Falcons Class Foundation Subjects Long term planning – Year B

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title/Question	From Winchester to Weymouth (sustainability in our local community) PGL	Our Neighbours to the East (sustainability – nuclear power/re-wilding and environmental recovery; sustainable food)	Pegasus, Planets and Pots Winchester College visit	Mountains (Sustainability: mountain habitat erosion through tourism & industry; rapid climate change vs. adaptation; human impact on evolution)	Arabian Nights (sustainability: impact of climate change on life cycles) Science museum visit	The Show Must Go On (sustainability: 3 year cycle focus) Yr 6 Minstead
History			**A study of ancient Greek Life**		**A Non-European society that contrasts with British history –** Baghdad c.900.	
Geography	**Region of the United Kingdom**	**Region of a European geography.**	**Locate the World's countries, using maps to focus on Europe.**	Mountains	Locate the world's countries.	
Science	**Properties of Material Describing Materials:**	**Humans – Healthy lifestyle**	**Earth and Space**	**Humans - Respiration:**	**Life cycles of humans and animals**	**Changing Materials**
	Scientific Enquiry Focus: Taking measurements, using scientific equipment and taking repeat readings.		**Scientific Enquiry Focus: Reporting and presenting findings from enquiries**		**Scientific Enquiry Focus: Using test results to make predications to set up further comparative and fair tests.**	
Computing	**Digital Literacy: Communication & Collaboration** – World Wide Web	**Computer Science: Programming A: variables in games** - Scratch	**Digital Literacy: Flat-File Databases –** J2 sample Data databases	**Digital Literacy: Video production –** Microsoft Editor	**Computer Science: Programming B: Sensing** - Microbit	**Digital Literacy: 3D modelling -** Tinkercad
DT/Art	**Art - Painting techniques and artist study** Turner – seascapes	**DT - Cooking and nutrition** Prepare a sustainable, savoury dish.	**Art - Sculpting** Use clay to create Greek pots.	**Art - Paper and Paste** **Collage and model sculpting** **Create a model of a mountain** **Collage artist Megan Coyle**	**DT - Structures** Create a tent to be used in the desert.	**DT/Art Textiles** Create a money or memory bag.
PSHE	**Living in the wider world:** What decisions can people make with money?	**Mental Health and Wellbeing:** How can drugs common to everyday life affect health?	**Relationships:** What will change as we become more independent?	**Living in the wider world**: What jobs would we like?	**Mental Health and Wellbeing:** How can we keep healthy as we grow?	**Mental Health and Wellbeing** How can we keep healthy as we grow?
RE	**Gospel** **CHR**	**Incarnation** **CHR/Jewish link**	**Belonging** **Islam**	**Easter (RESURRECTION) CHR**	**Peace** **Islam**	**Creation/Fall**
PE	**Tennis** **Gymnastics**	**Tennis** **Gymnastics**	**Football** **Dance**	**Football** **Dance**	**Cricket** **Athletics**	**Cricket** **Athletics**
French	Food		Shopping		Direction	
Previous Learning	**Foxes:** Geography: local study of St Cross Hospital in Winchester. History: study of Anglo-Saxons (when both Winchester and Weymouth were in the kingdom of Wessex).	**Foxes:** study regions in North America ('Road Trip') and South America ('Carnival Time') and compare to the UK. **Falcons**: study a region of the United Kingdom ('From Winchester to Weymouth').	**Foxes:** study of Roman Empire and its impact on Britain; study of conflict between Vikings and Anglo-Saxons (link to conflict between Ancient Greek city-states). **Falcons**: geography topic on St Petersburg in Europe.	Foxes: study volcanos and look at Mt Vesuvius impact on Pompeii Falcons: The Power of water also focused on human and physical geography.	**Foxes:** 'Invaders' history unit, covering the same period (AD793-1066), when Vikings invaded Anglo-Saxon Britain. **Falcons:** 'Pythagoras, Pegasus and Pots' ancient Greek history unit, including a focus on its well-	A region of the UK in the South of England.

