

Long Term Plan- Foundation Subjects (Willow Class)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Fantasy	Familiar settings	Warriors	Traditional Tales & Fables	Talking to each other	Myths and Legends
Geography	Mapping including local area fieldwork	Settlements	Changes and Conservation	Climate zones and biomes	United Kingdom	Countries of Europe
	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	Describe some of the characteristics of geographical areas. Use a range of resources to identify the key physical and human features of a location.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Name and locate the countries of Europe and identify their main physical and human characteristics.
History	Anglo-Saxons, Scots and Vikings	Ancient Egypt	Ancient Greece	Roman Britain The Roman Empire and its Impact on Britain	Riotus Royalty	The Railways
	Place events, artefacts and historical figures on a time line using dates. Give a broad overview of life in Britain from ancient until medieval times.	Use appropriate historical vocabulary to communicate various aspects of life in Ancient Greece including: dates <ul style="list-style-type: none"> • time period • era • change • chronology 	Use evidence to ask questions and find answers to questions about the past ,use more than one source of evidence for historical enquiry	Compare Roman Britain and aspects of the Roman Empire with some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of Roman Britain.	Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Compare some of the times studied with those of other areas of interest around the world. Describe changes that have happened in the locality of the school throughout history.
Art & Design	Drawing, painting	The First Art Drawing, Painting	Animals Textiles	Mosaic Collage	Machines Drawing, Digital Media	Ceramic Vessels Sculpture
	Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.	Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings.	Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.	Replicate some of the techniques used by notable artists, artisans and designers. Create images, video and sound recordings and explain why they were created.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.

Design and Technology	The Colour of Delicious Food, Materials, Construction	Incredible Inventions Electricals and electronics, Computing	Building Bridges	Magnificent Recipes Food	Animals Textiles	Shelters and Tents
	repare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	Create series and parallel circuits	Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques. Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials) Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.	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 need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles.	Observe and understand the uses and construction of shelters Refine work and techniques as work progresses, continually evaluating the product design. Improve upon existing designs, giving reasons for choices. Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials).
Computing	Word Processing	Internet Research and Communication	Presentation	Programming	Programming	Online Safety
	Create blogs and pieces of work using the features of applications (word, PPT) Use opportunities for cross-cirricular work.	Create cross-cirricular projects (pupil ideas) and use online information and programmes to use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Use cross-cirricular projects and PPT to create presentations by using some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Use Scratch, topmarks-paint to access animation and coding activities: Use specified screen coordinates to control movement. Set the appearance of objects and create sequences of changes. Create and edit sounds. Control when they are heard, their volume, duration and rests. Control the shade of pens	Use Scratch, topmarks-paint to access animation and coding activities: Specify conditions to trigger events. Use IF THEN conditions to control events or objects. Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).	Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work.
Religious Education	Beliefs and teachings (from various religions)	Rituals, ceremonies and lifestyles (from various religions)	How beliefs are expressed	Time to reflect and personal growth	Values (in your own life and others lives)	What is Spirituality and how do people experience this?
	Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions.	Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals.	Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. Describe how some of the values held by communities or individuals affect behaviour and actions.	Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas	Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions.	Identify religious symbolism in literature and the arts. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals.

	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Being my Best	Rights and Responsibilities	Growing and Changing
PSHE	Give a lot of examples of how I can tell a person is feeling worried just by their body language. Say what I could do if someone was upsetting me or if I was being bullied. Explain what being 'assertive' means and give a few examples of ways of being assertive.	Say a lot of ways that people are different, including religious or cultural differences. Explain why it's important to challenge stereotypes that might be applied to me or others.	Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. Identify a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. Give examples of positive and negative influences, including things that could influence me when I am making decisions.	Give examples of different things that I do already that help to me keep healthy. Give different examples of some of the things that I do already to help look after my environment.	Explain how a 'bystander' can have a positive effect on negative behaviour that they witness (see happening) by working together to stop or change that behaviour. Explain how reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. Give examples of these decisions and how they might relate to me.	Label some parts of the body that only boys have and only girls have. List some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). Identify reasons why people get married.
	Invasion Games	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, hockey, netball and apply basic principles suitable for attacking and defending]	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate for example, cricket, and apply basic principles suitable for attacking and defending	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance through athletics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Gospel	Latin Music/Christmas Music	Folk Music of British Isles	Ethnic Music (instrumental-foreign lang.)	Music of the West	Classics 100
Music	Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly.	Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.	Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments.	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.	Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes.	Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear.