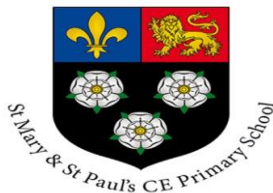


Life in all its fullness - through learning and love.



Termly Foundation Plan

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Art Topic Focus – Batik Artist – Henderson Reece	NC Objective - Explore roles and purposes of artists from different cultures.	NC Objective - Collect visual information to help develop ideas using a sketchbook.	NC Objective - Explore use of colour, pattern, texture, etc.	NC Objective - Investigate visual and tactile qualities of materials.	NC Objective - Select appropriate tools and techniques.	NC Objective - Develop control of tools and techniques.	NC Objective - To review and revisit ideas.
	Key Knowledge – To understand that the colour used in batik reflects the hot climate with bright, vivid colours and features diverse wildlife of open plains, bush, swamps and waterways.	Key Knowledge – Observing artist’s work, creating own work through sketching.	Key Knowledge – To identify that the common colours of batik are: earthy reds, oranges and yellows, olive green, vibrant blue, black and white of resist.	Key Knowledge - Different materials are used as a resist, e.g. cassava paste (root plant), rice paste and river mud. To understand batik techniques using flour as a resist, following step-by-step process.	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.

	<p>Topic Vocabulary – (Revisited) opinions, discussions, techniques, control, creativity, experimentation, sketch, review, revisit, observations, (New) Batik, different cultures, techniques, patterns, blocking, substance, resists, cassava paste and dye.</p>						
<p>Computing Topic Focus – Let’s Learn a Language</p>	<p>NC Objective - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>NC Objective - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>NC Objective - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>NC Objective - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>NC Objective - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>NC Objective - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>NC Objective - Select, use and combine a variety of software 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>Key Knowledge - Understand that coding is the use of programming languages to make games, programs and computers things.</p>	<p>Key Knowledge - Children will explore different coding apps and websites.</p>	<p>Key Knowledge - Children are able to sample and complete Javascript challenges. https://www.w3schools.com/js/default.asp</p>	<p>Key Knowledge - Children understand the different commands on Python.</p>	<p>Key Knowledge - Children understand the input command and can use the random command and understand its function.</p>	<p>Key Knowledge - Children are able to work independently to solve coding problems.</p>	<p>Key Knowledge - The children will learn how to apply their knowledge to other apps and learn simple elements of javascript.</p>

	<p>Topic Vocabulary – (Revisited) QR code, scratch, coding, debug, monitor, alt, ctrl, animation, coding block, cursor, email, database, paste, text.</p> <p>(New) Javascript, Bill Gates, Mark Zuckerberg, python, programming language, debug, variable, input, output and random command.</p>						
<p>Design Technology</p> <p>Topic Focus – Controllable vehicles – electrical control</p>	<p>NC Objective –</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>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and</p>	<p>NC Objective -</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for</p>	<p>NC Objective -</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for</p>				

	<p>computer-aided design.</p> <p>Understand and apply the principles of a healthy and varied diet.</p>	<p>example, cutting, shaping, joining and finishing), accurately.</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>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>example, cutting, shaping, joining and finishing], accurately.</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>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>				
	<p>Key Knowledge</p> <p>I know how to research a recipe by ingredient.</p>	<p>Key Knowledge -</p> <p>I can prepare ingredients and follow a recipe</p>	<p>Key Knowledge –</p> <p>I can prepare ingredients and follow a recipe</p>				

	<p>I understand that not all courses complement one another.</p> <p>I can list the ingredients I need for my chosen recipe.</p> <p>I can read the method and make a list of all of the equipment I need for my chosen recipe.</p>	<p>safely and sensibly.</p> <p>I can describe the process of 'Farm to Fork' for a given ingredient using a storyboard.</p> <p>I can contribute an attractive and easily understood recipe page to a class cookbook using imperative verbs, adjectives and illustrations.</p>	<p>safely and sensibly.</p> <p>I can describe the process of 'Farm to Fork' for a given ingredient using a storyboard.</p> <p>I can contribute an attractive and easily understood recipe page to a class cookbook using imperative verbs, adjectives and illustrations.</p>				
<ul style="list-style-type: none"> Vocabulary – Equipment, Flavours, Ingredients, Method, Research, Recipe, Bridge, Method, Cookbook, Cross-contamination, Farm to Fork, Flavour, Ingredients, Preparation, Recipe, Storyboard. 							
<p>Geography</p> <p>Topic Focus – What makes the USA/Brazil so special?</p>	<p>NC Objective – Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental</p>	<p>NC Objective – Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>NC Objective – Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>NC Objective – Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>NC Objective – Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</p>	<p>NC Objective – Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</p>	<p>NC Objective – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Understand geographical similarities and</p>

