

Oak Class Long Term Curriculum Plan 23/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Land of Hope and Glory Geography Driver	We Shall Remember History Driver	Cracking Contraptions Design Technology Driver	Land of the Free Geography Driver	The Arts History and Art Driver	Achievements and Legacies History Driver
Enhancement Ideas	European Week (incorporating European Day of Languages) Visitor from another European country. Dress up in traditional dress. Food tasting. British Values Day Roald Dahl Day Grandparents Day National Poetry Day (with English unit) Harvest at Tunley Church Trip to the Lake District	Lancashire Museum Trip Diwali Assembly by Prags Black History Month Anti- bullying week Remembrance Sunday Children in Need Advent/Christmas/ Tunley Church Christingle	Enterprise and Maths Week Dragon's Den style event Allocated a budget of £50.00 with a remit of designing, advertising and making a product that can be marketed for sale to members of the school community and make a profit. Visits from local businesses. Media students from Bishop Rawsthorne School during the week, to support children with the design and filming of their adverts. Happy puzzle company Pancake Day races World Religion Day Chinese New Year Road Safety Week Safer Internet day	Farm to Fork week/Fairtrade Fortnight Weslandia by Paul Fleischman. Sustainable food miles, an onsite farm visit, plus parents and local business involvement. Raise an understanding of what Fair Trade means. Innocent smoothie or Warburtons visit Mother's Day Easter egg hunt World Book Day - Library service workshop Tunley Church Easter service Holi - Assembly by Prags World Autism Awareness Day - Teacher from Westmorland/visit?	Art week Various activities through the week linked to unit. Art teacher from a local high school	Healthy Living, Healthy World Week Freddy Fit, Mini Mantra Yoga, Ninja Warrior, recycling plant visit Reach for the Stars Week Celebrating the anniversary of the moon landings. Challenge and aspiration. Dress up as 'When I grow up I want to be...' Visiting planetarium Jodrell Bank trip Father's Day Sports Day Church visit Visit from Rev. Mike Year 6 sleepover Leaver's Assembly
School/ British Values	Democracy	Rule of law	Tolerance	Diversity	Mutual respect	Individual liberty
	We persevere	We are considerate	We aim high	We stand together	We are responsible	Christian values

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Geography	What makes Britain great? Study the United Kingdom. Study one area in depth Similarities to and differences from other European countries British Values – Democracy and the rule of law Bespoke to children's interests Looking at the bigger picture Topic based E –Safety Cross-Curricular: Travel Brochure on the Lake District and Sensory poem linked to the Lake District To investigate places: Milestone 2 • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and		What do we need? Energy and the environment We are considerate Mutual respect Looking at the bigger picture To investigate places: Milestone 2 • Ask and answer geographical questions about the physical and human characteristics of a location in the context of: settlements, electricity generation and distribution renewable and non-renewable energy sources, food miles, conserving food, water and energy supplies, comparing resource supplies in the UK and abroad. • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),	Q. What is the land of the free? Study the continent of North America Compare and contract North America with the United Kingdom. We are considerate Democracy Rule of law Diversity Looking at the bigger picture Topic based Cross-Curricular: Persuasive travel leaflet to visit area of the Americas. To investigate places: Milestone 2 • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and		
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physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United 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. • Name and locate the countries of Europe and identify their main physical and human characteristics. Milestone 3 • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of		and land-use patterns; and understand how some of these aspects have changed over time in the context of UK power stations. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Milestone 3 • Identify and describe how the physical features affect the human activity within a location. in the context of: settlements, electricity generation and distribution, renewable and non-renewable energy sources, food miles, conserving food, water and energy supplies, comparing resource supplies in the UK and abroad. • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical	physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. Milestone 3 • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.		
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the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. To investigate patterns Milestone 2 • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the		features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of UK power stations. • Collect and analyse statistics and other information in order to draw clear conclusions about locations. To investigate patterns Milestone 2 Milestone 3 • Describe how locations around the world are changing and explain some of the reasons for change. To communicate geographically Milestone 2 • human geography, including: settlements and land use, in the context of: settlements, electricity generation and distribution renewable and non-renewable energy sources, food miles, comparing resource supplies in the UK and abroad.	• Analyse and give views on the effectiveness of different geographical representations of a location • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. To investigate patterns Milestone 2 • 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. • Describe geographical similarities and		
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Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. - Describe geographical similarities and differences between countries. Milestone 3 - Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). - Understand some of the reasons for geographical similarities and differences between countries. - Describe how locations around the world are changing and explain some of the reasons for change. To communicate geographically Milestone 2 - physical geography, including: rivers, mountains,		- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Milestone 3 - human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. - Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	differences between countries. Milestone 3 - Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). - Understand some of the reasons for geographical similarities and differences between countries. - Describe how locations around the world are changing and explain some of the reasons for change. - Describe geographical diversity across the world. - Describe how countries and geographical regions are interconnected and interdependent. To communicate geographically Milestone 2 - physical geography, including: rivers, mountains,		
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	volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Milestone 3 • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.			• human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Milestone 3 • physical geography, including: rivers, mountains, • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).		
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	Vocabulary location, route, network, mountain, river, county, settlement type, economic activity, buildings, landscape, leisure, seaside resort, beach, coast, sea, physical, human, land use, features, traffic, vehicles, compass Directional language: Four figure grid references within the UK and wider world, distance, direction		Vocabulary settlement, resources, services, goods, electricity, supply, generation, power, Gigawatt (GW), coal, nuclear, CCGT, pumped Storage, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, food miles, as the crow flies, efficiency, conservation, carbon footprint, carbon footprint, global warming, poverty, food security, famine.	Vocabulary crops, customer, employment, export, factory, fair trade, growth, import, jobs, organic, shop, tourism, trade, wages		
History		<u>What might Europe have looked like, if Germany had won?</u> War and remembrance We stand together Democracy Rule of law Tolerance Mutual respect Individual liberty Looking at the bigger picture Topic based Cross Curricular: Information booklet on WWI			<u>How have surroundings influenced art through the centuries?</u> Study the arts in some ancient civilisations, looking at: Ancient Egypt c. 3000 BC – c. 30 BC, The Maya, c. 2000 BC – c. AD 1500 Early Islamic (Baghdad), c. AD 600 – c. AD 1258 Study the development of the arts throughout British history, looking at: Stone age c. 800,000 BC – c. 2400 BC, Vikings in Britain c. AD 793 – AD 1066	<u>How have achievements and legacies from the past influenced the present?</u> Study the arts in some ancient civilisations, looking at: Ancient Egypt c. 3000 BC – c. 30 BC, The Maya, c. 2000 BC – c. AD 1500 Early Islamic (Baghdad), c. AD 600 – c. AD 1258 Study the development of the arts throughout British history, looking at: Stone age c. 800,000 BC – c. 2400 BC, Vikings in Britain c. AD 793 – AD 1066

