



Foundation Subject Medium Term Planning
 School Theme: **Fantastic Foundations** Literacy Tree story: **Lubna and Pebble**
Why do people sometimes need our help?

Week/ Date	Literacy	Mathematics	Science History Geography Computing	Art DT Music	RE PSHE	PE Forest Rangers
Week 1 31 st August – 4 th September	<u>Inset Days</u> 3 rd / 4 th September – In school training					
Week 2 7 th – 11 th September 11th September Rosh Hashanah PM activities	<u>Settling in Week</u>	<u>Settling in Week</u>	<u>Settling in Week</u> Settling in games and setting classroom rules – expectations of the classroom, team building activities, belonging. We are Paddington Bear class Activities based around the class theme, Paddington Bear, belonging and expectations, getting to know the classroom and each other.	<u>Art</u> My Mum / Special person pictures	<u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 1 - My Hopes and Fears for the Year. WALT: Identify some of my fears for this year. WALT: Recognise when I feel worried. WALT: Know who to ask for help. (See separate Jigsaw planning) <u>RE</u> Rosh Hashanah – Jewish New Year. Learn about the traditions of Rosh Hashanah and the foods related to the celebrations. Try apples and honey.	<u>PE</u> PE – Inspired Schools - See separate planning
Week 3 14 th – 18 th September	<u>Settling in Week</u>	<u>Settling in Week</u> Climate sustainability - impact	<u>Settling in Week</u> Settling in games and setting classroom rules – expectations of the classroom, team building activities, belonging. Ready, Respectful, Safe Activities based around whole school expectations, how to be successful in year 2, setting goals and aspirations. <u>Computing: Active Bytes</u> 'I am Kind and Responsible'. Reporting / Supporting and Evaluating	<u>Music</u> Kapow unit: Call and response (Animals) Kapow session 1: Going on safari WALT: Create short sequences of sound. (See separate Kapow planning) <u>Art</u> WALT: describe the art style of Kandinsky WALT: create artwork inspired by Kandinsky Kandinsky inspired Christmas Cards. Look at artwork by Kandinsky and learn about him and his style. Children to then use what they have learnt to create a Christmas card design based on the artists style and use of shape and colour.	<u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 2 - Rights and Responsibilities WALT: Understand the rights and responsibilities of being a member of a class and school. WALT: Recognise when we feel worried and know who to ask for help. (See separate Jigsaw planning) <u>Rainbow Time</u> Adults to support accessing resources and taking turns etc	<u>PE</u> PE – Inspired Schools - See separate planning <u>Forest Rangers</u> Intro / Rules
Week 4 21 st – 25 th September	<u>Settling in Week</u>	<u>Settling in Week</u> Climate sustainability - impact	<u>Settling in Week</u> Settling in games and setting classroom rules – expectations of the classroom, team building activities, belonging.	<u>Music</u> Kapow unit: Call and response (Animals) Kapow session 2: Rhythmic safari WALT: Copy a short rhythm.	<u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 3 - Rewards and Consequences	<u>PE</u> PE – Inspired Schools -

		Place Value Week 1		(See separate Kapow planning.) <u>Art</u> Ensure Christmas cards are completed (22 nd Sept)	WALT: <i>Understand the rights and responsibilities for being a member of my class.</i> WALT: <i>Help to make my class a safe and fair place.</i> (See separate Jigsaw planning) <u>Rainbow time</u>	See separate planning Class teacher PE - Continuing from Inspired PE session.
Week 5 28 th September – 2 nd October 30th September Bridgwater Fair Welly Walk and Picnic 1st October Black History Month assembly. 1st October Phonics Parent Workshop 2nd October National Poetry Day	Lubna and Pebble Week 1	Place Value Week 2	<u>Geography</u> WALT: <i>begin to understand how to read maps, using a key and compass rose</i> WALT: <i>create a basic grid map of our local area</i> Berry Bear enjoyed our welly walk this week! Berry has asked us to create a map of our journey, including some of the physical features we saw as we walked. Use Google Maps to remind of the features on the route. Show children a variety of maps and explain what a key is used for and why there would be a compass on a map. Children then to create their own map using a key and a compass. <u>Science</u> WALT: <i>Investigate the planets in our solar system.</i> WALT: <i>Understand day and night processes through the exploration of the planet's rotation.</i> Ask the children to name the planets in our solar system. Investigate how the planets of the solar system all rotate around the sun. Discuss night day processes - find out why is it dark at night and light in day through exploration of the planet's rotation. Children to act out how the planets rotate around the sun. Exploration of the difference between planets and moons. What makes a planet a planet? Explain to the children that this will link to the animation project.	<u>Music</u> Kapow unit: <i>Call and response (Animals)</i> Kapow session 3: Call and response WALT: <i>Learn a traditional song from Ghana</i> (See separate Kapow planning) <u>Wow starter – Art</u> WALT: <i>describe the art style of Kandinsky</i> WALT: <i>create artwork inspired by Kandinsky</i> Artist Focus - Kandinsky: Link to spirals on seashells/pebbles on beach by looking at the art work of Kandinsky. Create the world of tents using Kandinsky art style.	<u>PSHE</u> Jigsaw Puzzle 1 – <i>Being Me in my World</i> Piece 4 – <i>Rewards and consequences</i> WALT: <i>Listen to other people and contribute my own ideas about rewards and consequences.</i> WALT: <i>Help make my class a safe and fair place.</i> (See separate Jigsaw planning) <u>RE</u> National Poetry Day.	<u>PE</u> PE – <i>Inspired Schools -</i> See separate planning <u>Forest School</u> Forest Rangers – Welly Walk

