

Foxes Class Foundation Subjects Long term planning – Year A

Year A	Autumn 1 Proactive/compassion	Autumn 2 Reflective/Gratitude	Spring 1 Determined/Honesty	Spring 2 Reflective/Compassion	Summer 1 Inventive/Honesty	Summer 2 Reflective/Gratitude
Title/Question	My Britain, Your Britain, Our Britain Leon and the Place Between	Smashing Saxons Smashing Saxons by Terry Deary Beowulf	Invaders What happens when we run out of resources? Arthur and the Golden Rope	Road Trip The Boy Who Biked the World	Yabadabadoo Stone Age Boy	Free Choice
History		Smashing Saxons – Social, cultural, religious and ethnic societies in Britain and the wider world.	Invaders – Experience of men, women and children.		Stone age	
Geography	Similarities and differences between life of people with different cultures within Britain			Road Trip- North America – comparing a region of N. America to Britain		
Science	Animals and Humans – Digestion, teeth and food chains	States of Matter	Forces and Magnets	Water Cycle	Rocks	All Living Things
Computing	Connecting Computers (introduction to computing)	Events and actions in stories	Databases	Stop frame animation (of a road trip)	Audio production (podcast about healthy eating)	Repetition in shapes (linked to maths)
DT/Art	<u>ART :Drawing – skin tone</u>	<u>DT: Textiles</u> 2D shape to 3D product Christmas stocking	<u>DT: Mechanical Systems – Levers and linkages</u>	<u>ART: Artist study North America)</u>	<u>DT: Food- Healthy and varied diet</u>	<u>Art: Printing</u>
PSHE	Living in the wider world: What makes a community? No outsiders text: Beegu	Health and Wellbeing: What strengths, skills and interests do we have? No outsiders text: Hueys in the new jumper	Relationships: How can we be a good friend? No outsiders text: Oliver	Health and Wellbeing: Why should we look after our teeth?	Health and Wellbeing: What keeps us safe? No outsiders text: This is our House	Relationships: What are families like? *Year 4: Changes to body (menstruation) No outsiders text: Two Monsters
RE	Importance of light in Religious Festivals (LIGHT) Hindu – Divali (Rama) -Review Hannukah	Christmas (ANGELS) CHR Focus: Angels	Purpose CHR (Christian) Focus question: What kind of world did Jesus want? (Gospel KS1)	Easter CHR Focus question: Why do Christians call the day Jesus died 'Good Friday'? (SalvationLKS2)	Cycle of life Hindu/ CHR	Kingdom of God (PENTECOST) CHR
PE	Invasion Games - Football Gymnastics - Introduction to apparatus. Balance and Travel. Individual and paired work.	Dance – Country Dancing Invasion Games – Netball / Basketball	Swimming Gymnastics – Apparatus. Individual and paired. Rotation, balance and travel. Introduction to small group work	Swimming Net and Wall – Soft tennis. Racket skills, rally and game.	Dance – stone age boy Athletics – preparation for sports day	Striking and fielding – rounders / cricket
French	Greetings and numbers		Family and Friends		Hobbies	

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Year A	Autumn 1	Autumn 2 Proactive and determined	Spring 1 Proactive and determined	Spring 2 Inventive and Reflective	Summer 1 Inventive and Reflective	Summer 2
Title/Question	My Britain, Your Britain, Our Britain Leon and the place between The Magic Box	Smashing Saxons Smashing Saxons by Terry Deary Beowulf Guided Reading – Buried Crown	Invaders What happens when we run out of resources? Arthur and the Golden Rope	Road Trip The Boy Who Biked the World	Yabadabadoo Stone Age Boy	Free Choice
Previous Learning		Hedgehogs –previous learning Why people did things Why events happened Finding out about the past using a range of sources. Aspects of life in different periods	Hedgehogs –previous learning Different ways the past is represented Aspects of life in different periods	Hedgehogs –previous learning Locations near the equator Name and locate continents and oceans Name physical and human features		
Technical Vocabulary						
History		Social, cultural, religious and ethnic diversity of societies in Britain and the wider world. Why did these invaders come to Britain? Find out about events, people and changes studied from a range of sources, including ICT. Who were the Anglo-Saxons? What were they like?	Experiences of men, women and children How were ordinary people affected by the fighting? Social, cultural, religious and ethnic diversity of societies in Britain and the wider world What do we know about the struggles of these two different societies? Link to current/recent world conflicts. How did the Vikings impose their views? Can invasions ever happen peacefully? Where do settlers to UK come from over the years? Was it just Europe? Where have people left the UK to live over the years? Link: Let's Think – The		Describe and make links between the main events, situations and changes within and across periods and societies studied: What happened to move the Bronze Age and then the Iron Age? Recognise that the past is represented in different ways and give reasons for this: What can we learn from these artefacts? What can we not be sure about? Bring in the HHC Stone Age Artefacts box.	
Geography	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 regions, key physical and human characteristics, countries, and major cities. identify the position and significance of latitude,	N/A (History topic)	N/A (History topic)	Region of North America compared to Britain. Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere	N/A (History topic)	

