

Foundation subject outcomes – Autumn – Term 1 2025

Subject	Unit outcomes	Key skills	Key knowledge	Vocabulary
History How am I making history?	- Order three photographs correctly on a simple timeline. - Use the terms 'before' and 'after' when discussing their timelines. - Talk about three memories and place one of them on a timeline. - Explain why memories are special and name four events that they celebrate throughout the year. - Think of three ways they celebrate their birthday. - Ask a visitor one question about childhood in the past. - Know a similarity and a difference between childhood now and in the past. - Add three ideas to a time capsule about themselves. - Use key vocabulary to compare the present, the past and possible changes in the future	- Sequencing three or four events in their own life. - Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). - Placing events on a simple timeline. - Being aware that some things have changed and some have stayed the same in their own lives. - Describing simple changes and ideas/objects that remain the same. - Understanding that some things change while other items remain the same and some are new. - Beginning to look for similarities and differences over time in their own lives. - Recalling special events in their own lives. - Using artefacts, photographs and visits to museums to answer simple questions about the past. - Beginning to identify different ways to represent the past (e.g. photos, stories).	- To know that a timeline shows the order events in the past happened. - To know that we start by looking at 'now' on a timeline then look back. - To know that 'the past' is events that have already happened. - To know that 'the present' is time happening now. - To know that within living memory is 100 years. - To know that people change as they grow older. - To know that throughout someone's lifetime, some things will change and some things will stay the same. - To know that there are similarities and differences between their lives today and their lives in the past.	change different event future memory past present similar timeline

		- Making simple observations about the past from a source. - Interpreting evidence by making simple deductions. - Describing the main features of concrete evidence of the past or historical evidence. - Communicating findings through discussion and timelines with physical objects/ pictures. - Using vocabulary such as – old, new, long time ago.	- To know that people celebrate special events in different ways. - To know that some people and events are considered more ‘special’ or significant than others. - To know that photographs can tell us about the past. - To know that we can find out about the past by asking people who were there. - To know that we remember some (but not all) of the events that we have lived through. - To know that the past can be represented in photographs.	
Art Drawing	- Show knowledge of the language and literacy to describe lines. - Show control when using string and chalk to draw lines. - Experiment with a range of mark-making techniques, responding appropriately to music. - Colour neatly and carefully, featuring a range of different media and colours.	Generating ideas: - Explore their own ideas using a range of media. Using sketchbooks: - Use sketchbooks to explore ideas. Making skills: - Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Make choices about which materials to use to create an effect.	Formal elements: Shape: Know a range of 2D shapes and confidently draw these. Line: Know that drawing tools can be used in a variety of ways to create different lines. - Know lines can represent movement in drawings.	2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form

	- Apply a range of marks successfully to a drawing. - Produce a drawing that displays observational skill, experimenting with a range of lines and mark making	- Develop observational skills to look closely and reflect surface texture Knowledge of artists: - Understand how artists choose materials based on their properties in order to achieve certain effects. Evaluating and analysing: - Describe and compare features of their own and others' artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Texture: Know that texture means 'what something feels like'. - Know different marks can be used to represent the textures of objects. - Know different drawing tools make different marks. Making skills: - That a continuous line drawing is a drawing with one unbroken line. - Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. - How to hold and use drawing tools in different ways to create different lines and marks. - How to create marks by responding to different stimulus such as music. - How to overlap shapes to create new ones. - How to use mark making to replicate texture. - How to look carefully to make an observational drawing.	horizontal lightly line mark making narrative observe optical art pastel printing shade shadow straight texture vertical wavy
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			- How to complete a continuous line drawing. Knowledge of artists: - Artists choose materials that suit what they want to make. Evaluating and analysing: - Art is made in different ways. - Art is made by all different kinds of people. - An artist is someone who creates.	
DT Making a moving storybook	- Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. - Clearly label drawings to show which parts of their design will move and in which direction. - Make a picture that meets the design criteria, with parts that move purposefully as planned. - Evaluate the main strengths and weaknesses of their design and suggest alterations.	- Explaining how to adapt mechanisms, using bridges or guides to control the movement. - Designing a moving storybook for a given audience. - Following a design to create moving models that use levers and sliders. - Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. - Reviewing the success of a product by testing it with its intended audience.	- A mechanism is the parts of an object that move together. - A slider mechanism moves an object from side to side or up and down. - A slider mechanism has a slider, slots, guides and an object. - Bridges and guides are bits of card that purposefully restrict the movement of the slider.	adapt assemble design design criteria input mechanism model sliders test