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		Investigate and interpret the past Milestone 2 • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. Milestone 3 • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in			Study the development of the arts throughout history, looking at 20th century AD 1901 – AD 2000 Individual liberty Diversity Bespoke to children's interests Looking at the bigger picture Topic based Investigate and interpret the past Milestone 2 • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of	Study the development of the arts throughout history, looking at 20th century AD 1901 – AD 2000 Individual liberty Diversity Bespoke to children's interests Looking at the bigger picture Topic based Milestone 2 • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. Milestone 3
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		order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. Build an overview of world history Milestone 2 • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Milestone 3 • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand chronology Milestone 2 • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events.			the main events and changes in history. Milestone 3 • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. Build an overview of world history Milestone 2 • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society.	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. Build an overview of world history Milestone 2 • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas,
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		Milestone 3 • Identify periods of rapid change in history and contrast them with times of relatively little change. • Use dates and terms accurately in describing events. Communicate historically Milestone 2 • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Milestone 3 • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.			• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Milestone 3 • Identify continuity and change in the history of the locality of the school. • Compare some of the times studied with those of the other areas of interest around the world. • 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. Understand chronology Milestone 2 • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. Milestone 3	beliefs, attitudes and experiences of men, women and children. Milestone 3 • Identify continuity and change in the history of the locality of the school. • Compare some of the times studied with those of the other areas of interest around the world. • 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. Understand chronology Milestone 2 • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. Milestone 3 • Describe the main changes in a period of history (using terms such
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		• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas			• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. Communicate historically Milestone 2 • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Milestone 3 • Use appropriate historical vocabulary to communicate, including: • dates	as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. Communicate historically Milestone 2 • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Milestone 3 • Use appropriate historical vocabulary to communicate, including: • dates
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					• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.	<u>Vocabulary</u> Use relevant and appropriate historical terms and vocabulary linked to chronology. Empires, civilisation, ancient, earliest, millennium, AD, BC, CE, BCE, era. Palaeolithic, Stone age, Anglo Saxon, Local study, Ancient Egypt, Early Islamic (Baghdad), The Maya, Moon landings.
					<u>Vocabulary</u> Use relevant and appropriate historical terms and vocabulary linked to chronology. - Significance, Symbolism - Architecture, Sculpture, Ceramic, Mural, Hieroglyphs, Ritual, Fresco, Bonampak murals - Golden Age of Baghdad, Geometric, Tessellation, Symmetry, Calligraphy, Taj Mahal - Cave paintings, Storytelling, Communication, Religious	

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					rituals, Recording events, Charcoal, Ochr - Archaeologists, Artefacts, Norse, Longboats, Viking Runic Alphabet, Runes - Art movement, Fauvism, Expressionism, Cubism, Surrealism, Abstract Expressionism Pop Art	
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Science	<u>Do rocks stay the same forever?</u> Chemistry: Compare and group rocks and describe the formation of fossils Exposure to a wide range of job opportunities. Bespoke to children's interests To work scientifically Milestone 2 • Ask relevant questions. and comparative and fair tests. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes		<u>Can objects really be attracted to each other?</u> Physics: Magnets – poles, attraction and repulsion. Exposure to a wide range of job opportunities. Bespoke to children's interests To work scientifically Milestone 2 • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Milestone 3 • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Use test results to make predictions to set up further comparative and fair tests.	<u>What if humans didn't have a skeleton?</u> Biology: Nutrition, muscle and skeleton system of humans and animals. We are responsible Mutual respect Diversity Exposure to a wide range of job opportunities. Health To work scientifically Milestone 2 • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including	<u>Why is my heart such an important organ?</u> Biology: Transportation of water and nutrients, The effect of diet, exercise and drugs. Circulatory System We are responsible Mutual respect Diversity Exposure to a wide range of job opportunities. Health To work scientifically Milestone 2 • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests Milestone 3 • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet,	<u>Can I explain why Stonehenge might tell the time?</u> Physics: Look at the movement of the Earth and the Moon. Explain day and night. We aim high Exposure to a wide range of job opportunities. Bespoke to children's interests Looking at the bigger picture Topic based Encourages problem solving To work scientifically Milestone 2 • Ask relevant questions. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. Milestone 3 • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

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related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. Milestone 3 • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. To investigate materials		To understand movement, forces and magnets Milestone 2 • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. Milestone 3 • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.	oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Use straightforward, scientific evidence to answer questions or to support their findings. Milestone 3 • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written	exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans Marie Maynard Daly To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function in the context of exploring Marie Maynard Daly's findings on diet and circulatory system health. Vocabulary Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle	Understand the Earth's movement in space Milestone 2 • Describe the movement of the Earth relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. Milestone 3 • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Vocabulary Earth, Sun, Moon, shadow, reflect, astronaut planets, Solar System, celestial body, sphere/spherical, rotate/rotation, orbit, axis, spin, Mercury, Venus, Mars,
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	Milestone 2 Milestone 3 • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter. Vocabulary Igneous, sedimentary, metamorphic, rocks, group, properties, permeable, impermeable, hard, soft, durable, buoyancy, split, soil, formation, rock, rock type, permeability, semi-permeable, rapid, moderate, slow.		Vocabulary Force, magnet, magnetic, attract, magnetic field, pole, north, south, attract, repel, compass, direction. Mechanism, lever, gear, cog, pulley, machine, force.	explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. To understand animals and humans Milestone 2 • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Identify that humans and some animals have skeletons and muscles for support, protection and movement Milestone 3		Jupiter, Saturn, Uranus, Neptune, Pluto, 'dwarf' planet
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				• Describe the changes as humans develop to old age. Vocabulary Diet – balanced, vitamins, minerals, proteins, carbohydrates, sugars, fats Lifestyle – healthy Skeletons and muscles, joint		
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Encourages problem solving

DT		<u>How do sculptures portray emotion?</u> Materials Structures/Sculpture war horse inspired We persevere We aim high Exposure to a wide range of job opportunities Encourages problem solving Milestone 2 Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques	<u>Can I bring my robot to life?</u> Mechanisms Design and make a moving robot We persevere We aim high Exposure to a wide range of job opportunities Encourages problem solving Milestone 2 • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers,	<u>Can I use objects to portray my hopes and dreams?</u> Structures Create a dream catcher, inspired by Native America We persevere We aim high Diversity Bespoke to children's interests Encourages problem solving Milestone 2 • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.		
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		• Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. Milestone 3 Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Vocabulary Key Vocabulary: Sculpture statue relief clay papier-mâché armature abstract texture composition wire stability balance 'in the round'	winding mechanisms, pulleys and gears). Milestone 3 Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. Vocabulary	• Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. Milestone 3 Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). Vocabulary		
Art and Design	Do we always paint what we see?				How do we see ourselves through the centuries?	How does maths influence art?