	regions, key physical and human characteristics, countries and major cities.				food, minerals and water.	food, minerals and water.	differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.
	Key Knowledge – Build on prior learning of where Brazil is located in relation to the Equator/Northern and Southern hemispheres.	Key Knowledge - To understand that where Brazil is located in the world influences the climate and weather.	Key Knowledge - To know that it often rains every day and that there are thunderstorms in the late afternoon. The temperature is high all the year round as it is near the Equator, so the vegetation grows very fast. To understand the main layers of the rainforest.	Key Knowledge - To understand how a river is formed and that <i>the Amazon is the longest river in South America.</i>	Key Knowledge - To understand that life in Brazil is different to life in the U.K. To show an awareness of respect for different cultures and tribes.	Key Knowledge - To build on prior knowledge of fair trade. To understand that tourism brings positives and negatives to a country.	Key Knowledge - To understand that time can change both the human and physical features of a landscape.
<p>Topic Vocabulary: (Revisited) Atlas, maps, continents, countries, counties, Great Britain, GMT, time zones, globe, hemispheres, poles.</p> <p>(New) cities: São Paulo, Rio de Janeiro, Manaus, Brasilia, Recife, Boa Vista, Salvador, Aracaju, Belém, Porto Alegre, rivers: Amazon, Tocantins, São Francisco, Negro, Xingu, Paraná, climate, tropical, statistics, river features: abrasion, bank, basin, bed, channel, current, confluence, dam, delta, deposition, downstream, erosion, estuary, flood barrier, floodplain, ford, freshwater, gorge, hydraulic action, irrigation, meander, mouth, mudflats, oxbow lake, plain, plunge pool, pollution, precipitation, rapids, ravine, reservoir, river-channels, runoff, saltation, sediment, silt,</p>							

	transportation, tributary, upstream, valley, v-shaped valley, waterfall, native, immigrants, plantations, inhabitants, coast, landscape, settlements, physical/human geography, quarries, vegetation and dense housing.						
History Topic Focus – Maya Civilization	NC Objective – Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study	NC Objective – Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	NC Objective – Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	NC Objective – 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.	NC Objective – Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance	NC Objective – Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	NC Objective – Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
	Key Knowledge – To be able to recall and organise facts about the Maya civilization and to label a map to show where they lived.	Key Knowledge - To be able to answer questions to show they understand the important aspects of Maya religion.	Key Knowledge - To be able to read and write numbers and solve problems using the Maya symbols for 0, 1 and 5.	Key Knowledge - To identify at least three sources of evidence about the Maya and explain what it tells them.	Key Knowledge - To identify key facts about the Maya writing system.	Key Knowledge - To understand the foods that the ancient Maya would have eaten and to describe why corn and chocolate were significant and precious to the ancient Maya people.	Key Knowledge - To understand the foods that the ancient Maya would have eaten and to describe why corn and chocolate were significant and precious to the ancient Maya people.
Core Vocab Historical, Historian, Chronological order, evidence, sources, primary sources, secondary sources, artefacts, archeologist, historian, analyse, interpret, research, theories. New Vocab hieroglyphics, sacrifice, worship, ritual, civilization, Mesoamerica, civilisation, bloodletting, Xibalba, upperworld, base 10, base 20, vigesimal number system, lithography, camera lucida, copan, Palenque, hieroglyphics, syllabogram, logogram, codex, codices, cacao and maize.							

