

Foundation subject outcomes – Autumn – Term 2 - 2025

Subject	Unit outcomes	Key skills	Key knowledge	Vocabulary
Geography What is it like here?	Pupils who are secure will be able to: - Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. - Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. - Recognise four features in the school grounds using a map. - Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. - Draw a design to improve three areas of the playground using the results from the survey.	- Recognising some physical features in their locality. - Recognising some human features in their locality. - Using an atlas to locate the UK. - Using directional language to describe the location of objects in the classroom and playground. - Using directional language to describe features on a map in relation to other features (real or imaginary). - Responding to instructions using directional language to follow routes. - Recognising local landmarks on aerial photographs. - Recognising basic human features on aerial photographs. - Recognising basic physical features on aerial photographs . - Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. - Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. - Using simple picture maps and plans to move around the school. - Asking questions about the world around them.	- Recognising some physical features in their locality. - Recognising some human features in their locality. - Using an atlas to locate the UK. - Using directional language to describe the location of objects in the classroom and playground. - Using directional language to describe features on a map in relation to other features (real or imaginary). - Responding to instructions using directional language to follow routes. - Recognising local landmarks on aerial photographs. - Recognising basic human features on aerial photographs. - Recognising basic physical features on aerial photographs . - Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. - Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. - Using simple picture maps and plans to move around the school.	aerial photograph aerial view atlas city country directional language distance features globe improve key land locate location map north place questionnaire sea survey symbol town village

		- Commenting on the features they see in their school and school grounds on a walk around the respective places. - Asking and answering simple questions about the features of their school and school grounds. - Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. - Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	- Asking questions about the world around them. - Commenting on the features they see in their school and school grounds on a walk around the respective places. - Asking and answering simple questions about the features of their school and school grounds. - Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. - Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	
Art Craft and design – Woven wonders	Pupils who are secure will be able to: - Give an opinion about whether an activity counts as ‘art’. - Listen attentively to a visitor describing their creative interests. - Draw and talk about a remembered experience of making something creative. - Independently choose and measure lengths of wool and join wool sections together. - Adjust their wrapping technique if something doesn’t work well.	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. - Explore and analyse a wider variety of ways to join and fix materials in place.	Formal elements: - Form: Know that three dimensional art is called sculpture. Making skills: - What materials can be cut, knotted, threaded or plaited. - How to wrap objects/shapes with wool. - How to measure a length. - How to tie a knot, thread and plait. - How to make a box loom.	art artist craft knot loom plait thread threading warp weaving weft

	- Show that they are selecting colours thoughtfully. - Be open to trying out a new skill. - Show that they are choosing materials based on colour, thickness and flexibility. - Show resilience and keep going when things don't go right the first time. - Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). - Weave with paper, achieving a mostly accurate pattern of alternating strips. - Describe their own weaving and compare it to Vicuna's artwork. - Attach things securely to their box loom. - Remember the process needed for weaving and attach some elements in this way. - Discuss the choices they make and what they like about their finished work.	Knowledge of artists: - Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. 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.	- How to join using knots. - How to weave with paper on a paper loom. - How to weave using a combination of materials. Knowledge of artists: - Some artists are influenced by things happening around them. - Sometimes artists concentrate on how they are making something rather than what they make. - Artists can use everyday materials that have been thrown away to make art. - 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. - Craft is making something creative and useful.	
DT Textiles - Puppets	Pupils who are secure will be able to: - Join fabrics together using pins, staples or glue. - Design a puppet and use a template. - Join their two puppets' faces together as one.	- Using a template to create a design for a puppet. - Cutting fabric neatly with scissors. - Using joining methods to decorate a puppet. - Sequencing steps for construction. - Reflecting on a finished product, explaining likes and dislikes.	- To know that 'joining technique' means connecting two pieces of material together. - To know that there are various temporary methods of joining fabric by using staples, glue or pins.	decorate design fabric glue model hand puppet safety pin staple

	- Decorate a puppet to match their design.		- To understand that different techniques for joining materials can be used for different purposes. - To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. - To know that drawing a design idea is useful to see how an idea will look.	stencil template
Science Forces and space – Seasonal changes	Pupils who are secure will be able to: - Name the four seasons in order and describe the typical weather in each. - Name some activities and events in the four seasons. - Describe the appearance of a tree's leaves in each season. - Recall that summer has the most daylight hours and winter has the least daylight hours. - Record data about the temperature across the four seasons. - Label a map of the UK with capital cities and seasonal weather symbols. When working scientifically, pupils who are secure will be able to: - Complete a pictogram and use it to answer simple questions.	Posing questions - Exploring the world around them and raising their own simple questions. Predicting - Suggesting what might happen, often justifying with personal experience. Observing (qualitative data) - Using their senses to describe, in simple terms, what they notice or what has changed. Researching - Gathering specific information from one simplified, specified source. Recording (tables) - Using a prepared table to record tally frequency. Graphing - Representing data using pictograms. Analysing and drawing conclusions - Using their results to answer simple questions.	To know: - The name and order of the four seasons: spring, summer, autumn and winter. - That it is unsafe to look directly at the Sun. - The weather associated with the four seasons and how it changes (in the UK). - That day length varies across the four seasons, with fewer daylight hours in the winter and more in the summer. Science in action To know: - About a range of jobs and careers that use scientific knowledge and methods, e.g. weather reporter.	deciduous tree evergreen tree season weather

	- Record data about the temperature across the four seasons.			
Music Tempo – Snail and mouse	- Demonstrate slow and fast with their bodies and voices. - Demonstrate slow and fast beats while saying a rhyme and using an instrument. - Perform a song using a singing voice. - Perform with an instrument. - Observe others and move, speak, sing and play appropriately. - Sing in time from memory, with some accuracy. - Keep a steady pulse. - Move, speak, sing and play demonstrating slow and fast beats	- Recognising basic tempo changes. - Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement). - Describing the differences between two pieces of music. - Listening to and repeating short, simple rhythmic patterns. - Listening and responding to other performers by playing as part of a group. - Combining instrumental and vocal sounds within a given structure. - Beginning to make improvements to their work as suggested by the teacher. - Using their voices expressively to speak and chant. - Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. - Responding to simple musical instructions such as tempo changes. - Competently singing songs with a very small pitch range (two notes that are different but close together).	To know: - That sound can help tell a story. - That an instrument or voice can be played at different speeds. - That pulse can be fast and slow.	- beat - fast - singing voice - slow - speaking voice - warm up