

Falcons Class Foundation Subjects Long term planning – Year A

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title/ Question	The Power of Water (Sustainability: climate change and flooding; 3 year cycle environment topic - 1 week recap.) Learning Behaviour: Proactive Core Value: Compassion Minstead	Our Changing Britain Learning Behaviour: Reflective Core Value: Gratitude	Do the eyes have it? (Sustainability: fueling electrical use) Learning Behaviour: Determined Core Value: Honesty	Ancient Egyptians (Sustainability: legacy, link back to flooding) Learning Behaviour: Reflective Core Value: Compassion	All Creatures Great and Small (Sustainability: rapid climate change and species extinction) Learning Behaviour: Inentive/Creative Core Value: Honesty	The Show Must Go On (Sustainability: 3 year cycle environment topic - half-term focus.) Learning Behaviour: Reflective Core Value: Gratitude
History		Study a theme of British history that extends pupils chronological knowledge beyond 1066 – The Windrush	The changing powers of monarchs since 1066.	The achievement of the earliest civilisations		
Geography	Rivers		Counties of the UK	World countries	Climate zones, biomes and vegetation belts	
Science	Forces: gravity, air resistance and water resistance	Evolution and inheritance (incl. adaptation)	Electricity	Forces: contact forces (increasing abstraction)	Living things & habitats: classification	Light
	Scientific Enquiry Focus - Identify scientific evidence that has been used to support or refute ideas or arguments.		Scientific Enquiry Focus – Planning different types of scientific enquires to answer questions.		Scientific Enquiry Focus – Recording data and results of increasing complexity.	
Computing	Digital Literacy: Internet searching - E-safety: Reporting concerns and rules for safe use	Digital Literacy: Spreadsheet Modelling - Excel E-safety: Online risks/keeping your information safe	Computer Science: Programming – selection in physical computing - Crumble	Digital Literacy: Vector Drawing – PowerPoint or Publisher	Digital Literacy: Website Design –Google Site E-Safety: Responsible behaviour using online messaging	Computer science: Quiz - Scratch
DT/Art	Art - Drawing Artist – EH Shepard Printing (Minstead)	Art – Photography	DT - Electrical systems Make a voting buzzer/alarm	DT – Mechanical systems Make a display case for a museum piece.	DT - Cooking and Nutrition Making Bread	Set design
PSHE	Living in the wider world: How can the media influence people? British values	Living in the wider world: How can the media influence people?	Mental Health and Wellbeing: How can we help in an accident or emergency?	Mental Health and Wellbeing: What makes up our identity?	Relationships: How can friends communicate safely?	Relationships: How do friendships change as we grow?
RE	Umma - Community Islam	Christmas (COMPARISON) CHR	Passover (FREEDOM) Jewish	Easter SALVATION CHR	Character of God Christian / Islam Link	Key Moments in Life/Rites of Passage/Pilgrimage
PE	Netball Gymnastics	Netball Dance -Lindihip	Hockey Gymnastics	Hockey Dance	Rounders Athletics	Rounders Athletics
French	My school and Classroom		Body parts and hospitals		Around the world	
Previous Learning	Falcons: Year 6s have previously looked at human and physical geography of the position of Bagdad and how the river affects the city.	Foxes: ‘Compton Then and Now’ – study of history of local food production vs modern farming methods; ‘St Cross’ – study of the how the community of St Cross Hospital and the experiences of the	Falcons: Democracy was part of our Pythagoras, Pegasus and Pots topic in year B.	Falcons: Year 6 children have studied Ancient Greeks and the Early Islamic Civilization in year B.	Falcons: Year 6 will have looked at the life cycle of living things in year B and all children will have used clasification keys in Minstead in the Autumn term.	