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Draw & Paint landscapes. (Linda Melling – Lake District Artist/Impressionism) Bespoke to children's interests We aim high We persevere Milestone 2 • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. Drawing Use different hardnesses of pencils to show line, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes). Painting • Mix colours effectively. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.				Collage/Portraiture (Artist study) We persevere We aim high Diversity Milestone 2 • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. Drawing • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. Collage Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation Milestone 3 • Spot the potential in unexpected results as work progresses. • Comment on artworks	Draw and print images of some of the achievements and legacies we study (Islamic printing) We persevere We aim high Milestone 2 • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. Drawing • Annotate sketches to explain and elaborate ideas. Printing • Make precise repeating patterns. Milestone 3 • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch
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	Milestone 3 • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. Drawing • Sketch (lightly) before painting to combine line and colour. Painting • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. Use a choice of techniques to depict movement, perspective, shadows and reflection. Vocabulary Opinion Modify Evoke Composition Wash 2 dimensional 3 dimensional				with a fluent grasp of visual language. Drawing Use a choice of techniques to depict movement, perspective, shadows and reflection. Collage • Combine visual and tactile qualities. Vocabulary	book. • Use the qualities of materials to enhance ideas. Drawing • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Printing • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. Vocabulary
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Lancs. Agreed Syllabus – From Summer Term – KS2 Four Year Cycle Year 1 Who should we follow? RE	How special is the relationship Jews have with God? Judaism - Beliefs and Practices We are considerate We stand together Tolerance Mutual respect Diversity Milestone 2 Understand beliefs and teachings • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. Understand practices and lifestyles • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. Reflect • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers.	What is the most significant part of the Nativity story for Christians today? Christianity - Christmas We stand together Mutual respect Bespoke to children's interests Looking at the bigger picture Milestone 2 Understand beliefs and teachings • Present the key teachings and beliefs of a religion. Understand practices and lifestyles • Identify religious artefacts and explain how and why they are used. Understand how beliefs are conveyed • Identify religious symbolism in literature and the arts. Reflect • Ask questions that have no universally agreed answers. Milestone 3 Understand beliefs and teachings	How important is it for Jewish people to do what God asks them to do? Judaism - Passover We are considerate We stand together Tolerance Mutual respect Diversity Looking at the bigger picture Milestone 2 Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand Values Milestone 3 Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Vocabulary Passover, Kashrut (food laws), kosher, Sedar, Moses, charose, Matzo crackers, Matzo crackers, mezuzah/prayer	Is forgiveness always possible for Christians? Christianity - Easter We are considerate We are responsible Rule of law Mutual respect Looking at the bigger picture Milestone 2 Understand beliefs and teachings • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. Understand practices and lifestyles • Explain some of the religious practices of both clerics and individuals. Understand how beliefs are conveyed • Identify religious symbolism in literature and the arts. Reflect • Show an understanding that personal experiences and feelings influence attitudes and actions.	Why are the Gurus important to Sikhs? Sikhism Guru Nanak The 10 gurus Baisakhi We are considerate Tolerance Mutual respect Diversity Looking at the bigger picture Beliefs and values * Develop an understanding of the importance of founders and leaders for religious communities * Identify Sikh beliefs and values contained within the stories of the lives of the Gurus Living religious traditions * Describe how and why the Guru Granth Sahib is treated with great respect * Suggest how and why Sikhs might show commitment to their faith Shared human experience * Identify people and ideas that inspire commitment * Discuss the different ways that people might show that they are committed	Why is family an important part of Hindu life? Hinduism Religious Duty Hindu scriptures (the Ramayana) Raksha Bandhan We stand together Tolerance Mutual respect Diversity Looking at the bigger picture Beliefs and values * Develop an understanding of the importance of duty and commitment to many religions * Know that following dharma (religious duty) is an important part of Hindu life Living religious traditions * Suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family * Describe how and why Hindus might celebrate Raksha Bandhan
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Understand Values • 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. Milestone 3 Understand beliefs and teachings • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. Understand practices and lifestyles • Explain the practices and lifestyles involved in belonging to a faith community. • Show an understanding of the role of a spiritual leader. Understand how beliefs are conveyed • Explain some of the different ways that individuals show their beliefs. Reflect	• Explain how religious beliefs shape the lives of individuals and communities. Understand practices and lifestyles • Explain the practices and lifestyles involved in belonging to a faith community. Understand how beliefs are conveyed • Explain some of the different ways that individuals show their beliefs. Reflect • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Vocabulary Believing/Belonging, symbolism, angels, wise men, gold, frankincense, myrrh, manger, stable, Christingle, nativity.	shawls/sabbath laws, n Exodus and Leviticus (Old Testament/Torah),	• Give some reasons why religious figures may have acted as they did. Understand Values • 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. Milestone 3 Understand beliefs and teachings • Explain how religious beliefs shape the lives of individuals and communities. Understand practices and lifestyles • Explain the practices and lifestyles involved in belonging to a faith community Understand how beliefs are conveyed • Explain some of the different ways that individuals show their beliefs. Reflect • Recognise and express feelings about their	Search for personal meaning * Reflect on their own commitments and the impact that these have on their lives * Ask questions about the value of having commitments Vocabulary Guru Nanak, Gobind Singh, Guru Granth Sahib, Commitment, Gurdwara. Scripture, Values and commitments	* identify aspects of the celebration which remind Hindus of their dharma * identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?) Shared human experience * identify sources of authority and inspiration * consider what our 'duties' as human beings are Search for personal meaning * reflect on their own duties – to themselves, to their families, to their communities * discuss who or what they follow – and why Vocabulary dharma duty Raksha Bandhan
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	• Explain their own ideas about the answers to ultimate questions. Understand Values • Explain why different religious communities or individuals may have a different view of what is right and wrong.			own identities. Relate these to religious beliefs or teachings. Understand Values • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.		
	Vocabulary Judaism, Abraham, Believing/Belonging, covenant (agreement/promise), affirmation, Moses, Ten Commandments, synagogue: The Torah scroll and the Ner Tamid, mezuzah, Shema,			Vocabulary Believing/Behaving, forgiveness, resurrection,		
PSHE CORAM – Year 4	<u>Why is friendship so important?</u> Me and My Relationships - Includes feelings/emotions/conflict/resolution/friendships We are considerate We stand together Tolerance Mutual respect Bespoke to children's interests Looking at the bigger picture	<u>Are friends different from neighbours?</u> Valuing Difference - British Values focus We stand together Democracy Rule of law Tolerance Mutual respect Individual liberty Diversity Looking at the bigger picture	<u>How do we make a difference?</u> Rights and Responsibilities -Money, Living in the wider world/environment We are considerate We are responsible Looking at the bigger picture Encourages problem solving	<u>How can I keep myself and others safe?</u> Keeping Myself Safe We are responsible Health 1. Danger, Risk or Hazard? 2. Picture Wise 3. How dare you 4. Medicines (Check the label) 5. Know the norms 6. Keeping ourselves safe 7. Raisin challenge.	<u>Does everybody have a talent?</u> Being My Best - Keeping healthy, Growth mindset, Goal setting, Achievement We aim high Exposure to a wide range of job opportunities. Looking at the bigger picture 1. What makes me, me? 2. Making choices	<u>What happens when we grow up?</u> Growing and Changing- Year group appropriate RSE issues We are responsible Mutual respect Diversity Health Looking at the bigger picture 1. Moving House

