

Long Term Plan- Foundation Subjects (Cherry Class)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	An Unexpected Visitor	Let's Play	Where are we going?	Wild Things	In Nature	Great Britain
Geography	Investigate Places	Mapping and Atlases	Our local Area	Safari	Wonderful Weather	Magical Maps
	Investigate the world's continents and oceans Investigate the countries and capitals of the United Kingdom. Use maps, atlases and globes Name and locate the world's continents and oceans.	Use compass directions Use simple fieldwork skills to describe key features of the school using physical and human geography Use maps, atlases and globes	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world Use compass directions & locational language Devise a simple map Identify land use around the school.	Identify the key features of a location Use aerial Maps Understand geographical similarities and differences through studying the human and physical geography comparing with a non European country Use basic geographical vocabulary to refer to: key physical features & key human features Use compass directions Devise a simple map Name and locate the world's continents and oceans.	Identify seasonal and daily weather patterns Understand geographical similarities and differences through studying the human and physical geography Use basic geographical vocabulary to refer to: key physical features & key human features Use simple fieldwork and observational skills	Use world maps, atlases and globes Use aerial images Identify the key features of a location Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
History	War and Rememberence	Toys	Travel and Transport	Explorers	Nurturing Nurses	Kings and Queeens
	Describe historical events Ask questions what was it like? What happened? Use artefacts Use words and phrases that show the passing of time Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Observe or handle evidence Ask questions Use phrases or words that show the passing of time Use artefacts pictures or stores to find out about the past	Place events and artefacts in order on a time line. Describe historical events. Observe or handle evidence to ask questions and find answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Label time lines with words or phrases such as: past, present, older and newer.	Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.	Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. Observe or handle evidence to ask questions and find answers to questions about the past. Label time lines with words or phrases such as: past, present, older and newer.	Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. Use dates where appropriate. Recount changes that have occurred in their own lives.
Art & Design	Portraits	Clay Sculpture	Textiles	Cityscapes & Landscapes	Colour Chaos	Nature Sculptures
	Draw lines of different sizes Show patterns and texture Show different tones Develop an idea	Use a combination of shapes Include lines and texture Use a variety of medium Use a range of techniques such as rolling, cutting, moulding and carving Respond to ideas and starting points	Use weaving Join materials Use Plaiting and dip dying Explore ideas Respond to ideas and starting points Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.	Respond to ideas and starting points. Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.

Design and Technology	Fabric Faces	Making a toy 'Juggling balls'	Food from around the world	Moving Pictures	Bunting	
	Cut materials safely Measure and mark out accurately Use a range of cutting and shaping techniques Use joining techniques Explore how products have been created	Measure and mark accurately Cut materials safely Use a range of joining techniques Develop an idea	Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.	Make products, refining the design as work progresses. Use software to design. Model designs using software. Create products using levers, wheels and winding mechanisms. Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products Explore how products have been created.	Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	
Computing	Online Safety	Using and Applying	Computer art	Test & Debug Algorithms	Programming	Presenting
	Understand online risks and age rules	Use simple databases to record information Use a range of applications and devices in order to communicate ideas, work and messages	Use a range of applications and devices in order to communicate ideas, work and messages. Control when drawings appear and set the pen colour, size and shape. Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Control motion by specifying the number of steps to travel, direction and turn. Specify user inputs (such as clicks) to control events. Specify the nature of events (such as a single event or a loop). Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).	Select sounds and control when they are heard, their duration and volume. Control motion by specifying the number of steps to travel, direction and turn.	Use simple databases to record information in areas across the curriculum. Use a range of applications and devices in order to communicate ideas, work and messages.
Religious Education	Rules and Routines	Gifts and Giving	Places of Worship	Ceremonies	Nature & God	Beginnings & Endings
	Identify how you make your own choices Explain how actions affects others Identify things that are important to them	Describe some of the main festivals and celebrations of a religion Recognise, name and describe some religious artefactes, places and practises.	Name some religious symbols. Explain the meaning of some religious symbols. Recognise, name and describe some religious artefacts, places and practises.	Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion.	Explain the meaning of some religious symbols. Ask questions about puzzling aspects of life. Name some religious symbols	Show an understanding of the term 'morals'. Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied.
PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Being my Best	Rights and Responsibilities	Growing & Changing
	Name a variety of different feelings and explain how these might make me behave. Identify some different ways of dealing with 'not so good' feelings. Identify when I need help and who to go to for help. Identify some different classroom rules and give reasons as to why we have them.	Give examples of differences that are something to be valued and celebrated. Explain why sometimes things seem unfair to other people.	Recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them. Say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body). Explain why medicines need to be kept out of reach and sight of children.	Give examples of how these ideas have helped me when I have found something difficult. Explain about different food groups and why we need to choose and eat food from these different groups.	Give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.	Identify a range of adults in my life that I can trust and ask for help. Tell you a range of things that I can do now that I couldn't do last year and some things that I am still learning to do. Tell you which body parts girls and boys have that are the same and which body parts are different.

PE	Swimming Gymnastics	Games Swimming	Dance	Games	Games Swimming	Athletics Swimming
	Copy and remember actions Move with control and awareness Stretch and curl to develop flexibility Control Leg movements	Use rolling, hitting, jumping, catching and kicking skills in combination Develop tactics Lead others where appropriate Control leg movements	Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea.	Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. Jump in a variety of ways and land with increasing control and balance.	Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. Swim unaided up to 25 metres.	Move with some control and awareness of space. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance.
Music	Gospel	Latin Music/ Christmas Music	Folk Music	Ethnic Music	Music of the West	Classic 100
	Take part in singing Make and control long and short sounds Follow instructions on how to play an instrument or when to sing	Clap rhythms Create a mixture of different sounds Identify the beat of a tune	Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument Imitate changes in pitch. Make and control long and short sounds, using voice and instruments.	Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.	Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.	Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments.