

Foundation Subjects

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Science (W1-3)	<p><b><u>Plants</u></b></p> <p>To observe and describe how seeds and bulbs grow into plants.</p> <p>Growing cress - take photos of what the cress looks like. Children predict what will happen.</p>	<p><b><u>Plants</u></b></p> <p>To explore what a plant looks like and how it grows. To identify and name garden plants.</p> <p>Seeds/beans provided and children explore that type of plant it might grow into.</p>	<p><b><u>Plants</u></b></p> <p>To explore what a plant looks like and how it grows. To identify and name wild plants.</p> <p>Children to explore the field to see what garden flowers they can find. Focusing on wild plants.</p>	<p><b><u>Plants</u></b></p> <p>To observe and describe how seeds and bulbs grow into plants.</p> <p>Look at how the cress has grown. Take photos to compare.</p> <p>Look at what plants need to grow.</p>	<p><b><u>Plants</u></b></p> <p>To identify and describe the basic structure of a variety of common flowering plants.</p> <p>Children to label the parts of a plant.</p>	<p><b><u>Plants</u></b></p> <p>To identify and describe the basic structure of a variety of common flowering plants.</p> <p>Fact sheet about plants.</p>
	<p><b><u>Lesson 7 Plants</u></b></p> <p>To identify and classify trees as deciduous or evergreen.</p> <p>Look at deciduous and evergreen trees and look at similarities and differences.</p>	<p><b><u>Lesson 8 Plants</u></b></p> <p>To identify and describe the basic structure of a tree.</p> <p>To look at the parts of a tree.</p> <p>Bark rubbing.</p>	N/A	N/A	N/A	N/A
RE (W4)	<p><b><u>Symbols (1.5)</u></b></p> <p>What Christians do in a Church and why it is important to them.</p> <p>A range of activities that take place in a church.</p>	<p><b><u>Symbols (1.5)</u></b></p> <p>The symbols Christians might use and what they mean e.g cross.</p> <p>Get resources out to show children.</p>	<p><b><u>Symbols (1.5)</u></b></p> <p>What Muslims do in a Mosque and why it is important to them.</p> <p>A range of activities that take place in a Mosque. Discuss the importance of praying 5 times a day and being clean before they enter the Mosque (Wudu).</p>	<p><b><u>Symbols (1.5)</u></b></p> <p>The symbols Muslims might use and what they mean e.g. Qiblah wall.</p> <p>Get resources out to show children.</p> <p>Compare the places of Worship.</p>	N/A	N/A
Geog (W5-6)	<p><b><u>We are Britain – Four Nations</u></b></p> <p><b><u>Computing - staying safe online</u></b></p> <p>Name, locate + identify characteristics of the 4 countries &amp; capital</p>	<p><b><u>We are Britain – Four Nations</u></b></p> <p>To find out about the four nations that make up the UK - focusing on England.</p>	<p><b><u>We are Britain – Four Nations</u></b></p> <p>To find out about the four nations that make up the UK - focusing on Scotland.</p>	<p><b><u>We are Britain – Four Nations</u></b></p> <p>To find out about the four nations that make up the UK - focusing on Wales.</p>	<p><b><u>We are Britain – Four Nations</u></b></p> <p>To find out about the four nations that make up the UK - focusing on Northern Ireland.</p>	<p><b><u>We are Britain – Four Nations</u></b></p> <p>Use world maps, atlases and globes to identify the UK and its countries.</p>

Jigsaw - PSHE	cities of the UK and its surrounding seas.  Using Ipads to look at map of UK.					Devise a simple map; and use and construct basic symbols in a key. Draw a map of the UK and label it.
	<b>Relationships</b>  To identify members of my family and understand that there are lots of different types of families.  To know how it feels to belong to a family and care about the people who are important to me.	<b>Relationships</b>  To identify what being a good friend means to me.  To know how to make a new friend.	<b>Relationships</b>  To know appropriate ways of physical contact to greet my friends and to know which way I prefer.  To recognise which ways of physical contact are acceptable and unacceptable to me.	<b>Relationships</b>  To know who can help me in my school community.  To know when I need help and how to ask for it.	<b>Relationships</b>  To recognise my qualities as a friend and as a person.  To know ways to praise myself.	<b>Relationships</b>  To discuss why I appreciate someone who is special to me.  To express how I feel about them.
	<b>Games 2</b>  To develop balance, agility and coordination. (One session Led by Premier Sports coach one session by class teacher)  Dance with Miss Flowers	<b>Games 2</b>  To develop balance, agility and coordination. (One session Led by Premier Sports coach one session by class teacher)  Dance with Miss Flowers	<b>Games 2</b>  To develop balance, agility and coordination. (One session Led by Premier Sports coach one session by class teacher)  Dance with Miss Flowers	<b>Games 2</b>  To develop balance, agility and coordination. (One session Led by Premier Sports coach one session by class teacher)  Dance with Miss Flowers	<b>Games 2</b>  To develop balance, agility and coordination. (One session Led by Premier Sports coach one session by class teacher)  Dance with Miss Flowers	<b>Games 2</b>  To develop balance, agility and coordination. (One session Led by Premier Sports coach one session by class teacher)  Dance with Miss Flowers
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Science (W1-2)	<b>Lesson 1</b> <b>Animals Including Humans</b>  Animals - To identify and name a variety of common animals including fish, amphibians, reptiles.  Go on a walk round the field to observe insects - bug boxes, magnifying classes, Ipads for photos.	<b>Lesson 2</b> <b>Animals Including Humans</b> <b>Computing - staying safe online.</b>  Animals - To identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Fact writing sheet - use ipads to search information.	<b>Lesson 3</b> <b>Animals Including Humans</b>  Animals - To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	<b>Lesson 4</b> <b>Animals Including Humans</b>  Humans - To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Compare baby photos to current photos and look at what has changed.	<b>Lesson 5</b> <b>Animals Including Humans</b>  Humans - To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Collect data about head, hand and food size, eye colour, hair colour. Look at different parts of the body.	<b>Lesson 6</b> <b>Animals Including Humans</b>  Humans - To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Look at the five senses. Explore inside and outside environment using our senses.