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	1. An E-Mail from Harold, 2. OK or not OK (Part 1), 3. OK or not OK (Part 2), 4. Human Machines 5. Different Feelings 6. When Feelings Change 7. Under Pressure.	1. Can you sort it? 2. Islands 3. Friend or acquaintance? 4. What would I do? 5. The people we share our world with 6. That is such a stereotype.	1. Who helps us stay healthy and safe? 2. It's your right 3. How do we make a difference? 4. In the news 5. Safety in numbers 6. Logo quiz 7. Harold's expenses 8. Why pay taxes?	Year 6 content separately	3. SCARF Hotel 4. Harold's seven R's 5. In my school community	2. My feelings are all over the place 3. All change 4. Period Positive 5. Secret or Surprise? 6. Together. Year 5/6 content separately
French Rigalo Year 3	<u>Comment t'appelles-tu?</u> <u>(What's your name?)</u> Basic greetings Numbers 1-10 We persevere We aim high Mutual respect Diversity Exposure to a wide range of job opportunities. Looking at the bigger picture Listen attentively to spoken language and show understanding by joining in and responding develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<u>Quel age as-tu?</u> <u>(How old are you?)</u> Classroom objects Colours Saying your age Classroom instructions We persevere We aim high Mutual respect Diversity Exposure to a wide range of job opportunities. Looking at the bigger picture Read carefully and show understanding of words, phrases and simple writing develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	<u>Quelle couleur sont tes yeux?</u> <u>(What colour are your eyes?)</u> Introducing parts of the body Describing eyes and hair Days of the week Character descriptions We persevere We aim high Mutual respect Diversity Exposure to a wide range of job opportunities. Looking at the bigger picture Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	<u>Tu-as un animal?</u> <u>(Do you have a pet?)</u> Animals and pets Numbers 11-20 Giving someone's name Describing someone We persevere We aim high Mutual respect Diversity Exposure to a wide range of job opportunities. Looking at the bigger picture Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<u>Tu-as des freres ou des soeurs?</u> <u>(Do you have brothers or sisters?)</u> Identify members of your family The alphabet Household items We persevere We aim high Mutual respect Diversity Exposure to a wide range of job opportunities. Looking at the bigger picture Describe people, places, things and actions orally and in writing.	<u>C'est quand, ton anniversaire?</u> <u>(When is your birthday?)</u> Recognise and ask for various snacks Giving opinions about food Numbers 21-31 Months of the year. We persevere We aim high Mutual respect Diversity Exposure to a wide range of job opportunities. Looking at the bigger picture Appreciate stories, songs, poems and rhymes in the language.

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			Speak in sentences, using familiar vocabulary, phrases and basic language structures			
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Computing Purple Mash – Year 4	What is coding and how is it used? Computer Science – Coding 4.1 We aim high Exposure to a wide range of job opportunities. Bespoke to children's interests Encourages problem solving - To begin to understand selection in computer programming. - To understand how an IF statement works. - To understand how to use co-ordinates in computer programming. - To understand the 'repeat until' command. - To understand how an IF/ELSE statement works. - To understand what a variable is in programming. - To use a number variable. - To create a playable game.	Can I be a formula wizard? Information Technology – Spreadsheets 4.3 We aim high Exposure to a wide range of job opportunities. Encourages problem solving - To format cells as currency, percentage, decimal to different decimal places or fraction. - To use the formula wizard to calculate averages. - To combine tools to make spreadsheet activities such as timed times tables tests. - To use a spreadsheet to model a real life situation.	What is meant by a digital footprint? Computer Science – Logo 4.5 Digital Literacy - Online Safety 4.2 We aim high We are responsible Mutual respect Exposure to a wide range of job opportunities. Looking at the bigger picture Encourages problem solving Vocabulary Average, column, spreadsheet, budget, formula, chart, data, format cell, percentage, timer, decimal place, formula wizard, place value, row, equals tool, Online Safety To understand how children can protect themselves from online identity theft.	Can I be a news reporter? Information Technology - Writing for different audiences 4.4 We aim high Exposure to a wide range of job opportunities. Bespoke to children's interests Topic based Purposeful writing focus - To explore how font size and style can affect the impact of a text. - To use a simulated scenario to produce a news report. - To use a simulated scenario to write for a community campaign.	What is the difference between hardware and software? Information Technology - Effective Searching 4.7 Computer Science – Hardware investigators 4.8 We are responsible Rule of law Exposure to a wide range of job opportunities. Bespoke to children's interests Encourages problem solving Vocabulary Campaign, format, font, genre, opinion, reporter, viewpoint. Hardware investigators - To understand the different parts that make up a computer. - To recall the different parts that make up a computer.	What is meant by onion skinning? Information Technology - Touch typing 3.4 Animation 4.6 We persevere Exposure to a wide range of job opportunities. Bespoke to children's interests Topic based Purposeful writing focus Encourages problem solving Touch typing - To introduce typing terminology. - To understand the correct way to sit at the keyboard. - To learn how to use the home, top and bottom row keys. - To practise typing with the left and right hand.
	Vocabulary Background, action, command, execute, alert, button, debug, algorithm, code blocks, design, event,				Effective Searching - To locate information on the search results page. - To use search effectively to find out information. - To assess whether an information source is true and reliable.	Animation - To discuss what makes a good animated film or cartoon. - To learn how animations are created by hand. - To find out how animation can be created