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					known legacy of knowledge and learning.	
Technical Vocabulary	*Capital city* *Function: residential, industrial, commercial, recreational* *Housing type: flat, terrace, semi-detached, detached* *Land use* *Service industry: retail, administration, healthcare, education, tourism* *Site* *Settlement* *Situation* *Rural, suburb* *Urban, urbanisation*	*Continent Country* *City Capital* *Landscape Climate* *Human geography* *Physical geography* *Latitude & longitude* *Northern hemisphere* *Arctic circle* *Time zones* *Natural resources* *Economic activity* *Tourism Business* *Residential Industrial* *Retail* *Leisure*	*Empire Civilisation* *Democracy politics* *Ancient modern* *City-state citizen* *Marathon Hoplite* *Athenian Spartan* *Primary source* *Secondary source* *Parthenon temple* *Acropolis Agora* *Myth religion* *Hero architecture* *Science technology* *Literature philosophy* *Legacy astronomy*	Altitude, avalanche, crust, gorges, summit, tectonic plates, fold mountains, fault-block mountains, volcanic mountains, dome mountains, plateau mountains.	*Tigris Euphrates* *fertile Mesopotamia* *civilisation Caliph Al-Mansur* *Abbasid Caliphate empire* *capital city natural resources* *trade route Silk Road* *wealth knowledge* *location Muslim/Islam* *Allah / Mohammed (PBUH)* *mosque palace* *avenue astronomy* *medicine philosophy* *law translation* *House of Wisdom* *scholar library* *Mongols Asia* *invasion depopulate* *uninhabitable irrigation*	
Possible SEN Provision	Pre-learning – end of term send pack home with outline of topic/key vocabulary/links to websites and books on YouTube/ideas for activities at home. · Key words on flashcards and word banks. · Dual coding – pictures/visual aids/objects for use in discussions for display areas/tables. · Children to draw pictures and diagrams (in some cases label or annotate) · Photograph children's learning/activity outcomes for practical work or when they haven't recorded it in books. · Concrete resources where applicable/available. · Tasks divided into smaller chunks to allow movement breaks and achievable outcomes. · Model task before independent work.					
History			**A study of ancient Greek Life Differences in ways of life:** How did the experiences of men, women and children change? Characteristic features of the period**:** **How is the past represented?** Describe and make links between the main events, situations and changes within and across periods and societies studied. **Finding out about the past using sources:** Ask and answer questions. Select and record information relevant to the focus of an enquiry. What can we deduce about the Ancient Greeks by studying their pots?		**A Non-European society that contrasts with British history –** Baghdad c.900. **Social, cultural, religious and ethnic diversity of societies in Britain and the wider world**: What do we know about the religious and social aspects of the history of Baghdad? **Describe and make links between the main events, situations and changes within and across periods and societies studied**: How was the early Islamic civilisation 'a beacon of light in the Dark Ages'? **Identify and describe reasons for, and results of, historical events, situations and changes:** Why was Baghdad such an important city in the early Islamic empire?	
Geography	**Region of the United Kingdom – human and physical geography, key topographical features.** Use a range of different maps. Draw to scale with increased accuracy. Measure a straight line and non-straight line distances using scale bar.	**Understanding geographical similarities and differences through the study of human and physical geography of a region of a European geography.** Globes and atlases: use wide range of atlas and globe information to collect relevant information for place and thematic investigations. Using globes to explore geographical interconnections and patterns. Index keys used accurately. Aerial photos: Low level satellite and high-level satellite	**Locate the World's countries, using maps to focus on Europe.** Countries and major cities – key physical and human characteristics.	**Locational knowledge** Identifying human and physical characteristics, key topographical features (focus on mountains) and land-use patterns. Position and significance of latitude etc. Locate countries, using maps to focus on Europe. Describe key aspects of mountains and their impact on economic activity/land use/natural resources.	Locate the world's countries. Identify the position and significance of latitude, longitude etc. Describe and understand key aspects of human geography including trade links and the distribution of natural resources.	