Week 6 5th – 9th October 7th October Harvest Festival Assembly . 9th October World Mental Health Day	Lubna and Pebble Week 2	Place Value Week 3	<u>Geography</u> WALT: Name and locate the world's seven continents. WALT: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Locate and learn to name and locate the world's 7 continents. Share the 7 continents song on YouTube. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Discuss the different places that Berry Bear could visit. Why would these places be good for him to visit? What would be the barriers? Children to draw Berry Bear visiting one of the 7 continents. They should then explain why this would be a good place for Berry to visit. <u>History</u> WALT: find out some key information about Neil Armstrong and what makes him significant. WALLT: watch and discuss footage of the moon landing. Discuss Neil Armstrong. Explain that he is a significant person in history. Ask the children if they have heard of him. Who was Neil Armstrong? Why is he important? Find out about the significance of the moon landing in 1969, watch the footage from the moon landing. Children to recreate the moon landing in groups. Adult to photograph. Create a Neil Armstrong fact poster. <u>Computing – Multimedia 2 Animation – Lesson 1</u> WALT: Use technology to organise and present my ideas in different ways. WALT: Save and open files on the device I use. Use J2E code to introduce animation. Give the pairs time to explore the software. How can you make something move? Prompt	<u>Music</u> Kapow unit: Call and response (Animals) Kapow session 4: Rhythmic response WALT: Create rhythms based on call and response. (See separate Kapow planning)	<u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 5 – Our learning charter WALT: Understand how following the Learning Charter will help me and others learn. WALT: Work cooperatively. (See separate Jigsaw planning) <u>Rainbow time</u>	<u>PE</u> PE – Inspired Schools - See separate planning <u>Forest Rangers</u> Garden Week
--	------------------------------------	-------------------------------	--	--	---	---

			as required. Some will work out what they can do by themselves. Ask them to: Click on 'stickers' to select an object, click the 'edit background' tab and choose background, click on the frame number and then 'copy frame', move object by dragging, click on copy frame and repeat as required. click play to watch your animation, let children have time to explore what they can create. Children to use their knowledge of Neil Armstrong to plan a stop motion animation of the moon landing or the rotation of the planets.			
Week 7 12th – 16th October Assessment Week – Including writing assessments 16th October Parents' Day	Lubna and Pebble Week 3	Place Value Week 4	<u>Fantastic Finishers</u> <u>Computing – Multimedia 2 Animation - Lesson 2</u> WALT: Use technology to organise and present my ideas in different ways. WALT: Use the keyboard on my device to add, delete and space text for others to read. WALT: Save and open files on the device I use. Use J2E code to introduce animation before beginning the stop motion project. Use this session to create a stop motion animation of either the rotation of the planets or moon landing. Refer to the use of programming and algorithms. Children to develop their animation from their starting point, adapting as needed. Children to consider how to use the software to make the animation effective.	<u>Music</u> Kapow unit: Call and response (Animals) Kapow session 5: The safari event WALT: Add dynamics to a structure of rhythms. (See separate Kapow planning)	<u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 6 – Owning our learning charter WALT: Recognise the choices I make and understand the consequences. (See separate Jigsaw planning)	<u>PE</u> PE – Inspired Schools - See separate planning Class teacher PE - Continuing from Inspired PE session.
Week 8 19th – 23rd October 22nd October RSHE Parent Workshop	Fantastic Foundations theme week		<u>See separate weekly planning</u> Focusing on foundation subjects and foundational skills across all subjects.		<u>Rainbow time</u>	<u>PE</u> PE – Inspired Schools - See separate planning <u>Forest Rangers</u> Scarecrow trail