

Foundation Subjects

| | Science | History and Geography | Art and DT | RE | PE | Computing |
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| W1 (4 days) | <p><u>Animals including humans</u> Topic assessment cold task To notice that animals, including humans, have offspring which grow into adults.</p> | | <p><u>Castles (ART)</u> To use line to create a picture in the style of the Bayeux Tapestry.</p> | <p>1.6 What festivals do different religions celebrate? To talk about my own and someone else's celebrations.</p> | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending. <u>Dance (PPA)/Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space using changes of speed, level and direction. To remember and repeat a range of actions.</p> | |
| W2 | <p><u>Animals including humans</u> To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> | | <p><u>Castles (ART)</u> To use line to create a picture in the style of the Buck brothers.</p> | <p>1.6 What festivals do different religions celebrate? To describe what happened at the Birth of Jesus and suggest the significance of this for Christians.</p> | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending.</p> | |

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| | | | | | <p><u>Dance (PPA)/ Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space using changes of speed, level and direction. To remember and repeat a range of actions.</p> | |
| W3 | <p><u>Animals including humans</u></p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Extended writing Topic assessment Hot task</p> | | <p><u>Castles (ART)</u></p> <p>To create a painting in the style of James Paterson.</p> | <p>1.6 What festivals do different religions celebrate?</p> <p>To name some things that happen at Hannukah, Diwali To retell and identify why the story of Prince Ram and Princess Sita is important to Hindus at Diwali. To make links between the story of Prince Ram and Princess Sita at Diwali and the idea of good overcoming evil in life today</p> | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/ Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space using changes of speed, level and direction. To remember and repeat a range of actions.</p> | |
| W4 | | <p><u>The Great Fire of London</u></p> <p><input type="checkbox"/> Be taught about events beyond living memory that are significant nationally.</p> <p><input type="checkbox"/> Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different</p> | <p><u>Castles (DT)</u></p> <p>To design a medieval tool.</p> | <p>1.6 What festivals do different religions celebrate?</p> <p>. • To give a reason for the importance of the Goddess Lakshmi in the celebration of Diwali. • To talk about how the Hanukah might help someone remember the</p> | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To participate in team</p> | |

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| | | <p>periods.</p> | | <p>story of Hanukah. • To describe two things that happen at Hanukkah and the meaning behind these things for a Jewish person.</p> | <p>games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space using changes of speed, level and direction. To remember and repeat a range of actions.</p> | |
| <p>W5</p> | | <p>The Great Fire of London</p> <ul style="list-style-type: none"> □ Be taught about events beyond living memory that are significant nationally. □ Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods | <p><u>Castles (DT)</u></p> <p>To design a medieval tool.</p> | | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space using changes of speed, level and direction. To remember and repeat a range of actions.</p> | <p>2.4 We are researchers This unit will enable the children to: Develop collaboration skills through working as part of a group develop research skills through searching for information on the internet. Improve note-taking skills through the use of mind mapping. Develop presentation skills through creating and delivering a short multimedia presentation.</p> <p>2.3 We are safe searchers (online safety unit) Learning how to use search engines safely This online safety unit will enable the children to: • understand the very basic principles of how search engines work • understand the key steps for searching the web safely • understand how to report concerns when searching the web</p> |

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| W6 | | <p><input type="checkbox"/> Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p><input type="checkbox"/> Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | <p><u>Castles (DT)</u></p> <p>To design and make a medieval castle.</p> | | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space using changes of speed, level and direction. To remember and repeat a range of actions.</p> | <p>2.4 We are researchers This unit will enable the children to: Develop collaboration skills through working as part of a group develop research skills through searching for information on the internet. Improve note-taking skills through the use of mind mapping. Develop presentation skills through creating and delivering a short multimedia presentation.</p> <p>2.3 We are safe searchers (online safety unit) Learning how to use search engines safely This online safety unit will enable the children to: • understand the very basic principles of how search engines work • understand the key steps for searching the web safely • understand how to report concerns when searching the web</p> |
| W7 | | <p><input type="checkbox"/> Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p><input type="checkbox"/> Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | <p><u>Castles (DT)</u></p> <p>To design and make a medieval castle.</p> | <p>1.6 What festivals do different religions celebrate?</p> <ul style="list-style-type: none"> • To suggest 2 reasons why a Christian person might choose to celebrate Christmas, a Hindu person might choose to celebrate Diwali or a Jewish person might choose to celebrate Hanukkah. • To identify similarities and differences between the celebration and meaning of two festivals studied | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/Gymnastics</u> To explore movement ideas and respond</p> | |