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	nest, implement, repeat until, flow chart, 'If/Else' Statement, object, predict, input, prompt, repeat, run, properties, timer, selection, sequence, variable,	line graph, random number tool, spin tool.	• To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives. Vocabulary <i>Logo</i> LOGO Commands (e.g FD, BK, RT, LT), debugging, pen up, grid, multi line mode, prediction, LOGO, pen		Balanced view, Easter eggs, Internet, key words, reliability, key words, results page, search engine. <i>Hardware investigators</i> Components, CPU, graphics card, hard drive, inputs, motherboard, network card, output, Peripherals, RAM, software	in a similar way using the computer. • To learn about onion skinning in animation. • To add backgrounds and sounds to animations. • To be introduced to 'stop motion' animation. • To share animation on the class display board and by blogging. Vocabulary <i>Touch typing</i> Posture, keys, spacebar, typing. <i>Animation</i> Animation, onion skinning, FPS (Frames per second), pause, frame, stop motion.
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			down, procedure, repeat, run speed, SETPS, SETPC <i>Online Safety</i> Ad fly, collaborate, digital footprint, plagiarism, spam, attachment, cookies, malware, ransomware, virus, citation, copyright, phishing, SMART rules, watermark			
PE Chorley (SSP)	<u>What qualities does a good footballer need?</u> Invasion games - Football We aim high Mutual respect Exposure to a wide range of job opportunities. Health Bespoke to children's interests	<u>What makes gymnastics a performance?</u> Gymnastics We aim high Mutual respect Exposure to a wide range of job opportunities. Health Bespoke to children's interests	<u>How Can Dance tell a story?</u> Dance We aim high Mutual respect Exposure to a wide range of job opportunities. Health Bespoke to children's interests	<u>How can a map stop me from getting lost?</u> Outdoor and Adventurous We aim high Mutual respect Exposure to a wide range of job opportunities. Health Bespoke to children's interests Encourages problem solving	<u>Why are tactics important in tennis?</u> Net and Wall - Tennis We aim high Mutual respect Exposure to a wide range of job opportunities. Health Bespoke to children's interests	<u>How could I complete in the Olympics?</u> Athletics We aim high Mutual respect Exposure to a wide range of job opportunities. Health Bespoke to children's interests
Music	Ukulele and Curriculum Music (Lancashire Music Service)					

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English Cross Curricular	<u>Am I Team Swallow or Team Amazon?</u> Stories with a theme Swallows and Amazons by Arthur Ransome We persevere We are considerate We aim high Mutual respect Bespoke to children's interests Topic based Modelled: to write the next for the adventure story 'Swallows and Amazons' based upon a pirate visiting the island. Independent: to write the next for the adventure story 'Swallows and Amazons' M2: to select form 3 given scenarios M3: based upon their own adventure. How can I teach others about the Lake District? Reports Cross Curricular Writes Cross Curricular We persevere We aim high Bespoke to children's interests Topic based Purposeful writing focus	<u>Can a fictional story also be non-fiction?</u> Historical Fiction Goodnight Mr. Tom by Michelle Magorian We are considerate, We stand together Democracy, Rule of law, Mutual respect, Individual liberty, Looking at the bigger picture, Topic based Modelled: Innovated story opening Independent: Own innovated story opening Am I able to create an information booklet on WWI for St. George's to read as they study the same topic? Information Booklet We stand together We are responsible Mutual respect Bespoke to children's interests Looking at the bigger picture Topic based Purposeful writing focus Modelled: Write 3 parts of the information text	<u>Can my words bring the Iron Man to life?</u> Novel on a theme Iron Man by Ted Hughes Modelled: Innovate on the character visiting from out of this world. Independent: Innovate own character Can my explanation make it easier for me to get dressed in a morning? Explanations The Shirt Machine (Literacy Shed Plus). http://www.literacyshed.com/shirtmachine.html Variety of explanation texts on machines. We persevere We aim high Individual liberty Exposure to a wide range of job opportunities. Bespoke to children's interests Topic based Encourages problem solving Modelled: Explanation of shirt machine selected by Mrs G	<u>Can I use speech in my story to sound like I'm from America?</u> Stories from other cultures The Indian in the Cupboard by Lynne Reid Banks We are considerate We stand together We are responsible Tolerance Mutual respect Individual liberty Diversity Looking at the bigger picture Topic based Modelled: To write a new chapter for an existing novel using speech punctuation (including the comma for the reporting clause) and paragraphs a new chapter. Independent: As above but own version Can we perform the National Anthem of the USA for Class 8? Classic poems from United States (American National Anthem) We stand together Democracy	<u>Can I be inspired by legends from the past to create my own legend story opening?</u> Legends – Beowulf by Michael Morpurgo Modelled: Independent: Can I create a 'flip the flap' book to tell Acorn Class about the history of art? Non- chronological report Modelled: Non Chronological report, in the style of a Flip Flap book for Acorn Class - Ancient Egypt, Maya, Early Baghdad Independent: Non Chronological report, in the style of a Flip Flap book for Acorn Class – Stone Age Britain, Vikings in Britain, 20th Century. We are considerate Individual liberty Bespoke to children's interests Looking at the bigger picture	<u>Can I write an adventure story on an adventure island as an idea for a new children's programme?</u> Historical adventure story Modelled: Independent: Can I write a fake newspaper article that tricks First News readers? Recount – newspaper Modelled: Independent:
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	Modelled: to write a NCR (in the form of a leaflet) on the Lake District Independent: to write a NCR (in the form of a leaflet) about Tenerife (Cross Curricular Write) <u>Can I create an image with my words?</u> Reflecting on the Lakes by Tony Walsh		Independent: Write the remaining 3 parts of the information text. <u>Am I able to write a war poem to be performed for the website?</u> Poems with a structure <i>We persevere</i> <i>We are considerate</i> <i>We aim high</i> Mutual respect <i>Bespoke to children’s interests</i> <i>Topic based</i> Modelled/Independent: To write and perform an innovation of Dulce		Independent: Explanation of own shirt machine .		Mutual respect <i>Bespoke to children’s interests</i> <i>Looking at the bigger picture</i> <i>Topic based</i> <u>Can I persuade my parents to take me to America next summer?</u> Persuasive letter on USA (Cross Curricular) <i>We persevere</i> <i>We aim high</i> Mutual respect Individual liberty <i>Topic based</i> <i>Purposeful writing focus</i> Modelled: Persuasive letter on Las Vegas Independent: Persuasive letter for New York.		<i>Topic based</i> <i>Purposeful writing focus</i>			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Guided Reading	Year 3/4	Year 5/6	Year 3/4	Year 5/6	Year 3/4	Year 5/6	Year 3/4	Year 5/6	Year 3/4	Year 5/6	Year 3/4	Year 5/6
	This Morning I Met a Whale by Michael Morpurgo	The Unforgotten Coat by Frank Cottrell-Boyce	The War Horse by Michael Morpurgo (Picture book version)	The War Horse by Michael Morpurgo (Chapter book version)	Operation Gadgetman by Malorie Blackman	Malala’s Magic Pencil by Malala Yousafzai	Non-fiction books about USA	The Man Who Walked Between the Towers by Mordical Gerstein Non-fiction	Stone Age Boy by Satoshi Kitamura	She Wolf by Dan Smith	The Girl of Ink and Stars by Kian Millwood Hargrave	The Jamie Drake Equation by Christopher Edge