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<tr><td></td><td></td><td></td><td></td><td>Use maps, atlases, globes and digital/computer mapping, compass and grid references.</td><td></td><td></td></tr>
<tr><td rowspan="2">Science</td><td>Properties of Material
Describing Materials:
Materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment.</td><td>Humans – Healthy lifestyle
Diet, exercise, drugs and lifestyle have an impact on the way our bodies function. They can affect how well our heart and lungs work, how likely we are to suffer from conditions such as diabetes, how clearly we think, and generally how fit and well we feel. Some conditions are caused by deficiencies in our diet e.g. lack of vitamins.</td><td>Earth and Space
The sun is a star at the centre of the solar system with 8 planets orbiting it; models of the solar system have developed form being geocentric to heliocentric.
Moons are celestial bodies that orbit planets and Earth’s moon has a ‘lunar cycle’.
Earth’s rotation causes day and night.</td><td>Humans - Respiration:
The heart pumps blood in the blood vessels around to the lungs. Oxygen goes into the blood and carbon dioxide is removed. The blood goes back to the heart and is then pumped around the body. Nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. As they are used, they produce carbon dioxide and other waste products. Carbon dioxide is carried by the blood back to the heart and then the cycle starts again as it is transported back to the lungs to be removed from the body. This is the human circulatory system.</td><td>Life cycles of humans and animals
Plants and animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. Animals, have offspring which grow into adults. Some animals’ offspring will be born live. In other animals, there may be eggs laid that hatch to young which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis.
Plants reproduce both sexually and asexually</td><td>Changing Materials
Sometimes mixed substances react to make a new substance. These changes are irreversible. Heating can sometimes cause materials to change permanently. When this happens, a new substance is made. These changes are not reversible.</td></tr>
<tr><td colspan="3">Scientific Enquiry Focus: Taking measurements, using scientific equipment and taking repeat readings.

• Children independently ask scientific questions.
• Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.
• The children select from a range of practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample.</td><td colspan="2">Scientific Enquiry Focus: Reporting and presenting findings from enquiries
Construct simple shadow clocks, taking measurements and repeat readings; compare time zones.
Create simple models of the solar system, recording data of increasing complexity using scientific diagrams and labels and selecting appropriate bars and graphs.
Identify evidence that refutes or supports ideas, recognise suitable secondary sources and sort fact from opinion.

• In their conclusions, children: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge.
• They evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used.
• They identify any limitations that reduce the trust they have in their data.
• They communicate their findings to an audience using relevant scientific language and illustrations.</td><td colspan="2">Scientific Enquiry Focus: Using test results to make predications to set up further comparative and fair tests.
• Children use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.</td></tr>
<tr><td>Computing</td><td>Digital Literacy: Communication & Collaboration – World Wide Web

Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</td><td>Computer Science: Programming A: variables in games – Scratch

• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve</td><td>Digital Literacy: Flat-File Databases – J2 sample Data databases

• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</td><td>Digital Literacy: Video Production – Film Editor

• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
• Select, use, and combine a variety of software (including</td><td>Computer Science: Programming B: Sensing – Microbit

• Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</td><td>Digital Literacy: 3D modelling – Tinkercad

• 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</td></tr>
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	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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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	• 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	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 • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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	given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
DT/Art	**Art - Painting techniques and artist study** Turner – sea scapes To learn about great artists, architects and designers in history. To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;	**DT - Cooking and nutrition** Prepare a sustainable, savoury dish. Children understand and apply the principles of a 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: • know, explain and give examples of food that is grown, reared and caught in the UK, Europe and the wider world; • understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; • understand that food is processed into ingredients that can be eaten or used in cooking; • demonstrate how to prepare and cook a variety of predominantly savoury dishes	**Art - Sculpting** Use clay to create Greek pots. To become proficient in sculpting techniques. Children can: • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips;	**Art - Paper and Paste** **Collage and model sculpting** **Create a model of a mountain** To improve their mastery of art and design techniques with a range of materials – collage. Children can: • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; To improve their mastery of art and design techniques, including sculpting with a range of materials. • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, • use materials other than clay to create a 3D sculpture;	**DT - Structures** Create a tent to be used in the desert. **Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Technical Knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures; **Evaluate** • investigate and analyse a range of existing products; • evaluate their ideas and products against their own design	**DT/Art Textiles** Create a money or memory bag. **Make** • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • investigate and analyse a range of existing products; • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world. To improve their mastery of art and design techniques with a range of materials – textiles. Children can: • experiment with a range of media by overlapping and