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		<p>men living there has changed over time.</p> <p>Foxes: studied Vikings, Anglo-Saxons and Romans in Britain, some understanding of historical migration (<i>this unit will address difference between invasion and peaceful migration</i>).</p> <p>Falcons: cycle B studied the issue of Ukranian refugees using Primary News non-fiction and 'The Arrival' graphic novel as a text driver.</p> <p>Compared the principles of citizenship in ancient Greek city states and modern Britain.</p>				
Technical Vocabulary	<p>Current, confluence, delta, erosion, estuary, floodplain, meander, mouth, silt, source, stream, tributary, physical geography, human geography,</p>	<p><i>British values</i></p> <p><i>rule of law</i></p> <p><i>democracy</i></p> <p><i>tolerance of those with different faiths and beliefs</i></p> <p><i>individual liberty and responsibility</i></p> <p><i>mutual respect</i></p> <p><i>unconscious bias</i></p> <p><i>ethnicity</i> <i>heritage</i></p> <p><i>discrimination</i> <i>racism</i></p> <p><i>culture</i> <i>tradition</i></p> <p><i>migration</i> <i>migrant</i> <i>emigration</i></p> <p><i>immigration</i> <i>asylum</i></p> <p><i>refugee</i> <i>generation</i></p> <p><i>community</i> <i>diversity</i></p> <p><i>citizen</i></p>	<p>Assassination, Commonwealth, invade, Magna Carta, Monarch, rebels, reign, revolt, democracy,</p>	<p>BC, BCE, civilisation, irrigation, silt, hieroglyphics, cartouche, Rosetta Stone, artefact,</p>	<p>Characteristics, classify, taxonomist, key, habitats, Carl Linnaeus, criteria, microorganism, microscope, species,</p>	
Possible SEN Provision	<p>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.</p>					
History		<p>Changes in aspect of social history from 1066-present – the impact of migration and immigration to diversity in Britain.</p> <p>Study a theme of British history that extends pupils chronological knowledge beyond 1066.</p> <p>Post war immigration from the Caribbean to the UK.</p> <p>Characteristic features of the period – ideas, beliefs, attitudes; Social, cultural, religious and ethnic diversity of societies in Britain and the wider world: ‘How have different attitudes and beliefs/ cultures and experiences affected filmmaking?’</p> <p>Describe and make links between the main events, situations and changes within and across periods and societies studied: ‘How have developments in technology affected filmmaking?’</p> <p>Identify and describe reasons for, and results of, historical events, situations and changes: ‘What has caused rises and falls in the</p>	<p>The changing powers of monarchs since 1066.</p> <p>Reasons for and results of historical events, situations and changes: Can we identify the reasons for the rise of democracy/parliament?</p> <p>Finding out about the past using sources: What do we know about a particular topic?</p>	<p>The achievement of the earliest civilisations – where and when.</p> <p>Focus on one civilisation.</p> <p>Differences in ways of life: Recognise that the past is represented in different ways and give reasons for this. How do we know about these people? Link to language/artefacts/sources.</p> <p>Finding out about the past using sources: Find out about events, people and changes studies from a range of sources, including ICT. How do we know about these people? Link to language/artefacts/sources.</p>		

