Foxes Class Foundation Subjects Long term planning – Year B

Year B	Autumn 1 Rotten Romans **Nothing to See Here Hotel** **Romans on the Rampage**	Autumn 2 Natural Disasters **The Present** **Erste** **Non Fiction Text Driver**	Spring 1 Location , Location, Location **How to train your dragon** **World of cities**	Spring 2 Carnival! **Ride of passage** **Roaming the Rainforest**	Summer 1 Compton Then and Now Victorians **Inventive and Reflective** **Firework makers Daughter**	Summer 2 Life on Our Planet **Inventive and Reflective** **Until I met Dudley** **Playscripts Texts TBC**
History	**Rotten Romans** - characteristic features of this period (ideas, beliefs and attitudes)	N/A	N/A	N/A	**Compton Then and Now –** Looking at how the school has started and how it has changed over time.	N/A
Geography	N/A	**Natural Disasters –**physical geography: describe and understand key aspects of natural diasters	**Location, Location, Location –** name and locate cities in UK. Compare human and physical characteristics.	**Carnival – South America** Comparison between UK and S. America forest.		**Life on our planet**
Science	**Light**	**Sound**	**Animals and Humans – Nutrition**	**Plants**	**Electricity:**	Changes in our school grounds – seasons, land use (longitudinal study)
Computing	**The internet (introduction)**	**Sequencing sounds (sound in science)**	**Desktop publishing (estate agent leaflet / top trumps)**	**Data logging (Compare the climate to S America and UK)**	**Photo editing (Contrasting pictures of Compton then and now)**	**Repetition in games**
DT/Art	**Art Collage** **Mosaics** Structures: **Romans on the Rampage Chariots**	**Art: Painting** **Link to volcanos and Tsunamis etcs**	**Art: Sculpture** **Clay houses for location**	**Art: Textiles** **Tie Dye**	**DT: Electrical systems** **Battery operated light to help with a power cut**	**DT: Food** **Make sandwich and packaging for sports day picnic**.
PSHE	Relationships: How do we treat others with respect? No outsiders: Dogs don't do ballet	Health and Wellbeing: How can we manage our feelings? No outsiders: King and King	**Living in the Wider World:** What are the different jobs and skills? **No outsiders text:** The Flower	Health and wellbeing: How can we manage risk in different places? The Way Back Home	**Health and Wellbeing**: Why should we keep active and sleep well? **No outsiders text:** Red: A Crayons Story	**Living in the wider word:** What makes a community and shared responsibilities ***Year 4:** Changes to body (menstruation)
RE	Followers of God (Following) CHR Focus question	Christmas .	Places of Worship (WORSHIP) Hindu/ CHR Link	Easter (HOPE) CHR	Creation Stories (CREATION) Hindu Link	Prayer (PRAYER) CHR Hindu Link
PE	Invasion Games – Tag Rugby Gymnastics – Floor work	Dance - Volcanoes Invasion Games	Swimming Gymnastics	**Swimming** **Dance – Rio carnival**	**Games - Tennis** **Athletics**	**Rounders / Striking /Fielding / Cricket** **Sports Day**
French	Colours and Alphabet		Time and weather/seasons		Animals	

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Title/Question	What is our legacy? What is left behind? Trip to Fishbourne			What do we value about our world? Trip to Living Rainforest		Food (sustainability focus)
Previous Learning	Sustainability – the wider meaning, in terms of sustainable practices as well as maintaining a sustainable way of life – what have children done since? Global questions from South America rainforest topic relevant for considering human geography. **Hedgehogs Previous Learning** – Seasonal / daily weather patterns		**Hedgehogs Previous Learning** – naming continents / oceans What's on your plate – local environment. Maps, ariel photographs Home and Away Name capital cities Characteristic e.g. bridges Naming counties / capital cities of UK	**Hedgehogs Previous Learning** Naming and locating capital cities. Places close to the equator	**Hedgehogs Previous Learning** Routes travelled from home to school Describing Compton Park Design own park and create a map with a key to show ideas Looking at Granparents 1940's homes. Differences between ways of living at different times. Compton homes.	Global learning – waste and conservation in Katiri and other nations, including children's identification of our own profligacy (single use plastic bags etc) in comparison. Environments / habitats Science study. David Attenborough study - inspirational people.
Technical Vocabulary	sustain sustainability legacy raw materials invader invasion inhabitants invaders village community roles hand to mouth civilization sophisticated complex riches simple uncomplicated evidence empire army taxes legionnaires camps centurian map globe oceans continents ground shots satellite maps aerial photos obliques layered diagrams interactives volcano earthquake eruption lava					Sustain sustainability resources Rethink, Refuse, Reduce, Repurpose, Reuse, Recycle, Repair, Rot, Upcycle environment waste rubbish single use materials conservation footprint global local / world community culture ethos microplastics technical plastics vocab export ecology damage challenge deforestation palm oil logging resources refining/refinement factory

