



## The Teaching of foundation subjects at Thorp

The **National Curriculum of England for Key Stage 1 and 2** has 3 core subjects, English, maths and science, and 8 foundation subjects. These comprise of History, geography, computing, art and design, design technology, Languages (in key stage 2), music and PE. Alongside these there is an expectation that the school will 'offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.' RE is also a taught component of primary school, and there is an expectation that an agreed RE syllabus is taught in all maintained Primary Schools.

An overarching aim of the National Curriculum is: To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

Within the Early Years Foundation Stage children are working towards the Early Learning Goals as set out by the government in the **statutory framework for the early years foundation stage**. This document states there are 7 areas of learning. There are 3 Prime areas-Communication and Language, Physical Development and Personal, Social and Emotional Development. Alongside the Prime areas providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: Literacy, Mathematics, Understanding the World and Expressive Art and Design. For more information regarding teaching and learning in EYFS, please see our EYFS Statement published on the website.

At Thorp Primary school we want all our children to have the knowledge and skills to become responsible adults who aspire to achieve in their lives. The curriculum that we teach at Thorp will give our pupils experiences that enable them to develop independent thinking skills, foster a love of learning and give them a broad knowledge base to ensure that they are fully equipped for the modern world. Visits to other locations or visitors to the school and the use of different technologies and mediums are all tools used by the teachers at Thorp to deliver memorable learning experiences. In addition through the teaching of the foundation subjects the key skills of the core subjects can be enhanced and further developed.

At Thorp, the foundation subjects are bound together within a theme for every half term, to enable children to see connections and develop skills and knowledge along broad themes. Subjects such as computing and design and technology enhance thinking skills and are key areas in professions such as engineering and those in the science arena. History, geography, RE and languages promote an understanding of where we come from as a nation and our place in the world, as well as teaching children enquiry skills and critical thinking which are crucial in many professions. Music and art and design enable children to be creative and develop skills in imagination, critical thinking and composition. These are tools that all children need to become rounded adults with high aspirations. Physical Education ensures that children are healthy, have a good understanding of teamwork, are given the opportunity to explore competitiveness in a positive manner and experience a wide variety of games, dance and gymnastics.



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Theme</b>	<i>Where is your funny bone?</i>	<i>Same but different</i>	<i>Frozen world</i>	<i>Colours in the garden</i>	<i>Can I be king/queen for the day?</i>	<i>Where is Barnaby Bear?</i>
	<b>History/Geog</b>	School grounds fieldwork	Changes in living memory	Seasons and cold places	Significant people	Significant people (Kings and queens)	The United Kingdom
	<b>Science</b>	Human body and senses	Animals-identifying groups Structures Life bus-health	Materials Sorting and describing Bubble investigations	Plants-planting/life cycles Colour investigations	Fruit and vegetables	Materials-further investigation of properties
	<b>Art/Des Tech</b>	Self portraits (artists ie Picasso/ Skeletons from straws)	Textiles-puppets	Paper sculptures (artist- Bubble painting (science))	Easter/Mothers Day - DT-Levers cards	Food-healthy breakfast for a royalty	Observational drawings- charcoal/pencil/paint
	<b>Music</b>	Jack and the Beanstalk (BBC Song tree)	Christmas compositions	Instruments together (BBC Song tree)		Sun, sea and song (BBC song tree)	
	<b>RE</b>	Creation story-Christianity	Christmas Story-Christianity	Jesus as a friend-Christianity	Easter-Palm Sunday-Christianity	Shabbat-Judaism	Chanukah-Judaism
	<b>Computing</b>	Amazing images Let's make a card	Puppet Masters Types of technology posters	All about Algorithms	Espresso Coding	Internet Safety Cool Researchers Non-Chronological Class Book	Let's make a card 2 Espresso Coding 2
<b>Year 2</b>	<b>Theme</b>	<i>Island Life</i>		<i>London's Burning</i>	<i>Take a walk on the wild side</i>	<i>Oh I do like to be beside the seaside</i>	<i>This is Royton</i>
	<b>History/Geog</b>	Key events in history Including Bonfire night/Remembrance day/first airplane flight Katie Morag-Our Island Home (contrasting UK location)		National events in history The Great fire of London	Amazon Rainforest	Significant Local events Oldham Wakes-holidays in the past	Local fieldwork study
	<b>Science</b>	Materials		Animals including humans	Plants	Living things and their habitats	
	<b>Art/Des Tech</b>	Poppies (including working with clay 3D)	Mechanisms Wheels and axles Christmas crafts	Tudor Houses-structure	Henry Rousseau art Layers of the rainforest Food-Tropical fruit kebabs	Seaside Pictures Contrast Turner/Janet Bell	Local focus-Helen Bradury
	<b>Music</b> Ocarina	Composing-Remembrance day (The last post) Scottish Music (Mendelsohn The Hebrides)		London's Burning (Singing in the round) Composing own music	Sounds of Nature- Amazon rainforest	Performing and composing Julia Donaldson Rhythm	
	<b>RE</b>	What did Jesus teach?- Christianity	Christmas-Jesus as a gift from God-Christianity	Prayer at home-Islam	Easter-resurrection-Christianity	Community and belonging-Islam	Hajj-Islam
	<b>Computing</b>	Espresso coding 2.5 Let's Blog	2.3 Perfect posters	2.1 Super slideshows	Espresso coding 2.5 Let's Blog	2.4 Let's animate	Espresso coding 2.5 Let's Blog