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		popularity of cinemas over the past 120 years? How has the industry reacted? Find out about events, people and changes studied from a range of sources, including ICT: 'What is a blockbuster?' Online research to find the highest grossing films.				
Geography	<p>Locational knowledge Identifying human and physical characteristics, key topographical features (focus on rivers) and land-use patterns.</p> <p>Human and Physical Geography Rivers</p> <p>Geographical skills and fieldwork Using maps: Four and six figure grid references – simple to complex keys – conventional and non-conventional. Contours, trig points. Direction: Eight points – simple bearings, six-figure references, longitude and latitude, bearings</p>	<p>Locational knowledge Position and significance of latitude etc. Locate countries around the world Name and locate counties of the United Kingdom</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping, compass and grid references. Using maps: Four and six figure grid references – simple to complex keys – conventional and non-conventional.</p>	<p>Locational knowledge Name and locate counties of the United Kingdom</p>	<p>World countries Physical geography: climates, biomes and vegetation belts Distribution of world's resources incl. energy, food, minerals & water</p>	<p>Locational knowledge: World's countries, longitude, latitude, Equator, Tropics of Cancer and Capricorn, Time zones. Physical Geography: climate zones, biomes and vegetation belts 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 and keys used accurately. Aerial photos: Low level satellite and high-level satellite.</p>	
Science	<p>Forces: gravity, air resistance and water resistance</p> <p>Effects of pushing and pulling Air resistance and water resistance are forces against motion caused by objects having to move air and water out of the way</p> <p>:</p>	<p>Evolution and inheritance (incl. adaptation)</p> <p>(Life cycles have evolved to help organisms survive to adulthood Different types of organism have different life cycles)</p> <p>Evolution and Natural Selection Fossils provide evidence that Living things have changed over time Organisms best suited to their environment are more likely to survive long enough to reproduce Organisms reproduce and offspring have similar characteristics to parents Variation exists within a population (and between offspring of same parents) Over time the characteristics that are most suited to the environment become increasingly common. Inheritance Some organisms reproduce sexually where offspring inherit information from both parents Some organisms reproduce asexually by making a copy of a single parent)</p>	<p>Electricity</p> <p>Ideas associated with push Batteries are a store of energy. This energy pushes electricity round the circuit. When the battery's energy is gone it stops pushing. Voltage measures the 'push'</p> <p>Ideas associated with resistance and push The greater the current flowing through a device the harder it works Current is how much electricity is flowing round a circuit</p> <p>Ideas associated with resistance When current flows through wires heat is released. The greater the current the more heat is released</p>	<p>Forces: contact forces (increasing abstraction)</p> <p>Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move.</p> <p>Investigating magnets Friction is a force against motion caused by two surfaces rubbing against each other</p>	<p>Living things & habitats: classification</p> <p>All living things Classification of animals, plants and microorganisms Give reasons for classifications. Observing differences. Scientist: Carl Linnaeus.</p>	<p>Light</p> <p>How we see: Animals see objects when light is reflected off that object and enters their eyes Animals see light sources when light travels from the source into their eyes</p> <p>What happens when light hits objects: Light reflects of all objects (unless they are black). Non-shiny surfaces scatter the light so we don't see a single beam.</p> <p>How light travels: Light travels in straight lines</p>
	<p>Scientific Enquiry Focus - Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Scientific Enquiry Focus – Planning different types of scientific enquires to answer questions.</p> <ul style="list-style-type: none"> Children independently ask scientific questions. 	<p>Scientific Enquiry Focus – Recording data and results of increasing complexity.</p> <ul style="list-style-type: none"> The children decide how to record and present evidence. They record observations e.g. using annotated photographs, videos, 			

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	<ul style="list-style-type: none"> 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. When doing this, they discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer. They talk about how their scientific ideas change due to new evidence that they have gathered. They talk about how new discoveries change scientific understanding. 		<ul style="list-style-type: none"> 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. 		<p>labelled diagrams, observational drawings, labelled scientific diagrams or writing. They record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. They record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys.</p> <ul style="list-style-type: none"> Children present the same data in different ways in order to help with answering the question. 	
Computing	<p>Digital Literacy: Internet searching -</p> <ul style="list-style-type: none"> 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 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>E-safety: Reporting concerns and rules for safe use</p>	<p>Digital Literacy: Spreadsheet Modelling - Excel E-safety: Online risks/keeping your information safe</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>E-safety: Online risks/keeping your information safe</p>	<p>Computer Science: Programming – selection in physical computing – Crumble IT: Focus on Typing Skills using different website games etc...</p> <ul style="list-style-type: none"> Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve 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 	<p>Digital Literacy: Vector Drawing – PowerPoint or Publisher</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>Digital Literacy: Website Design – Google Site E-Safety: Responsible behaviour using online messaging</p> <ul style="list-style-type: none"> 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 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. <p>E-Safety: Responsible behaviour using online messaging</p>	<p>Computer science: Quiz – Scratch</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve 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
DT/Art	<p>Art - Drawing Artist – EH Shepard</p> <p>To learn about great artists, architects and designers in history. To become proficient in drawing techniques. To improve their mastery of drawing, with a range of materials.</p>	<p>Art – Photography</p> <p>Manipulate photographic images with traditional methods and ICT processes to achieve individual results</p>	<p>DT - Electrical systems Make a voting buzzer/alarm</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, 	<p>DT – Mechanical systems Make a display case for a museum piece.</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]; 	<p>DT - Cooking and Nutrition Making Bread</p> <p>Children understand and apply the principles of a healthy and varied diet. Cook a variety of savoury dishes using a range of cooking techniques. Children can:</p>	<p>Set design</p>