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	Year 3 - Spelling Shed Stage 3	- The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. - The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. - Spelling Rule: The /i/ sound spelled with a 'y.' - Words with endings that sound like /ze/ as in measure. - Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. - Challenge words	- Words with the prefix 're-' 're-' means 'again' or 'back.' - The prefix 'dis-' - The prefix 'mis-' - Adding suffixes beginning with vowel letters to words of more than one syllable. - Challenge words	- The long vowel /a/ sound spelled 'ai' - The long /a/ vowel sound spelled 'ei.' - The long /a/ vowel sound spelled 'ey.' - Adding the suffix -ly. - Adding the -ly suffix to an adjective turns it into an adverb. - Homophones – words which have the same pronunciation but different meanings and/or spellings. - Challenge Words	- The /l/ sound spelled '-al' at the end of words. - The /l/ sound spelled '-le' at the end of words. - Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' - Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' - Adding the suffix -ly. - Words which do not follow the rules. - Challenge Words	- Words ending in '-er' when the root word ends in (t)ch. - Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. - Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin. - Words with the /s/ sound spelled 'sc' which is Latin in its origin. - Homophones: Words which have the same pronunciation but different meanings and/or spellings. - Challenge Words	- The suffix '-sion' pronounced /ʒən/ - Revision – spelling rules we have learned in - Stage 3. - Revision – spelling rules we have learned in Stage 3. - Revision – spelling rules we have learned in Stage 3. - Revision – spelling rules we have learned in Stage 3. - Revision – spelling rules we have learned in Stage 3.
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Spelling	Year 4 - Spelling Shed Stage 4	- Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. - The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' - Before a root word starting with l, the 'in-' prefix becomes 'il-'. - Before a root word starting with r the prefix 'in-' becomes 'ir-' - The prefix 'sub-' which means under or below. - The prefix 'inter-' means between, amongst or during. - Challenge Words	- The suffix '-ation' is added to verbs to form nouns. - The suffix '-ation' is added to verbs to form nouns. - Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.' - Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' - Word with the 'sh' sound spelled ch. These words are French in origin. - Challenge Words	- Adding the suffix '-ion.' - When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' - Adding the suffix -ous.' - Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. - The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. - The 'ee' sound spelled with an 'i.' - The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. - Challenge Words	- The 'au' digraph - The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' - The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' - The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' - Adding '-ly' to create adverbs of manner. - These adverbs describe how the verb is occurring. - Challenge Words	- Homophones – words which have the same pronunciation but different meanings and/or spellings. - The /s/ sound spelled c before 'i' and 'e'. - Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' - Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' - Prefixes – 'super-' 'anti' and 'auto.' - The prefix bi- meaning two.	- Challenge Words - Plural possessive apostrophes. - Revision – spelling rules we have learned in Stage 4.
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Year 5 - Spelling Shed Stage 5	- Words ending in '-ious.' - Words ending in '-cious.' - If the root word ends in -ce the sound is usually spelled '-cious.' - Ending '-cial' and '-tial.' - After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. - Ending '-cial' and '-tial.' - After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. - Challenge words	- Words ending in '-ant.' 'ant' Is used if there is an 'a' or 'ay' sound in the right place. - Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place. - Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule. - Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.' - Words ending in '-ably' and '-ibly.' - The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably - Challenge Words	- Words ending in '-able.' - If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap. - Adverbs of time (temporal adverbs) these are words to develop chronology in writing. - Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled. - Words with 'silent' letters at the start. - Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) - Challenge Words	- Words spelled with 'ie' after c. - Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. - Words containing the letter string 'ough' where the sound is /aw/. - Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow. - Adverbs of possibility. These words show the possibility that something has of occurring. - Challenge Words	- Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. - Challenge Words	- Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. - Challenge Words - Revision: Year 5 words
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	Year 6 - - Spelling Shed Stage 6	Challenge Words	- Challenge Words - Spelling Rules: Words with the short vowel sound /i/ spelled y - Spelling Rules: Words with the long vowel sound /i/ spelled with a y.	- Adding the prefix ‘-over’ to verbs. - Convert nouns or verbs into adjectives using suffix ‘-ful.’ - Words which can be nouns and verbs. - Words with an /o/ sound spelled ‘ou’ or ‘ow.’ - Words with a ‘soft c’ spelled /ce/. - Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	- Words with the /f/ sound spelled ph. - Words with origins in other countries - Words with unstressed vowel sounds. - Words with endings /shuhl/ after a vowel letter. - Words with endings /shuhl/ after a consonant letter. - Words with the common letter string ‘acc’ at the beginning of words.	- Words ending in ‘-ably.’ - Words ending in ‘-ible’ - Adding the suffix ‘-ibly’ to create an adverb. - Changing ‘-ent’ to ‘-ence.’ - -er, -or, -ar at the end of words. - Adverbs synonymous with determination	- Adjectives to describe settings - Vocabulary to describe feelings. - Adjectives to describe character - Grammar Vocabulary - Grammar Vocabulary - Mathematical Vocabulary
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Maths – White Rose Maths	Year 3	<u>Place Value</u>	<u>Addition & Subtraction cont'</u>	<u>Multiplication & Division</u>	<u>Length & Perimeter</u>	<u>Fractions</u>	<u>Properties of Shape</u>
		Recap Represent numbers to 100 Recap Tens and ones using addition Hundreds Numbers to 1,000 Activity Numbers to 1,000 on a place value grid 100s, 10s and 1s Recap Number line to 100 Number line to 1,000 Find 1, 10, 100 more or less Compare objects and numbers Order numbers Count in 50s <u>Addition & Subtraction</u> Add and subtract multiples of 100	Recap Add two 2-digit numbers - crossing 10 - add ones & add tens Recap Subtract a 2-digit number from a 2-digit number - crossing 10 - subtract ones & subtract tens New content Mixed addition and subtraction problems Add and subtract 2-digit and 3-digit numbers - not crossing 10 or 100 Add 2-digit and 3-digit numbers - crossing 10 or 100 Subtract a 2-digit number from a 3-digit number - crossing 10 or 100 Add two 3-digit numbers - not crossing 10 or 100 Add two 3-digit numbers - crossing 10 or 100 Subtract a 3-digit number from a 3-digit number - no exchange	Recap Consolidate 2, 4 and 8 times-table (new worksheet) Comparing statements Related calculations Multiply 2-digits by 1-digit - no exchange Multiply 2-digits by 1-digit (1) Activity Multiply 2-digits by 1-digit - exchange Divide 2-digits by 1-digit Divide 100 into 2, 4, 5 and 10 equal parts Divide with remainders Scaling How many ways? <u>Money</u> Recap Count money Pounds and pence	Measure length Recap Measure length (m) Equivalent lengths - m & cm, mm Compare lengths Add and subtract lengths What is perimeter? Measure and calculate perimeter <u>Fractions</u> Recap Working with wholes and parts Recap Make equal parts Recap Recognise and finding a half, quarter and a third Unit and non-unit fractions Recap Equivalence of a half and 2 quarters Recap Count in fractions	Making the whole Tenths Count in tenths Tenths as decimals Fractions on a number line Fractions of a set of objects Fractions of a set of Equivalent fractions Order fractions Add and subtract fractions <u>Time</u> Recap O'clock and half past Recap Quarter past and quarter to Months and years Hours in a day Telling the time to 5 minutes	Turns and angles Right angles in shapes Compare angles Draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D and shapes Make 3-D shapes <u>Mass & Capacity</u> Measure mass Compare mass Add and subtract mass Measure capacity Compare capacity Add and subtract capacity Temperature