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Theme</b>	<i>Treasure Hunt</i>	<i>You are what you eat</i>	<i>Planet Earth</i>	<i>Bronze age/iron age</i>	<i>Viva Italia</i>	<i>The wonder of Mother Nature</i>
	<b>History/Geog</b>	Maps and compass points	Stone age	Mountains, volcanoes and earthquakes	Bronze age/iron age	Italy	The equator/ hemispheres/time zones/Tropics
	<b>Science</b>	Skeleton	Nutrition	Rocks and fossils	Forces	Light	Plants
	<b>Art/Des Tech</b>	Textiles (Purse making)	Food	Study of an artist (Hokusai)	Structures (Stonehenge)	Italian artists/designers/architects	Art-Plants and nature
	<b>Music</b> Violin	Charanga music scheme					
	<b>RE</b>	Divali-Hinduism	Christmas-Christianity	Jesus' miracles-Christianity	Easter-Forgiveness-Christianity	Hindu Beliefs-Hinduism	Pilgrimage to the river Ganges-Hinduism
	<b>Computing</b>	3.5 Let's be safe	3.4 Digital Artists	Espresso coding-Sequence and animation and Conditional Events	3.3 Lets communicate online	Publisher-Italy booklet (Using software for a purpose)	3.1 Video Magic
<b>Year 4</b>	<b>Theme</b>	<i>I am a warrior</i>	<i>Flights of fancy</i>	<i>Traders and raiders</i>	<i>Contrast and change</i>	<i>Hammer of Thor</i>	<i>Predator from the hills</i>
	<b>History/Geog</b>	Romans	Passport around the world-	Anglo-Saxons	Study of Lytham St Annes (Contrasting locale)	Vikings	Local field study-Tandle Hills
	<b>Science</b>	Food/digestion/teeth	sound	Water cycles	Changes of state	Electricity	Habitats and food chains
	<b>Art/Des Tech</b>	Roman pattern/mosaic	mechanisms	Textiles	Bauhaus-Klee/Kandinsky	Electrical systems	Food Including Still life art
	<b>Music</b> Recorder	Learning to read music-recorders Music around the world		Own compositions Water theme (Graphic notation)	Jazz as a genre through the years	Viking (Out of the Ark music)	Putting on a performance-Recorder
	<b>RE</b>	Beliefs and practices-Judaism	Christmas-Christianity	Passover-Judasim	Easter-Christianity	Rites of passage and good work-Judaism	Prayer and worship-Christianity
	<b>computing</b>	PowerPoint (Using Software for a purpose)	Scratch	Garage Band	Super Spreadsheets 4.4	Multimedia Books 4.3	Let's Communicate Online



