch books to record their	Key Knowledge Children will learn how to cut their fabric Use sketch books to record their	Key Knowledge Children will learn how to dye their fabric using tie dye. .	Key Knowledge Children will learn to sew their cushion using running stitch. Use sketch books to record their observations and use them to review and revisit ideas.	Key Knowledge Children will know how to continue their running stitch and stuff their cushion before sealing the opening. Use sketch books to record their	Key Knowledge Children will know that they can create different effects by using oil pastels in different ways.	Key Knowledge Children will know that they can create different effects by using oil pastels in different ways.	Key Knowledge Children will know that they can create different effects by using oil pastels in different ways.

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	observations and use them to review and revisit ideas.	observations and use them to review and revisit ideas.			observations and use them to review and revisit ideas.	Use sketch books to record their observations and use them to review and revisit ideas.	Use what they have learnt to create their own picture.
<p>Topic Vocabulary – Spray, Textiles, Dye, Pastels, Fabric, Design, Sew, Oil Paintings, Oil Pastels, Patterns.</p> <p>New Vocabulary – Running Stitch, Back Stitch, Mosaic.</p>							
PSHE	NC Objective Relationships	NC Objective Relationships	NC Objective Relationships	NC Objective Relationships	NC Objective Relationships	NC Objective Relationships	NC Objective Relationships
Topic Focus Relationships	<p>Key Knowledge To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p>	<p>Key Knowledge To recognise and manage emotions within a range of relationships.</p>	<p>Key Knowledge To understand the different types of bullying.</p>	<p>Key Knowledge To recognise risky or negative relationships including form of bullying.</p>	<p>Key Knowledge To understand how to respond to risky or negative relationships and ask for help.</p>	<p>Key Knowledge To understand how to respect equality and diversity in relationships.</p>	<p>Key Knowledge Growth mindset training.</p>
<p>Topic Vocabulary – Relationships, Social, Cultural, Physical, Contact, Acceptable, Unacceptable, Actions, Emotions, Bullying, Negative, Positive, Confidential, Secret, Agree, Disagree, Break, Share, Risky, Listen, Active, Equality, Diversity, Growth, Mindset.</p> <p>New Vocabulary –</p>							

	Collaboratively
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Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
History Topic Focus The Vikings and Anglo-Saxons	NC Objective I know and understand were the Vikings came from. I know and understand how and why the Vikings invaded Britain	NC Objective I know and understand how some kings in Britain dealt with the Viking invaders.	NC Objective I know and understand how Vikings lived and worked.	NC Objective I know and understand what happened during the Viking invasions and know what Viking warriors were like.	NC Objective I know can identify and describe Viking artefacts.	NC Objective I know some Vikings gods and what they represent.	NC Objective Small Assessment
	Key Knowledge The children will understand where the Vikings come from. The children will understand how and why the Vikings invaded Britain.	Key Knowledge The children will understand how some kings in Britain dealt with the Viking invaders.	Key Knowledge The children will understand how the Vikings lived.	Key Knowledge The children will understand what happened during the Viking invasion and what they Viking warriors were like.	Key Knowledge The children will understand and describe Viking artefacts.	Key Knowledge The children will know some Viking Gods and what they represent.	Key Knowledge Small assessment of Viking knowledge.
	Core Vocab Historical, Historian, Chronological order, evidence, sources, primary sources, secondary sources, artefacts, archeologist, historian, analyse, interpret, evaluate, research, theories.						
New Vocab							

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	Vikings, Raids, Invasion, King, Gods, Long Boat, Brooch, Weapons, Raiders, Battle Axe, Artefacts, Goddess.						
DT Topic Focus- Textiles - fastenings	NC Objective- To learn how to cross stitch an applique	NC Objective To design a product and its template.	NC Objective To decorate fabric using appliqué and cross-stitch.	NC Objective To assemble and complete a cushion	Unit outcomes Pupils who are secure will be able to: Use a cross-stitch to join two pieces of fabric together. Design and cut the template for a cushion. Use cross-stitch and appliqué to decorate a cushion face. Make a cushion that includes appliqué and cross-stitch.		
	Key Knowledge To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric	Key Knowledge To know when two edges of fabric have been joined together it is called a seam	Key Knowledge To know that it is important to leave space on the fabric for the seam	Key Knowledge To understand that some products are turned inside out after sewing so the stitching is hidden			
New Topic Vocabulary – applique, cross stitch, design, fabric, patch, running stitch, thread, seam, texture, knot							
Music Topic Focus Brass	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider
	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider
Topic Vocabulary –							

PSHE	NC Objective I know about respect for self and others.	NC Objective I know about rights and responsibilities as members of families.	NC Objective I understand about different groups and communities	NC Objective I know how to respect diversity and equality and how to be a productive member of diversity community.	NC Objective I know about the importance of respecting and protecting the environment.	NC Objective I know about where money comes from, keeping it safe and the importance of managing it effectively.	NC Objective I have a basic understanding of enterprise.
Topic Focus Relationships / Living in the Wider World	Key Knowledge The children will understand about respect for self and others.	Key Knowledge The children will understand about rights and responsibilities as members of families.	Key Knowledge To understand about different groups and communities.	Key Knowledge To understand how to respect diversity and equality and how to be a productive member of diversity community.	Key Knowledge The children will understand how to protect the environment. The children will understand recycling.	Key Knowledge The children will learn about where money comes from, keeping it safe and the importance of managing it effectively.	Key Knowledge The children will understand enterprise.
	Topic Vocabulary – Respect, Rights, Responsibilities, Groups, Communities, Community, Environment, Recyclable, Effectively, Managing, Safe, Importance.						
	New Vocabulary – Equality, Diversity, Enterprise.						
Computing	NC Objective I understand what a sprite is and can create	NC Objective I know how to create a background image.	NC Objective I understand what computer animation is and	NC Objective I understand Artificial Intelligence and	NC Objective I understand why scores and timers are important to computer games.	NC Objective I understand how games can be improved.	NC Objective I can make improvements to my game.
Topic Focus Making Games							

	<p>a sprite in scratch.</p>		<p>where it is used in games that I play. I can animate my own sprite.</p>	<p>why it is used in computer games.</p>			
	<p>Key Knowledge Children can explain what a sprite is. What is a sprite?</p>	<p>Key Knowledge Children can explain what a stage is. What is the stage?</p>	<p>Key Knowledge Children can explain how variables are used in games. What is animation? What types of animation are used in the games that you play? What is a variable?</p>	<p>Key Knowledge Children can explain what artificial intelligence is. What is artificial intelligence? Why do games use artificial intelligence? Where is artificial intelligence used in the games that you play? Why is player interaction important in computer games? What interactions do you make with the computer games that you play?</p>	<p>Key Knowledge Children can explain how to create a scoring system and timer into a game. Why are scores and timers important in a computer game? Do any of the computer games you play use scores and timers and how do they use them?</p>	<p>Key Knowledge How can you improve a computer game?</p>	<p>Key Knowledge How can you improve a computer game?</p>

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	New Topic Vocabulary –
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	Sprites, Animation, Artificial Intelligence, Player Interaction
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