Science Intro to plants	<i>Pupils who are secure will be able to:</i> - Identify plants and their features. - Recall some of the roles that flowering plant parts have. - Name some trees and their parts. - Identify similarities and differences between deciduous and evergreen leaves. - Recall that seeds and bulbs come from plants. - Recognise that seeds need water for growth. <i>When working scientifically, pupils who are secure will be able to:</i> - Raise questions about plants and respond to suggestions on how to set up an investigation to answer a question. - Use a magnifying glass to observe the different parts of flowering plants. - Draw and label a diagram of a flowering plant. - Use an identification chart to name flowering plants. - Sort plants into groups based on specific criteria. - Use non-standard units to measure leaf length. - Recognise similarities and differences in seeds and bulbs. - Recognise that predictions do not always match observations.	Posing questions - Exploring the world around them and raising their own simple questions. - Recognising there are different types of enquiry (ways to answer a question). - Responding to suggestions on how to answer questions. Planning - With support, deciding if suggested observations are suitable. - Ordering a simple method. Predicting - Suggesting what might happen, often justifying it with personal experience. Observing (qualitative data) - Using their senses to describe, in simple terms, what they notice or what has changed. Measuring (quantitative data) - Using non-standard units to measure and compare. Researching - Gathering specific information from one simplified, specified source. Recording (diagrams) - Drawing and labelling simple diagrams. Recording (tables) - Using a prepared table to record results including:	To know: - A variety of common plants and how they differ. - Deciduous trees lose their leaves seasonally but evergreen trees do not. - The basic structure, including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem, of a variety of common plants, including flowering plants and trees. - To begin to understand how plants grow and change over time. Science in action To know: - About famous scientists throughout history. - About the work of modern-day scientists. - There are spiritual, moral, social and cultural links with Science.	bulb deciduous diagram evergreen flower fruit garden plants group growth leaf measure observe roots seed stem trunk wild plants
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	- Identify which plant parts can be eaten. - Recognise that scientific research into plants leads to important discoveries.	numbers; simple observations. Grouping and classifying - Grouping based on visible characteristics. Analysing and drawing conclusions - Using their results to answer simple questions. - Beginning to recognise when results or observations do not match their predictions.		
Music Keeping the pulse	Pupils who are secure will be able to: - Clap the rhythm of their name in time to the pulse. - Sway or tap in time to the pulse. - Sing a rhythm in time with the pulse. - Copy rhythms based on word patterns using an instrument. - Keep the pulse while playing a rhythm on an instrument. - Follow instructions during a performance.	Listening and evaluating - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Beginning to move in time with the beat of the music. - Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). - Recognising simple patterns and repetition in pitch (e.g. do-re-mi). - To recognise and name the following instruments: up to three instruments from Group A and B. - Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Creating sound	To know that: • Notation is read from left to right. • Pictorial representations of rhythm show sounds and rests	pulse singing voice speaking voice thinking voice

		- Singing simple songs, chants and rhymes from memory. - Competently singing songs with a very small pitch range (two notes that are different but close together). - Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. - Exploring changing their singing voice in different ways. - Breathing at appropriate times when singing. - Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. - Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation - Reading different types of notation by moving eyes from left to right as sound occurs. - Using pictorial representations to stay in time with the pulse when singing or playing. - Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests. Composing and improvising - Improvising simple question and answer phrases, using untuned percussion or voices.		
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		Performing - Starting to maintain a steady beat throughout short performances. - Keeping instruments still until their part in the performance. - Performing actively as part of a group; keeping in time with the beat. -Showing awareness of the leader, particularly when starting or ending a piece.		
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