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<b>Theme</b>	<i>Is it right to fight?</i>		<i>It's all Greek to me</i>		<i>Who are the Mayans?</i>	
	<b>History/Geog</b>	The world at war (including map-work)		Greece		Mayans and rainforest	
	<b>Science</b>	Life cycles	Earth and space	Forces		Mixtures and dissolving	Reversible and irreversible change
	<b>Art/Des Tech</b>	Anderson Shelters/Propaganda posters/Roy Lichtenstein (Pop Art)		Vehicles with motors	Seurat-Pointillism	Food-smoothies	Mayan art and pattern Lucy Casson (Sculpture)
	<b>Music Ukulele</b>	WW2 sounds/noise of war. Songs and music (Gracie Fields)		Heroes of Troy-BBC primary music		Putting on a performance-Ukulele Own compositions (South America)	
	<b>RE</b>	Prayers and worship-Hinduism	Christmas-Christianity	Hindu beliefs-Hinduism	Easter-Christianity	Beliefs and moral values-Hinduism	Beliefs and practices-Christianity
	<b>Computing</b>	Let's Communicate Online	Magic Maths Quiz	Website Designers	Podcasts	Making a 3D Model	
<b>Year 6</b>	<b>Theme</b>	<i>Weighing of the heart</i>		<i>Spotlight on Royton</i>		<i>The natural environment</i>	
	<b>History/Geog</b>	Ancient Egypt/world maps		Local historical and geographical study		Local and world river studies	
	<b>Science</b>	Evolution and inheritance	The heart	Light	electricity	Living things	Healthy lifestyles
	<b>Art/Des Tech</b>	Egyptian art and design Pattern and paints	Structures (woodstrip Egyptian houses)	Industrial landscapes artist-Lowry perspective		Natural art Weaving Artist-Andy Goldsworthy	Healthy snacks
	<b>Music Xylophone</b>	The Ancient Egyptians (out of the Ark Music)		Local Musicians/composers past and present		River compositions	End of year show-what makes a good performance
	<b>RE</b>	Beliefs and practices-Islam	Christmas-Christianity	Beliefs and meaning-Christianity	Easter-Christianity	Beliefs and moral values-Islam	
	<b>Computing</b>	Presenting with Prezi	Scratch	Making a database	Let's communicate	Video makers	



## The Teaching of foundation subjects at Thorp

In Key Stage 2 the Modern Foreign Language being taught is French. School is using a nationally recognised and recommended scheme of work.

This year children in year 3 and 4 will;

- learn a small amount of vocabulary including nouns, verbs, adjectives and a conjunction
- recognise certain phonemes when they hear them, and identify the graphemes that can be used to represent them
- create simple spoken and written sentences, e.g.
  - ***Voici un chat rouge et un chien bleu.***
  - ***Je mets un pantalon jaune et un pull vert.***
- memorise and recite a bank of finger rhymes
- listen to stories and become familiar with stories known and loved by French children
- listen to and sing along with traditional French folk songs
- listen to and sing along with songs by the popular singer Henri Dès
- become familiar with the works of the painters Renoir and Monet and the music of the composer Debussy
- become familiar with the city of Paris by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits

and children in year 5 and 6 will;

- continue to use the vocabulary learnt in previous years (as Thorp provided children with opportunities to learn French as a non-statutory requirement in KS2) and learn a small amount of new vocabulary including nouns, verbs, adjectives and a conjunction. They learn to use sentence starters (in the form of simple adverbial phrases of place), e.g. Dans le sac, Chez moi. They learn to recognise and use plural forms of nouns, and to apply adjectival agreement by gender and number.
- recognise certain phonemes when they hear them, and identify the graphemes that can be used to represent them
- compare pronunciation at word and sentence level by learning about the concepts of liaison and elision, knowing that the final consonant of a word is almost always silent at word level and that the final consonant in the word **et** is always silent.
- create simple and sometimes more complex spoken and written sentences, e.g.
  - ***Dans le sac il y a un chat rouge et un chien bleu.***
  - ***Dans le sac il y a trois petits chats verts et une grande baleine bleue.***
- memorise and recite a bank of finger rhymes
- listen to stories and become familiar with stories known and loved by French children
- learn about customs and celebrations in France and make comparisons with customs and celebrations in their own culture
- listen to and sing along with traditional French folk songs
- listen to and sing along with songs by the popular singer Henri Dès
- become familiar with the works of the painters Degas, Cézanne and Matisse and the music of the composer Ravel
- become familiar with the region of the Dordogne in France by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits

The National Curriculum for Primary schools in England, from which this document is derived, can be found via: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>