						natural/man made
History	Characteristic Features of the Period (Ideas, beliefs and attitudes): ***What do we know about Roman Gods and Christianity in this period?*** ***What role did slavery play in Roman culture?*** Describe and make links between the main events, situations and changes within and across periods and societies studied: ***What have the Romans done for us?*** Recognise that the past is represented and interpreted in different ways and give reasons for this: ***Why do we have different images of Boudicca?*** Identify and describe reasons for, and results of, historical events, situations and changes: ***Why did the Roman's invade cold Britain on the edge of their Empire?***	N/A (Geography)	N/A (Geography)	N/A (Geography)	Looking at how the school started and has grown over time. Finding evidence around the building and in paper documents. Reading and finding recounts of past children at the school. Different accounts of the same event.	N/A (Geogrpahy)
Geography	N/A	**<u>Volcanoes and Earthquakes</u>** Physical Geography: describe and understand key aspects of volcanoes and earthquakes. Ground Shots and Aerial Photos: Look at high level obliques and low level vertical images. Map Types: 1:120 to 1:10,000 maps used in context of places studied – including tourist and local maps. Themetic maps of volcanoes and earthquakes. Nepal Earthquake study – contact Prem for photos etc. Why are natural disasters more destructive in some places. Natural diasters	**Cities of the UK** – Compare human and physical characteristics. Name and locate cities of the UK. Understand how some aspects have changed over time. **Skill**: Find location using four figure references. Matching more complex pictures to maps. North – South – East – West. Eight points of the compass. Locate areas of study and extract information from maps to support investigations. Key features – land uses, routes SEN provision: Word banks, first lesson vocab check.Use of physical resources (compasses) explicit teaching of how to use equipment.	**<u>South America</u>** Locate South America on a map, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Contrast between rich and poor (favelas). Amazon river/rainforest. Deforestation. Using Maps: Locating places using letter and number co-ordinates. Identifying features using simple keys. Finding locations using four-figure grid references. Matching more complex pictures to maps. Use appropriate maps of different scales.		
Science	**<u>Light</u>** <u>What Happens When Light Hits Objects?</u> • Shiny materials reflect light beams better than non-shiny materials • Beams of light bounce off some materials (reflection).	**<u>Sound</u>** Bigger vibrations produce louder sounds and smaller vibrations produce quieter sounds Faster vibrations (higher frequencies) produce higher pitched sounds	**<u>Animals and Humans – Nutrition</u>** and Skeletons • Movable joints connect bones • Muscles are connected to bones and move when they contract	<u>Plants</u> Seeds and bulbs need the right conditions to germinate. Seeds contain a food store for the first stages of growth (i.e. until it has developed to be able to produce its own food).	**Electricity:** **Ideas associated with 'push'** More batteries will push the electricity round the circuit faster Electricity sources **push** electricity round a circuit	Changes in our school grounds – seasons, land use (longitudinal study)

