

Long Term Plan- Foundation Subjects (Maple Class)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Land of the Kingdoms	Water World	UFO	Off with their Head!	A Perfect Parody	Choices
Geography	West Africa: Locational and Place Knowledge	Water Water Everywhere	Natural Disasters	All about England	Exploring Europe	First World, Third World... One World!
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. describe and understand key aspects of Africa's' natural resources including energy, food, minerals and	Describe and understand key aspects of physical geography, including: rivers, seas, oceans and the water cycle.	Describe and understand key aspects of physical geography, including: climate zones, biomes, mountains, volcanoes and earthquakes, hurricanes and tsunamis.	Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom.	Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.	Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
History	Benin	Significant Individuals	The Shang Dynasty	Tudor Life	Ancient Egypt	Iron Age
	Describe the social, ethnic, cultural or religious diversity of past society. Use sources of evidence to deduce information about the past.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Understand early civilizations achievements and an in-depth study of the Shang dynasty. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Understand that no single source of evidence gives the full answer to questions about the past.	Identify early civilizations achievements and an in-depth study of the Ancient Egypt. Seek out and analyse a wide range of evidence in order to justify claims about the past.	Describe changes in Britain from the Stone Age to the Iron Age. Use dates and terms accurately in describing events. Identify periods of rapid change in history and contrast them with times of relatively little change.
Art & Design	Kingdom of Benin Sculpture	Printing and Digital media	Architects & Designers	Royal Portraits Drawing	Illustrators Drawing, Painting	Emotion Painting, Printing
	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities.	Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. Enhance digital media by editing (including sound, video, animation, still images and installations).	Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.	Give details about the style of some notable artists, artisans and designers. Sketch (lightly) before painting to combine line and colour. Use brush techniques and the qualities of paint to create texture. Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	Develop and imaginatively extend ideas from starting points throughout the curriculum. Create a colour palette based upon colours observed in the natural or built world.	Combine colours, tones and tints to enhance the mood of a piece. Comment on artworks with a fluent grasp of visual language. Develop a personal style of painting, drawing upon ideas from other artists.

Design and Technology	Food around the world	Marble run	Kite making	Traditional Food	Recreating Recipes	Materials, Construction, Mechanics
	Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking time and temperatures.	Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.	Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate.	Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.	Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product designs.
Computing	Multimedia and Word processing	Digital media	Programming 2 forms/languages	Communication and Collaboration	Data	E-Safety
	Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	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 sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.	Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications.	Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner	Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
Religious Education	Sikhism	Christianity	Buddhism	Islam	Hinduism	Stories from the Old Testament
	Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.	Explain how religious beliefs shape the lives of individuals and communities. Explain the practices and lifestyles involved in belonging to a faith community.	Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).	Show an understanding of the role of a spiritual leader. Explain how some teachings and beliefs are shared between religions.	Explain the practices and lifestyles involved in belonging to a faith community. Explain why different religious communities or individuals may have a different view of what is right and wrong.	Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions.
PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Being My Best	Rights and Responsibilities	Growing and Changing
	Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. Give examples of negotiation and compromise. Explain what inappropriate touch is and give example.	Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).	Identify how I can overcome problems and challenges on the way to achieving my goals. Give examples of an emotional risk and a physical risk.	Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. Explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. Explain the advantages and disadvantages of different ways of saving money.	Give an example of a secret that should be shared with a trusted adult. Identify some emotional changes associated with 'puberty' and how people may feel when their bodies change. Give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).

	Basketball	Football	Gymnastics	Dance/Yoga	Cricket	Athletics
PE	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate for example, basketball apply basic principles suitable for attacking and defending	Play competitive games, modified where appropriate for example, football, apply basic principles suitable for attacking and defending	Develop flexibility, strength, technique, control and balance through gymnastics	Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns	Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play.	Combine sprinting with low hurdles over 60 metres. Throw accurately and refine performance by analysing technique and body shape. Show control in take-off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement.
Music	Classics 100	Electric Christmas	Folk Music of British Isles (Oxford MT Manual)	World Music (instrumental-foreign lang.)	Music of the West	Ensemble Music/ Final Show
	Listen to some famous classic pieces and including Gospel, Jazz and Classical. As part of a group play pitched unpitched percussion parts and join in ensemble music skills..	Listen to a popular Christmas Song from the last 40 yrs. Perform a part or a song as a group and record as a class performance. Compose a Christmas track using vocals, samples, some live takes using effects.	Listen to a variety of folk songs Perform a convincing part of a folksong for children use of tuned or un-tuned percussion, Record a live piece of folk music or bring in a folk song from home.	Listen to Frere Jacques, Tuwe Tuwe, Leave 2 open for Easter input. Sing and play a main or a supporting or solo part ind. Or as part of a group. Compose simple rhythms using rhythm planners, joining in, trying different things and taking turns	Listen to famous American songs from the Wild West to today. Perform a vocal part, add tuned or un-tuned percussion, play an instrumental part. devise a song chorus or theme and write it as letters or on keys as dots	Listen to some famous classical pieces. As part of a group play pitched unpitched percussion parts and join in ensemble music skills. Help devise a class piece in preparation for visiting musicians.