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		Recap Add and subtracts 1s	Subtract a 3-digit number from a 3-digit number - exchange	Convert pounds and pence		Telling the time to the minute	
		Add and subtract 3-digit and 1-digit numbers - not crossing 10	Estimate answers to calculations	Add and subtract money		Using a.m. and p.m.	
		Recap Add a 2-digit and 1-digit number - crossing 10	Check answers	Give change		24-hour clock	
		Add 3-digit and 1-digit numbers - crossing 10	<u>Multiplication and Division</u>	<u>Statistics</u>		Finding and comparing durations	
		Recap Subtract a 1-digit number from 2-digits - crossing 10	Multiplication - equal groups	Recap Make tally charts		Start and end times	
		Subtract a 1-digit number from a 3-digit number - crossing 10	Recap Multiplication using the symbol	Recap Draw pictograms (2, 5 and 10)		Measuring time in seconds	
		Subtract a 1-digit number from a 3-digit number - crossing 10	Recap Using arrays	Recap Interpret pictograms (2, 5 and 10)		Problem solving with time	
		Add and subtract 3-digit and 2-digit numbers - not crossing 100	Recap 2 and 5 times-table	Draw bar charts			
		Add 3-digit and 2-digit numbers - crossing 100	Recap Make equal groups – sharing and grouping	Bar charts			
		Subtract a 2-digit number from a 3-digit number - crossing 100	Recap Divide by 2, 5 and 10	Tables			
		Add and subtract 100s	Multiply and Divide by 3, 4 and 8				
		Spot the pattern - making it explicit	The 3 times-table				
			The 4 times-table				
			The 8 times-table				

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	<u>Place Value</u>	<u>Length & Perimeter</u>	<u>Multiplication and Division</u>	<u>Fractions</u>	<u>Decimals</u>	<u>Statistics</u>
Year 4	Recap Numbers to 1,000	Recap Equivalent lengths - m and cm	11 and 12 times-table	Fractions greater than 1	Recap Bonds to 10 and 100	Interpret charts
	Round to the nearest 10/100	- mm and cm	Multiply 3 numbers	Count in fractions	Make a whole	Comparison, sum and difference
	Count in 1,000s	Kilometres	Factor pairs	Recap Add fractions	Write, compare and order decimals	Introducing line graphs
	Represent numbers to 10,000	Recap Add and subtract lengths	Efficient multiplication	Add 2 or more fractions		Line graphs
	1,000s, 100s, 10s and 1s	Recap Measure perimeter	Written methods	Recap Subtract fractions	Round decimals	<u>Properties of shapes</u>
	Partitioning	Perimeter on a grid	Recap Multiply 2-digits by 1-digit	Subtract 2 fractions	Halves and quarters	Recap Turns and angles
	The number line to 10,000	Perimeter of a rectangle	Multiply 3-digits by 1-digit	Subtract from whole amounts	<u>Money</u>	Recap Right angles in shapes
	Recap Find 1, 10, 100 more or less	Perimeter of rectilinear shapes	Divide 2-digits by 1-digit	Recap Fractions of a set of objects	Pounds and pence	Recap Compare angles
	1,000 more or less		Divide 3-digits by 1-digit	Calculate fractions of a quantity	Ordering and estimating money	Identify, compare and order angles
	Compare 4-digit numbers	<u>Multiplication and Division</u>	Correspondence problems	Problem solving - calculate quantities	Recap Convert pounds and pence	Recap Recognise and describe 2-D shapes
	Order numbers	Multiply by 10, 100			Recap Add and subtract money	Triangles
	Round to the nearest 1,000	Divide by 10, 100	<u>Area</u>	<u>Decimals</u>	Recap Give change	Quadrilaterals
	Count in 25s	Multiply by 1 and 0	What is area?	Tenths and hundredths	Working with money	Symmetry
	Introducing negative numbers	Divide by 1 and itself	Counting squares	Recognise tenths and hundredths	Four operations	Recap Horizontal and Vertical
	Roman numerals	Recap Multiply and divide by 3	Making shapes	Tenths as decimals	<u>Time</u>	
		Recap The 3 times-table	Comparing area	Tenths on a place value grid	Recap Telling the time to 5 minutes	Lines of symmetry