	<p>longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>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> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>			<p>Skills: Introduce index and contents pages of atlases. Identifying continents, oceans, countries, cities/towns and key physical features.</p>		
Science	<p><u>Animals and Humans – Digestion, teeth and food chains</u> Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body. Different animals are adapted to eat different foods. Animals have teeth to help them eat. Different types of teeth do different jobs</p> <p><u>Skill Focus:</u> Nutrition research – objects in different drinks</p>	<p><u>States of Matter</u> When two or more substances are mixed and remain present the mixture can be separated. Materials can be divided into solid, liquids and gases. Heating causes solids to melt into liquids and liquids to evaporate to gases. Cooling causes gases to condense to liquids and liquids to freeze to solids. The temperatures at which given substances change state are always the same. Some changes can be reversed and some can't. Solids, liquids and gases are described by observable properties. <u>Skill Focus:</u> Gather evidence to describe characteristics and properties of materials and make generalisations from data samples. <i>Longitudinal study ongoing every term (see separate plan) – “Wild Area”</i></p>	<p><u>Forces and Magnets</u> Effects of pushing and pulling Magnets exert attractive and repulsive forces on each other Investigating magnets Magnets exert non-contact forces, which work through some materials Magnets exert attractive forces on some materials Contact forces, increasing abstraction Magnetic forces are affected by:</p> <ul style="list-style-type: none"> • Magnet strength • Object mass • Distance from object • Object material 	<p>Water Cycle: Materials change state by heating and cooling. Materials can be divided into solid, liquids and gases. Heating causes solids to melt into liquids and liquids to evaporate to gases. Cooling causes gases to condense to liquids and liquids to freeze to solids. The temperatures at which given substances change state are always the same.</p>	<p>Rocks: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p><u>All Living Things</u> Habitats, Classification, Mini-beasts, Classification Keys, Food Chains and Webs, Effects and Management of Change <u>Inventor/Inventions</u></p>
	<p>Scientific Enquiry Focus: Gathering, recording, classifying and presenting data in a variety of ways.</p> <ul style="list-style-type: none"> • The children sometimes decide how to record and present evidence. They record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. They record their measurements e.g. using tables, tally charts and bar charts (given templates, if required, to which they can add headings). They record classifications e.g. using tables, Venn diagrams, Carroll diagrams. 	<p>Scientific Enquiry Focus Using results to draw simple conclusions Report on findings from enquiries</p> <ul style="list-style-type: none"> • They draw conclusions based on their evidence and current subject knowledge. • They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry. 	<p>Scientific Enquiry Focus Asking relevant questions and using different types of scientific enquiry to answer them</p> <ul style="list-style-type: none"> • The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions. • The children answer questions posed by the teacher. • Given a range of resources, the children decide for themselves how to gather evidence to answer the question. They recognise when secondary sources can be used to 			