	• Transparent materials let light through them and opaque materials don't let light through. <u>How We See</u> • We need light to see things even shiny things • There must be light for us to see. Without light it is dark. <u>How Light Travels</u> • Light comes from a source <u>Skill Focus:</u> **Gather evidence** to describe and classify patterns of behaviour. [Teach by investigating reflectiveness]	Changing the way an object vibrates changes it's sound. Sound moves through all materials by making them vibrate. Sound is produced when an object vibrates. Changing the shape, size and material of an object will change the sound it produces. Sound travel can be blocked Sound spreads out as it travels Sound travels from its source in all directions and we hear it when it travels to our ears <u>Skill Focus</u>: Increasing use of equipment that allows for standard measure (decimal meters). *Longitudinal study ongoing every term (see separate plan) – "Wild Area"*	• Many animals have skeletons to support their bodies and protect vital organs • Nutrients produced by plants move to primary consumers then to secondary consumers through food chains. Skill Focus: Nutrition research. Tally charts. Digital balances (how weight of food changes over time).	Seed dispersal improves chances of enough seeds germinating and growing to mature plants. Flowering plants have adapted specific parts to carry out pollination, fertilization and seed growth. The plant makes its food from water and carbon dioxide, using sunlight as energy, in the green parts of plants (mainly leaves). Plants have roots to provide support and to draw moisture from the soil and sometimes stems to take water to the rest of the plant. Leaves absorb sunlight and carbon dioxide. Plants make their own food in their leaves to provide them with energy, grow, repair, and reproduce. <u>Skill Focus</u>: Recognise that factors other than that we are changing may have an effect and seek to control these factors (what changes, what we measure and **what we keep the same**). Results tables with independent variable increasing in one column and dependent variable in the other What could I do to protect my local environment? What are people in Brazil doing to protect the rainforest? [Living Rainforest/Marwell]	A source of electricity (mains or battery) is needed for electrical devices to work **Ideas associated with resistance *and* 'push'** Devices work harder when more electricity goes through them **Ideas associated with resistance** Some materials allow electricity to flow easily and these are called conductors. Materials that don't allow electricity to flow easily are called insulators A complete circuit is needed for electricity to flow and devices to work SEN provision: Word bank, vocab check, teaching of how equipment words, sequencing of pictures for experiments eg how to make a circuit bulb	
	Scientific Enquiry Focus: Setting up simple practical enquiries, comparative and fair tests • The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. • They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking. Children who are working at greater depth have a deeper understanding of the topic they are studying. They are able to pose questions, reflect and justify their predictions and results. Children ae also able to draw on their wider scientific knowledge to form predictions and apply that knowledge to their practical investigations and enquiries. **Questioning ideas** What question am I trying to answer? If the question is _____ what equipment will I need to answer it?		**Scientific Enquiry Focus:** Making systematic and careful observations • The children make systematic and careful observations They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements Children who are working at greater depth have a deeper understanding of the topic they are studying. They are able to pose questions, reflect and justify their predictions and results. Children ae also able to draw on their wider scientific knowledge to form predictions and apply that knowledge to their practical investigations and enquiries. **Question ideas** How do I know my results are accurate? Could I have used any other measuring equipment? How have I ensured I have worked systematically?		**Scientific Enquiry Focus:** Identifying differences, similarities or changes and using straightforward scientific evidence • Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships. • Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. The answers are consistent with the evidence. Children who are working at greater depth have a deeper understanding of the topic they are studying. They are able to pose questions, reflect and justify their predictions and results. Children ae also able to draw on their wider scientific knowledge to form predictions and apply that knowledge to their practical investigations and enquiries. **Questioning ideas** How would this be different if_____?	

