

Foundation Subjects

	Science	History and Geography	Art and DT	RE	PE	Computing
	Entry point and TEST on prior knowledge Forces	<p>Comparing People and Places – Peruvian Andes</p> <p>Locate the Peruvian Andes within South America, using maps, concentrating on its environmental regions, key physical and human characteristics and major cities.</p>	<p>Monet and impressionists when it began.</p> <p>To explore what Impressionism is and where and when it began.</p>	<p>Why are sources of wisdom important to religious people? To describe/explain sources of inspiration and influence upon my own moral code.</p>	Gymnastics	<p>5.3 We are Artists To develop an appreciation of the links between geometry and art</p>
	<p>Forces:</p> <p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>	<p>Comparing People and Places – Peruvian Andes</p> <p>Understand geographical similarities and differences through the study of Peruvian Andes.</p>	To explore some of Monet's landscape paintings.	To thoughtfully express my views on the importance of following specific lessons for life.	Gymnastics	To become familiar with the tools and techniques of a vector graphics package
	<p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>(Experiment)</p>	<p>Comparing People and Places – Peruvian Andes</p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	To explore Monet's haystack series of paintings.	<p>To explain the impact of following given sources of wisdom on the lives of believers.</p> <p>To show my understanding of meanings of wise sayings from 2 or more religions..</p>	Gymnastics	To develop an understanding of turtle graphics
	Scientific write up	<p>Comparing People and Places – Peruvian Andes</p> <p>Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	To explore Monet's paintings of cities.	<p>To identify differences and similarities between positive values expressed in wise sayings and stories from at least 2 religions.</p> <p>To connect the words of religious texts with how religions are practised today.</p>	Gymnastics	To experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers develop some awareness of computer-generated art, in particular fractal-based landscapes

	<p>To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Comparing People and Places – Peruvian Andes</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>To explore the artwork Monet produced in his later years at his garden in Giverny. To explore the artwork Monet produced in his later years at his garden in Giverny.</p>	<p>To connect up wise words from faith traditions and what their followers believe about God.</p> <p>To make links between wise words from faith traditions and how these might help followers answer ultimate questions.</p>	<p>Gymnastics</p>	<p>5.3 We are content evaluators -</p> <p>To understand that some people get paid to endorse products online</p>
	<p>Carry out and write up investigation:</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (investigation into the best thermal insulators)</p>	<p>Comparing People and Places – Peruvian Andes</p> <p>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>To explore the artwork Monet produced in his later years at his garden in Giverny. To explore the artwork Monet produced in his later years at his garden in Giverny.</p>	<p>To suggest 3 or more well thought out reasons about why sources of wisdom are important to religious people.</p>	<p>Gymnastics</p>	<p>To develop a discerning attitude to online content so that they can confidently reach their own conclusions</p>
			<p>To review the life and work of Claude Monet.</p>	<p>To express thoughtful views on what makes a text wise.</p> <p>To express thoughtful views on what would make a good source of wisdom</p>		<p>To appreciate the value of trusted adults in helping them reach an informed conclusion</p>
	<p>Working Scientifically</p> <p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p>Everyday life and Rulers.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>DT: Talking Textiles</p> <p>To explore ways in which stories can be told visually.</p>	<p>What do religions say to us when life gets hard?</p> <p>To ask some puzzling questions and talk about why they are interesting.</p> <p>To identify some 'big questions' about life and the world that make people wonder and are difficult to answer.</p>	<p>Dance</p>	<p>5.4 We are Web Developers</p> <p>To develop their research skills to decide what information is appropriate</p>

To take measurements, using a range of scientific equipment, with increasing accuracy and precision, take repeat readings when appropriate.	Everyday life and Rulers. Understand how our knowledge of the past is constructed from a range of sources.	To collect visual information to develop ideas.	To suggest things that help Christians and another religious community during difficult times and say why (e.g. worship, prayer, service/sewa, loving others, charity).	Dance	To understand some elements of how search engines select and rank results question the plausibility and quality of information
To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Everyday life and Rulers. Undertake an in-depth study of a non-European society that provides contrasts with British history – (the Benin civilisation).	To experiment with different ways of using textiles to create effects.	To suggest what difference following a religion can make to life, including when life gets hard, making links to their own ideas of keeping going when facing difficulties.	Dance	To develop and refine their ideas and text collaboratively develop their understanding of e-safety and responsible use of technology
To use test results to make predictions to set up further comparative and fair tests.	Undertake an in-depth study of a non-European society that provides contrasts with British history – (the Benin civilisation).	To be able to design a piece of textile artwork that tells a story	To talk about what Christians and another religion (e.g. Islam or Sikhism) say about what happens when we die, describing and explaining similarities and differences.	Dance	5.4 We are protecting our online reputation -: To understand that posting inappropriate information online can cause regret later
To reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	Everyday life and Rulers. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	To be able to create a piece of artwork that tells a story through textiles. To	To explain how believing in life after death, e.g. heaven, Paradise, moksha, might make a difference to how someone lives.	Dance	To understand how to manage their online reputation
To identify scientific evidence that has been used to support or refute ideas or arguments.	Everyday life and Rulers. Select from and use a wider range of tools and equipment to perform practical tasks accurately.	To be able to evaluate a finished piece of artwork.	To explain how not believing in life after death might make a difference to how someone lives. To ask questions and suggest some responses about what others believe, showing awareness that not all questions can be answered.		To understand that, although information posted on the internet might not always be true or accurate, it can last forever
	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		To create a statement of their own ideas about life after death reflecting on ideas from at least two religions studied.		To understand that it is possible to search the internet for information about particular individuals