	<p>Children are supported to present the same data in different ways in order to help with answering the question. Children working at greater depth level show independence, ability to apply their learning to other topics, strong command of several pieces of information and the ability to explain themselves to others. They can reflect, justify and question.</p> <p>Questioning ideas What would be the benefit of repeating your test results? How could I improve my recording? (give example table) How could I present my results in a clear way? Would you use a pictogram, bar graph or line graph to present your ideas? Why?</p>		<ul style="list-style-type: none"> • Children use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface. • Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry. <p>They communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary Children working at greater depth level show independence, ability to apply their learning to other topics, strong command of several pieces of information and the ability to explain themselves to others. They can reflect, justify and question.</p> <p>Questioning ideas My results show _____, how does this answer my question? What do my results prove? How can I best explain my findings? How could a diagram help? How have I adapted my method? Why? What effect did it have on my results? What questions would you ask next?</p>		<p>answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question.</p> <p>Children working at greater depth level show independence, ability to apply their learning to other topics, strong command of several pieces of information and the ability to explain themselves to others. They can reflect, justify and question.</p> <p>Questioning ideas What do I already know to help me answer _____? How can I answer _____? What will I need to do? How else can I gather evidence? Which is best?</p>	
Computing	<p>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.</p>	<p>Computer Science: Scratch/Logo – Simple car program Pupils use sequences of instructions to control devices and achieve specific outcomes.</p>	<p>IT: Typing Skills Pupils can work independently. E Safety Focus: Safe web browsing They use communication tools to share and exchange their ideas with others, and follow strategies for staying safe.</p>	<p>Digital Literacy: Publishing (PowerPoint, Prezi etc.) They collect, record a organise data to answer questions and present findings. The use editing and formatting techniques to develop and refine their work to improve its quality and presentations</p>	<p>Spreadsheet modelling (Excel) Control Equipment – Lego Mindstorms E – Safety: Revisit reporting procedures</p>	<p>Digital Literacy: Mindstorms E-Safety Focus – Email and online messaging safety.</p>
DT/Art	<p>ART :Drawing To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: a experiment with showing line and tone b use shading to show light and shadow effects; Portraits of book characters. Skin tone Crayons</p>	<p>DT: Textiles 2D shape to 3D product Christmas stocking Use a variety of stitches to join fabrics Sewing design / stocking</p>	<p>DT: Mechanical Systems – Levers and linkages Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures. They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Link to forces in science</p>	<p>ART: Artist study North America) To learn about great artists, architects and designers in history. Children can: a use inspiration from famous artists to replicate a piece of work; b express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>	<p>DT: Food- Healthy and varied diet 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</p>	<p>Art: Printing To improve their mastery of art and design techniques with a range of materials – printing. Children can: a use more than one colour to layer in a print; b replicate patterns from observations;</p>

			Pulley to carry an object between 2 tables		<p>(such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;</p> <ul style="list-style-type: none"> 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; <p>start to understand seasonality.</p> <p>Stone Age meal Hunter / Veg / Veggie</p>	
PSHE	<p>Living in the wider world: What makes a community?</p> <p>No outsiders text: Beegu</p>	<p>Health and Wellbeing: What strengths, skills and interests do we have?</p> <p>No outsiders text:</p>	<p>Relationships: How can we be a good friend?</p> <p>No outsiders text: Oliver</p>	<p>Health and Wellbeing: Why should we look after our teeth?</p>	<p>Health and Wellbeing: What keeps us safe?</p> <p>No outsiders text: This is our House</p>	<p>Relationships: What are families like?</p> <p>*Year 4: Changes to body (menstruation)</p>

		Hueys in the new jumper				No outsiders text: Two Monsters
RE	Importance of light in Religious Festivals (LIGHT) Hindu – Divali (Rama) -Review Hannukah Focus- Stories, symbols, celebration	Christmas (ANGELS) CHR Focus: Angels <ul style="list-style-type: none"> Messengers - good news Children’s own ideas about angels	Purpose CHR (Christian) Focus question: What kind of world did Jesus want? (Gospel KS1) <ul style="list-style-type: none"> Christians try to put into practice his teaching – worship/ social justice To include some of the main events in Jesus’ life	Easter CHR Focus question: Why do Christians call the day Jesus died ‘Good Friday’? (Salvation LKS2) Last Supper /Communion	Cycle of life Hindu/ CHR <ul style="list-style-type: none"> Focus Celebration / Belief in reincarnation Lion King - link -What do Christians believe about the Cycle of Life? -What do Hindus believe about the Cycle of Life? <ul style="list-style-type: none"> Shiva – Lord of the dance Why is Shiva special to Hindus? 	Kingdom of God (PENECOST) CHR Focus question: When Jesus left, what was the impact of Pentecost? (Kingdom of God LKS2) <ul style="list-style-type: none"> The Holy Spirit Power given to be a follower of Christ How Christians should live whole lives as part of church community
PE	Invasion Games Gymnastics	Dance Invasion Games	Swimming Net and wall	Swimming Gymnastics	Dance – country dancing Athletics – preparation for sports day Striking and fielding – rounders	
French						
Future Learning						