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	<ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; <p>Printing (Minstead) To improve their mastery of art and design techniques with a range of materials – printing.</p> <ul style="list-style-type: none"> design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns; 		<p>aimed at particular individuals or groups;</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Technical Knowledge</p> <ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]; apply their understanding of computing to program, monitor and control their products. 	<p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; <p>Evaluate</p> <ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> know, explain and give examples of food that is grown (such as wheat) in the UK, Europe and the wider world; 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 safely and hygienically including, where appropriate, the use of a heat source; alter methods, cooking times and/or temperatures; measure accurately and calculate ratios of ingredients to scale up or down from a recipe; independently follow a recipe. 	
PSHE	<p>Living in the wider world: How can the media influence people?</p> <p>Media literacy and Digital resilience: How information online is targeted; different media types, their role and impact PoS Refs: L12, L14</p> <p>No outsiders text: The Island</p>	<p>Living in the wider world: How can the media influence people?</p> <p>Media literacy and Digital resilience Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16</p> <p>No outsiders text: The Island</p>	<p>Mental Health and Wellbeing: How can we help in an accident or emergency?</p> <p>Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45</p> <p>No outsiders text: How to Heal a Broken Wing</p>	<p>Mental Health and Wellbeing: What makes up our identity?</p> <p>Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27</p> <p>No outsiders text: My Princess Boy</p>	<p>Relationships: How can friends communicate safely?</p> <p>Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29</p> <p>Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29</p> <p>No outsiders text: Rose Blanche</p>	<p>Relationships: How do friendships change as we grow?</p> <p>Families and friendships Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7</p> <p>Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26</p> <p>No outsiders text: Love You Forever</p>
RE	<p>Umma - Community Islam Focus question - How do Muslims practice and develop a sense of Umma (One of the 5 pillars of Islam)?</p> <ul style="list-style-type: none"> How do Muslims develop a sense of community through Hajj(Pilgrim) and Zakat(Distribution of wealth)? 	<p>Christmas (COMPARISON) CHR Birth Narratives - Matthew / Luke Focus: comparisons - purpose – writers</p>	<p>Passover (FREEDOM) Jewish Link Focus question:How can following God bring freedom and justice? (People of God UKS2)</p> <ul style="list-style-type: none"> Story of Moses Celebration of freedom <p>Passover /Importance in Jewish tradition</p>	<p>Easter SALVATION CHR Focus question: What did Jesus do to save human beings? (Salvation UKS2)</p> <ul style="list-style-type: none"> Links between concept of Jesus’ death as a sacrifice and idea of salvation 	<p>Character of God Christian / Islam Link Focus question: What does it mean if God is holy and loving? (God UKS2)</p> <ul style="list-style-type: none"> There are many different ideas about existence and nature of God. Christian view of holy and loving God who is called Father. <p>Islam – Importance of a holy God /Many names for God</p>	<p>Key Moments in Life/Rites of Passage/Pilgrimage (RITES OF PASSAGE) ISLAM CHR /J Link Focus</p> <ul style="list-style-type: none"> Rituals and symbols to mark key events in life - Personal/Christian/Jewish/Muslim
PE	Netball Gymnastics	Netball Gymnastics	Hockey Dance	Hockey Dance	Rounders Athletics	Rounders Athletics
French	My school and Classroom		Body parts and hospitals		Around the world	

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	Different subjects Classroom equipment Pass me the pen please	Getting first aid – my leg hurts			Different countries Going on holiday	
Future Learning	Children will be going on to investigate mountains and their physical geography and their impact on human geography.					