<p>Modern Foreign Language - Spanish</p> <p>Topic Focus - Geographical Features</p> <p>Topic Focus - Greetings</p>	<p>NC Objectives - Summer 1</p> <p>I can name different geographical features in Spanish using correct pronunciation</p> <p>I can read the geographical features in Spanish.</p> <p>I can identify different geographical features on a map of Spain</p> <p>I can write about the Geographical features of Spain in Spanish</p>	<p>NC Objectives - Summer 2</p> <p>I can name a selection of Spanish speaking countries.</p> <p>I can identify Spanish speaking countries on a map and use Spanish vocab to describe where they are in the world.</p> <p>I can research a spanish speaking cou</p>	<p>NC Objective - Assessment</p>
	<p>Key Knowledge</p> <p>características geográficas</p> <p>Arroyo - stream</p> <p>Bahía - bay</p> <p>Bosque - forest</p> <p>Campo - countryside</p> <p>cascada, catarata - waterfall</p> <p>colina, loma - hill</p> <p>Continente - continent</p> <p>Costa - coast</p> <p>Desierto - desert</p> <p>Dirección - direction</p> <p>el mapa - map</p> <p>el planeta, mundo - planet</p> <p>Este - East</p> <p>Globo - globe</p> <p>Hemisferio - hemisphere</p> <p>hemisferio norte, etc. - Northern Hemisphere</p> <p>Isla - island</p> <p>Lago - lake</p> <p>Mar - sea</p> <p>montaña, monte - mountain</p> <p>Norte - North</p>	<p>Key Knowledge</p> <p>Previous vocab</p> <p>Continente - continent</p> <p>Dirección - direction</p> <p>el mapa - map</p> <p>Este - East</p> <p>Globo - globe</p> <p>Hemisferio - hemisphere</p> <p>hemisferio norte, etc. - Northern Hemisphere</p> <p>Isla - island</p> <p>Mar - sea</p> <p>Norte - North</p> <p>Océano - ocean</p> <p>Oeste - West</p> <p>País - country</p> <p>sierra, cordillera - mountain range</p> <p>Sur - South</p> <p>Tierra - Earth</p> <p>New Vocab</p> <p>Argentina</p> <p>Bolivia</p> <p>Chile</p> <p>Colombia</p>	<p>Key Knowledge -.</p>

	<p>Océano - ocean Oeste - West orilla, ribera - river bank, shore País - country Playa - beach Puerto - harbor, port Río - river Selva - jungle sierra, cordillera - mountain range Sur - South Tierra - Earth Tierra - land Valle - valley Volcán - volcano</p>		<p>Costa Rica Cuba Dominican Republic Ecuador El Salvador Equatorial Guinea Guatemala Honduras Mexico Nicaragua Panama Paraguay Peru Spain Uruguay Venezuela</p>										
<p>Topic Vocabulary – See Key Knowledge</p>													
<p>Music Topic Focus – You’ve Got A Friend.</p>	<p>NC Objective - Appreciate and understand a wide range of music drawn from great composers and musicians. Develop an understanding of the history of music.</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. improvise and compose music.</p>	<p>NC Objective - Listen with attention to detail And recall sounds with increasing aural memory. improvise and compose music.</p>	<p>NC Objective - Listen with attention to detail And recall sounds with increasing aural memory. improvise and compose music.</p>	<p>NC Objective - Play and perform in solo using musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>NC Objective - Play and perform in solo using musical instruments with increasing accuracy, fluency, control and expression.</p>						
<p>Key Knowledge - Children to understand the meaning behind the song, ‘You’ve</p>		<p>Key Knowledge - Children to understand the meaning behind the song, ‘Loco-</p>		<p>Key Knowledge - Children to understand the meaning behind the song, ‘One</p>		<p>Key Knowledge - Children to understand the meaning behind the song, ‘Up On</p>		<p>Key Knowledge - Children to understand the meaning behind the song, ‘Will You</p>		<p>Key Knowledge - Children to understand the meaning behind the song, ‘You</p>		<p>Key Knowledge - Children to understand the meaning behind the song, ‘You</p>	