	How have I made my test fair?				I think that …. Use your results to explain if I am likely to be right or not? How could I prove it? How would your results apply to _____? Bob thinks… Use your results to justify if he is right or wrong.	
Computing	**Digital Literacy:** Simple branching databases: Pupils can follow and create simple branching data bases on paper and using a simple program. Searching effectively on databases, such as search engines: Pupils search for and use information to from a range of sources and make judgements about its usefulness wen following straight forward lines of enquiry.. **E- Safety Focus**: Reporting concerns and rules for safe use	**Computer Science**: Using "Scratch" to plan, create and debug a simple conversation scene. Pupils use sequences of instructions to control devices and achieve specific outcomes.	**Digital Literacy**: Stop Frame Animation/Digital Photography and Sound Recording/Image and Sound Manipulation They use editing and formatting techniques to develop and refine their work to improve its quality and presentation.	**Computer Science**: Control Equipment – Lego Mindstorms. Programming robots through mazes. Pupils use sequences of instructions to control devices and achieve specific outcomes.	**Computer Science:** Scratch/Logo – Simple car program Pupils use sequences of instructions to control devices and achieve specific outcomes **IT:** Typing Skills Pupils can work independently.	**Digital Literacy**: Blogging/Podcasts - Audacity They use communication tools to share and exchange their ideas with others, and follow strategies for staying safe. E-Safety Focus – Email and online messaging safety.
DT/Art	**Art Collage** To improve their mastery of art and design techniques with a range of materials – collage. Children can: a select colours and materials to create effect b learn and practise a variety of techniques, e.g. overlapping, tessellation c use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. **Mosaics** Structures: Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately. **Romans on the Rampage Chariots**	**Art: Painting** To improve their mastery of art and design techniques, including painting with a range of materials. Children can: a mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; b create different textures and effects with paint; ix, line, tone, fresco **Link to volcanos and Tsunamis etcs**	Art: Sculpture To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; **Clay houses for location**	**Art: Textiles** use fabrics and simple s techniques to create artwork. Tie Dye? . Children can: a use a variety of techniques, e.g. printing, dyeing, to create different textural effects; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. **Tie Dye**	DT: Electrical systems They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. They apply their understanding of computing to program, monitor and control their products. **Battery operated light to help with a power cut**	DT: Food **Make sandwich and packaging for sports day picnic**. They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Children can: a start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world; b understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically; c with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob

						and/or oven; d use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; e explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes; f understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body; g prepare ingredients using appropriate cooking utensils; h measure and weigh ingredients to the nearest gram and millilitre; i start to independently follow a recipe; start to understand seasonality.
PSHE	Relationships: How do we treat others with respect? No outsiders: Dogs don't do ballet	Health and Wellbeing: How can we manage our feelings? No outsiders: King and King	**Living in the Wider World:** What are the different jobs and skills? **No outsiders text:** The Flower	Health and wellbeing: How can we manage risk in different places? The Way Back Home	**Health and Wellbeing**: Why should we keep active and sleep well? **No outsiders text:** Red: A Crayons Story	**Living in the wider word:** What makes a community and shared responsibilities ***Year 4:** Changes to body (menstruation)
RE	Followers of God (Following) CHR Focus question: What is it like to follow God? (People of God LKS2) • Noah Abraham	Christmas The Trinity CHR Focus Question: What is the Trinity? Incarnation/God (LKS2 p 4,5) Work on Trinity aspect earlier in half term and lead onto work on Jesus as Christmas approaches.	Places of Worship (WORSHIP) **Hindu/ CHR Link** Focus: Where do people go to worship? Compare Christian church/ Hindu Temple Worship in Hindu temple - Puja	Easter (HOPE) CHR Focus: Events of Holy Week (Salvation LKS2) • Palm Sunday • Maundy Thursday p4,7 • Good Friday - washing disciples feet p4,5 Easter Sunday	Creation Stories (CREATION) Hindu Link Focus question :What do Christians learn from the creation story? (Creation/Fall LKS2) • Bible version of creation story Range of other creation stories including Hindu story	Prayer (PRAYER) CHR **Hindu Link** Focus: How different people pray • Christian/Hindu • The Lord's Prayer Prayers / Blessings
PE	Invasion Games Gymnastics	Dance Invasion Games	Swimming Invasion Games	**Swimming** **Dance**	**Gymnastics** **Athletics**	**Rounders** **Sports Day**

French	Basics: Greetings, name, age, 1-20, colours, classroom, instructions. Phonemes: a i y o u	Topic All about me Core Structure: Qu'est-ce que c'est? C'est un/une…….	Core Structure: Food Glorious Food	Basics: Friends and Family	Basics: School	Core Structure: Time
Future Learning	Consider our local community / immediate environment beyond our school and how sustainable practices can be managed here – links to next topic on Local Area.					Links between both half terms learning: global questions linked to South America topic. Future topics: Violent Vesuvius / Romans: what was the Romans' legacy/ footprint and what do we want ours to be? Ongoing cross-school community tasks / working parties. Children inspired to develop agenda at school and in own home context too.