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| | | | | | <p>imaginatively to a range of stimuli.</p> <p>To move confidently and safely in their own space using changes of speed, level and direction.</p> <p>To remember and repeat a range of actions.</p> | |
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| W1 | | <p>We are Britain – Mountains and Major Hills, Rivers and Canals</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK its surrounding seas.</p> | <p><u>Can buildings speak?</u></p> <p>To be able to identify shapes in buildings.</p> | <p>1:7 Who is a Christian and what do they believe?</p> <p>To recognise some Bible stories told by Christians.</p> <p>To retell a story that shows that Christians might think about God. • To talk about their own ideas about God.</p> | <p><u>Games 2</u></p> <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/Gymnastics</u></p> <p>To explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>To move confidently and safely in their own space using changes of speed, level and direction.</p> <p>To remember and repeat a range of actions.</p> | |
| W2 | | <p>Use basic geographical vocabulary to refer to key physical features and key human features.</p> | <p><u>Can buildings speak?</u></p> <p>To be able to use a viewfinder to identify patterns and features in buildings.</p> | <p>To retell stories told by Jesus and about Jesus in words, drama and pictures.</p> | <p><u>Games 2</u></p> <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> | |

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| | | | | | <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space using changes of speed, level and direction. To remember and repeat a range of actions.</p> | |
| W3 | | <p>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> | <p><u>Can buildings speak?</u></p> <p>To be able to identify and record patterns in buildings.</p> | <p>To talk about some ways that Christians describe God and Jesus. Talk about why God and Jesus are important for Christian people.</p> | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space using changes of speed, level and direction. To remember and repeat a range of actions.</p> | |

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| W4 | | <p>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> | <p><u>Can buildings speak?</u></p> <p>To be able to design a mural to represent a particular building.</p> | <p>To think, talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them.</p> | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space using changes of speed, level and direction. To remember and repeat a range of actions.</p> | |
| W5 | | <p>We are Britain – Mountains and Major Hills, Rivers and Canals</p> <p>Extended writing</p> | <p><u>Can buildings speak?</u></p> <p>To be able to create a section of a mural based on a previous design.</p> | <p>To give examples of how artwork and songs are used by Christians and can help Christians to learn about God. To make links between what Jesus taught and what Christians believe and do.</p> | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space</p> | <p><u>2.4 We are code masters - Generating strong passwords and keeping them safe</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> understand that passwords are an important part of keeping information safe <input type="checkbox"/> understand the differences between strong and weak passwords <input type="checkbox"/> understand that sharing a password makes it weak <p><u>2.2 We are Games Testers</u> <input type="checkbox"/> describe carefully what happens in computer games <input type="checkbox"/> use logical reasoning to make predictions of what a program will do <input type="checkbox"/> test these predictions <input type="checkbox"/> think critically about computer</p> |

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| | | | | | using changes of speed, level and direction. To remember and repeat a range of actions. | games and their uses <input type="checkbox"/> be aware of how to use games safely and in balance with other activities |
| W6 | <p>Plants To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | | <p><u>Can buildings speak?</u> To be able to create a section of a mural based on a previous design.</p> | To express their own ideas about the parables that Jesus told and the stories told about Jesus. | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space using changes of speed, level and direction. To remember and repeat a range of actions.</p> | <p><u>2.4 We are code masters - Generating strong passwords and keeping them safe</u> <input type="checkbox"/> understand that passwords are an important part of keeping information safe <input type="checkbox"/> understand the differences between strong and weak passwords <input type="checkbox"/> understand that sharing a password makes it weak</p> <p><u>2.2 We are Games Testers</u> <input type="checkbox"/> describe carefully what happens in computer games <input type="checkbox"/> use logical reasoning to make predictions of what a program will do <input type="checkbox"/> test these predictions <input type="checkbox"/> think critically about computer games and their uses <input type="checkbox"/> be aware of how to use games safely and in balance with other activities</p> |
| W7 | <p>Plants To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | | <p><u>Still life sketching of plants</u> To explore line, shape and space.</p> | | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/</u></p> | |

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| | | | | | <p><u>Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space using changes of speed, level and direction. To remember and repeat a range of actions.</p> | |
| W8 | <p>Plants To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | | <p><u>Painting of plants</u> To explore line, shape, space, colour and texture.</p> | | <p><u>Games 2</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Dance (PPA)/ Gymnastics</u> To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space using changes of speed, level and direction. To remember and repeat a range of actions.</p> | |