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	<p>Got A Friend.' Children to find the pulse, rhythm of the tune, answer questions about the piece and be confident in humming the tune before attempting to sing.</p>	<p>motion.' Children to know how to sing the song, 'You've Got A Friend' in tune.</p>	<p>Fine Day.' Children to understand how the instrumental parts fit into the song, 'You've Got A Friend.'</p>	<p>The Roof.' Children to understand how the instrumental parts fit into the song, 'You've Got A Friend.'</p>	<p>Still Love Me Tomorrow?' Children to understand how the instrumental parts fit into the song and also how to improvise.</p>	<p>Make Me Feel Like A Natural Woman.' Children to understand how the instrumental parts fit into the song and also how to improvise.</p>	<p>Make Me Feel Like A Natural Woman.' Children to understand how the instrumental parts fit into the song and also how to improvise.</p>
<p>Topic Vocabulary – (Revisited) tempo, pitch, beat, rhythm, glockenspiels, notes, tune, improvisation, compose, reflection</p> <p>(New) pulse, bridge, notation, tune, riffs, composition.</p>							
<p>PSHE (Summer 1) Topic Focus – RSE</p>	<p>NC Objective – Health Education: Mental wellbeing(6c,6d,6f,6g,6i,6j) Changing Adolescent body(8a,8b)</p>	<p>NC Objective – Health Education: Mental wellbeing(6c,6d,6f,6g,6i,6j) Changing Adolescent body(8a,8b)</p>	<p>NC Objective – Relationships Education: Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)</p>	<p>NC Objective – Relationships Education: Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)</p>	<p>NC Objective – Relationships Education: Families and people who care for us (1c,1d,1e)</p>	<p>NC Objective – Relationships Education: Families and people who care for us (1c,1d,1e)</p>	<p>NC Objective - Relationships Education: Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)</p>

	Key Knowledge - Describe how and why the body changes during puberty in preparation for reproduction and to talk about puberty and reproduction with confidence.	Key Knowledge - Describe how and why the body changes during puberty in preparation for reproduction and to talk about puberty and reproduction with confidence.	Key Knowledge - Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important.	Key Knowledge - Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important.	Key Knowledge - Describe the decisions that have to be made before having children and know some basic facts about conception and pregnancy.	Key Knowledge - Describe the decisions that have to be made before having children and know some basic facts about conception and pregnancy.	Key Knowledge - To have considered when it is appropriate to share personal/private information in a relationship and to know how and where to get support if an online relationship goes wrong.
<p>Topic Vocabulary – (Revisited) reproduction, pregnancy, twins, adopting, relationship, friendship, love, communication, respect.</p> <p>(New) Puberty, adolescent, womb, sperm, egg, conception, fertilisation, sexual intercourse, fostering, consent, intimacy, communication, personal/private information and internet safety.</p> <p>Living In The Wider World: Enterprise, responsible citizens, diversity, equality, community and sustainability.</p>							
PSHE (Summer 2)	NC Objective – Positive and negative effects on health.	NC Objective – Positive and negative effects on health.	NC Objective – Emotions	NC Objective – Keeping safe	NC Objective – Feelings in others	NC Objective – Feelings in others	NC Objective - Actions and responses
Topic Focus – Mental Health	Key Knowledge - Describe what positively and negatively effects their physical, mental and emotional health to deepen their	Key Knowledge - Describe what positively and negatively effects their physical, mental and emotional health to deepen their	Key Knowledge - To recognise that they may experience conflicting emotions and when they may need to listen to	Key Knowledge - Develop their understanding of strategies for keeping physically and emotionally safe.	Key Knowledge - To recognise and respond to a wider variety of feelings that may be demonstrated by others.	Key Knowledge - To recognise and respond to a wider variety of feelings that may be demonstrated by others.	Key Knowledge - Develop a deeper understanding of how our actions and responses can affect our own health and the health of others.

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	understanding of conflicting feelings.	understanding of conflicting feelings.	their emotions or overcome them.				
<p>Topic Vocabulary – (Revisited) Anxious, awareness, depression, mental illness, medication, meditation, emotions, mindfulness, overwhelmed, panic attack, strategy, stress, strength, technique.</p> <p>(New) Cognitive behavioural therapy, generalised anxiety disorder, well-being.</p>							