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		safely and hygienically including, where appropriate, the use of a heat source; • demonstrate how to use a range of cooking techniques, such as frying and boiling; • explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes; • adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; • alter methods, cooking times and/or temperatures;			criteria and consider the views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world.	layering in order to create texture, effect and colour; • add decoration to create effect;
PSHE	**Living in the wider world:** What decisions can people make with money? **Money and Work** Influences and attitudes to money; money and financial risks PoS Refs: L18, L22, L23, L24 **Belonging to a community** Protecting the environment; compassion towards others PoS Refs: L4, L5, L19 **No outsiders text:** Dreams of Freedom	**Mental Health and Wellbeing:** How can drugs common to everyday life affect health? **Keeping safe** Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media PoS Refs: H37, H42, H46, H47, H48, H49, H50 **No outsiders text:** The Whisper	**Relationships:** What will change as we become more independent? **Respecting ourselves and others** Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33 **Respecting ourselves and others** Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34 **No outsiders text:** Where the poppies now grow.	**Living in the wider world:** How can the media influence people? **Media literacy and Digital resilience** Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16 **No outsiders text:** The Island	**Mental Health and Wellbeing:** How can we keep healthy as we grow? **Physical health and Mental wellbeing** What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24 **No outsiders text:** And Tango makes Three	**Mental Health and Wellbeing** How can we keep healthy as we grow? **Growing and changing** Human reproduction and birth; increasing independence; managing transitions PoS Refs: H24, H33, H35, H36 **No outsiders text:** And Tango makes Three
RE	**Gospel** **CHR** Focus question – What would Jesus do? (Gospel UKS2) Sermon on the mount Wise and foolish builder	**Incarnation** **CHR/Jewish link** Focus Question – Was Jesus the Messiah? (Incarnation UKS2) Jesus, a saviour from God Jews are still waiting for the Messiah, Christians are waiting for the Messiah to return.	**Belonging** **Islam** Focus question – How do Muslims show that they belong? Shahada and Salat (Two of the 5 pillars of Islam) Shahada (Recite and belief in the Shahada/ belief in one God) Salat (Muslim prayer)	**Easter (RESURRECTION) CHR** Focus question: What difference does the resurrection make to Christians? (Salvation UKS2) Link between Christians belief in resurrection and life after death	**Peace** **Islam** Focus question – How do Muslims find peace? Revelation of the Qur'an to Mohammed Ramadan Sawn (fasting during Ramadan)	**Creation/Fall** Focus question: Creation v Science - conflicting or complementary? (Creation/Fall UKS2)
PE	**Tennis** **Gymnastics**	**Tennis** **Gymnastics**	**Football** **Dance**	**Football** **Dance**	**Cricket** **Athletics**	**Cricket** **Athletics**
French	Food Ordering food in a restaurant		Shopping Shops		Direction Asking for directions	

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			How much?			
Future Learning	**Cycle B**: study St Petersburg in Russia and compare to Winchester. **Cycle A:** local river study; OS map work during Minstead residential.	***Cycle B****: human respiratory systems; life cycles of humans and animals.* **Cycle A:** local river study ('Rivers'), study Mt Everest in Asia ('Mountains'), study north European taiga biome ('All Creatures Great and Small').	**Cycle B:** study of Early Islamic Empire. **Cycle A**: study of Ancient Egyptians.	**Cycle A**: 'Off with their Heads' – study of the changing powers of monarchs and rise in democracy in the UK.	**Cycle A:** 'Ancient Egyptians' history unit, including a focus on the importance of the Nile river.	