<b>Art</b> (W3-4)	<u>Self Portraits (adapted to still life)</u> <p>Explain that a portrait is a picture an artist paints of someone else and that a self portrait is a picture that an artist paints of himself or herself. Share with the children examples of some famous self-portraits,</p>	<u>Self Portraits (adapted to still life)</u> <u>Computing</u> <p>Children to take photos of each other and print ready for next weeks lesson.</p>	<u>Self Portraits (adapted to still life)</u> <p>Children will begin trying out some different ways of making marks using some different media. Let children know that they are just practising today so they do not need to worry about making mistakes or creating a finished picture.</p>	<u>Self Portraits (adapted to still life)</u> <p>Tell children that today they will be using mirrors to draw portraits of themselves. What can you remember from last lesson about the different marks we learnt how to make? How will this help us today when we are making our self portraits?</p>	<u>Self Portraits (adapted to still life)</u> <p>Explain that colours can convey moods and emotions. Colours can be angry, sad, happy, soft, loud and many other things. Artists use colours in portraits and self -portraits to show moods and emotions. Show children the portrait on the slides.</p>	<u>Self Portraits (adapted to still life)</u> <p>children to create a portrait using clay. Explain that portraits do not always have to be pictures. There are lots of other ways of creating portraits of people. Show children the picture of the bust on the slides.</p>
	<u>Who influences our lives? (1.2)</u> <p>To identify some good things people admire in influential or inspiring people and in religious figures and talk about how they might show these same qualities in their own lives.</p> <p>The children are to think about who influences their lives. What makes an influential and inspiring person. Draw a picture of an inspiring person to them.</p>	<u>Who influences our lives? (1.2)</u> <p>Discuss how important the bible is to Christians: How and when the bible is used. Stories that Jesus told about how to live e.g the good Samaritan.</p>	<u>Who influences our lives? (1.2)</u> <p>Discuss how important the Quran is for Muslims: The Quran was revealed to the Prophet Muhammad. Stories about the life of the Prophet Muhammad. Stories about the Prophet about how to live.</p>	<u>Who influences our lives? (1.2)</u> <p>Look at Jesus and the Propet Muhammad and compare their good qualittles that make them inspiring and influential people.</p> <p>Relate to people in the current day who inspire us e.g family, nurses, doctors, firemen.</p>	N/A	N/A
	<u>Our local area (gardens and parks)</u> <p>Parks - To describe how they feel about places and describe some features of their local park.</p> <p>H/W - children take photos of their favourite thing at the park and send it on ClassDojo.</p>	<u>Our local area (gardens and parks)</u> <p>Parks - To use geographical language to describe aerial views and modern maps and identify features.</p> <p>The children can create a map of the local park.</p>	<u>Our local area (gardens and parks)</u> <p>Parks - To use geographical language to describe aerial views and modern maps and identify features.</p> <p>Children to look at their local park and how they would like to improve it. Children draw/design their own park adding features.</p>	<u>Our local area (gardens and parks)</u> <p>Gardens - To find out what grows in the local area, understand why natural spaces are important.</p> <p>The children can go to the secret garden to see what grows.</p>	<u>Our local area (gardens and parks)</u> <p>Gardens - To describe how seeds grow into plants, design and create a small world garden.</p> <p>The children can draw/ design their own garden.</p>	N/A
<b>RE</b> (W5)						
<b>Geog</b> (W6-7)						

<b>Jigsaw - PSHE</b>	<b><u>Changing Me</u></b> To start to understand the life cycle of animals and humans. To understand that changes happen as we grow and that is ok.	<b><u>Changing Me</u></b> To be able to tell things about themselves that have changed and things that have stayed the same. To understand that changed are ok and sometimes they happen whether you want them to or not.	<b><u>Changing Me</u></b> To know how their body has changed since they were a baby. To understand that growing up is natural and that everybody grows at different rates.	<b><u>Changing Me</u></b> To identify different parts of the body that make boys different to girls and to use the correct names. To understand how to respect my body and to know which parts are private.	<b><u>Changing Me</u></b> To understand that when you learn you change a little bit. To enjoy learning new things.	<b><u>Changing Me</u></b> To discuss changes that have happened in their lives. To know ways to cope with change. Relate to changes in school - moving into year 2.
	<b><u>Athletics</u></b> To develop balance, agility and coordination. (One session Led by Premier Sports coach one session by class teacher) Dance with Miss Flowers	<b><u>Athletics</u></b> To develop balance, agility and coordination. (One session Led by Premier Sports coach one session by class teacher) Dance with Miss Flowers	<b><u>Athletics</u></b> To develop balance, agility and coordination. (One session Led by Premier Sports coach one session by class teacher) Dance with Miss Flowers	<b><u>Athletics</u></b> To develop balance, agility and coordination. (One session Led by Premier Sports coach one session by class teacher) Dance with Miss Flowers	<b><u>Athletics</u></b> To develop balance, agility and coordination. (One session Led by Premier Sports coach one session by class teacher) Dance with Miss Flowers	<b><u>Athletics</u></b> To develop balance, agility and coordination. (One session Led by Premier Sports coach one session by class teacher) Dance with Miss Flowers
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