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	<u>Addition & Subtraction</u> Add and subtract 1s, 10s, 100s and 1,000s Add two 3-digit numbers - not crossing 10 or 100 Add two 4-digit numbers - no exchange Add two 3-digit numbers - crossing 10 or 100 Add two 4-digit numbers - one exchange/ more than one exchange Subtract a 3-digit number from a 3-digit number - no exchange/exchane Subtract two 4-digit numbers - no exchange/one exchange/more than one exchange Efficient subtraction Estimate answers Checking strategies	Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts Multiply and divide by 7 7 times-table and division facts	<u>Fractions</u> Recap Unit and non-unit fractions What is a fraction? Recap Tenths Recap Count in tenths Recap Equivalent fractions Equivalent fractions	Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100	Recap Telling the time to the minute Recap Using a.m. and p.m. Recap 24-hour clock Hours, minutes and seconds Years, months, weeks and days Analogue to digital Analogue to digital - 12 hour Analogue to digital - 24 hour	Complete a symmetric figure <u>Position & Direction</u> Describe position Draw on a grid Move on a grid Describe movement on a grid
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	<u>Place Value</u>	<u>Statistics cont'</u>	<u>Multiplication & Division</u>	<u>Fractions cont'</u>	<u>Decimals</u>	<u>Position and Direction</u>
Year 5	Recap 1,000s, 100s, 10s and 1s	Draw line graphs	Recap Multiply 2, 3 and 4 digits by 1-digit	Add and subtract fractions	Adding and subtracting decimals within 1	Recap Describe position
	Numbers to 10,000	Use line graphs to solve problems	Multiply 2-digits by 2-digits	Add and subtract mixed numbers	Complements to 1	Recap Draw on a grid
	Rounding to the nearest 10, 100 and 1000	Read and interpret tables	Multiply 3-digits by 2-digits	Subtraction - breaking the whole	Adding decimals - crossing the whole	Position in the first quadrant
	Rounding to 10, 100 and 1,000	Two-way tables	Multiply 4-digits by 2-digits	Subtract 2 mixed numbers	Adding decimals with the same and different number of decimal places	Translation
	Numbers to 100,000	<u>Multiplication & Division</u>	Recap Divide 2, 3 and 4-digits by 1-digit	Multiply unit fractions by an integer	Subtracting decimals with the same and different number of decimal places	Translation with coordinates
	Compare, order and round numbers to 100,000	Multiples	Divide with remainders	Multiply non-unit fractions by an integer	Adding and subtracting decimals with the same and different number of decimal places	Recap Line of symmetry
	Numbers to a million	Factors	<u>Fractions</u>	Multiply mixed numbers by integers	Adding and subtracting decimals with the same and different number of decimal places	Recap Complete a symmetric figure
	Counting in 10s, 100s, 1,000s, 10,000s and 100,000s	Common factors		Recap Calculate fractions of a quantity	Reflection	Reflection with coordinates
	Compare, order and round numbers to one million	Prime numbers	What is a fraction?	Fraction of an amount	Adding and subtracting wholes and decimals	<u>Converting Units</u>
	Negative numbers	Square numbers	Equivalent fractions	Using fractions as operators	Decimal sequences	Recap Kilometres
	Roman numerals	Cube numbers	Recap Fractions greater than 1	Fraction problem solving	Multiplying decimals by 10, 100 and 1,000	Kilograms and kilometres
	<u>Addition and Subtraction</u>	Multiply by 10, 100 and 1,000	Improper fractions to mixed numbers	<u>Decimals and Percentages</u>	Dividing decimals by 10, 100 and 1,000	Millimetres and millilitres
	Recap Add two 4-digit numbers - one exchange/more than one exchange	Divide by 10, 100 and 1,000	Mixed numbers to improper fractions	Decimals up to 2 d.p.		Metric units
		Multiples of 10, 100 and 1,000	Number sequences	Decimals as fractions		Imperial units
						Converting units of time

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		Add whole numbers with more than 4 digits (column method) Recap Subtract two 4-digit numbers - one exchange/more than one exchange Subtract whole numbers with more than 4 digits (column method) Round to estimate and approximate Inverse operations (addition and subtraction) Multi-step addition and subtraction problems <u>Statistics</u> Recap Interpret charts Recap Comparison, sum and difference Recap Introduce line graphs Read and interpret line graphs	<u>Perimeter & Area</u> Measure perimeter Recap Perimeter on a grid Recap Perimeter of rectangles Recap Perimeter of rectilinear shapes Calculate perimeter Recap Counting squares Area of rectangles Area of compound shapes Area of irregular shapes	Compare and order fractions less than 1 Compare and order fractions greater than 1	Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P	<u>Properties of Shape</u> Recap Identify angles Recap Compare and order angles Measuring angles in degrees Measuring with a protractor Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Recap Triangles Recap Quadrilaterals Calculating lengths and angles in shapes Regular and irregular polygons Reasoning about 3-D shapes	Timetables <u>Volume</u> What is volume? Compare volume Estimate volume Estimate capacity
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		<u>Place Value</u>	<u>Four Operations</u>	<u>Position & Direction</u>	<u>Converting Units</u>	<u>Statistics</u>	Consolidation and themed projects
Year 6		Recap Numbers to 10,000, 100,000 and a million	Recap Factors	The first quadrant	Metric measures	Read and interpret line graphs	
		Numbers to 10 million	Common factors	Four quadrants	Convert metric measures	Draw line graphs	
		Compare and order any numbers	Common multiples	Translations	Calculate with metric measures	Use line graphs to solve problems	
		Recap Round numbers to 10, 100 and 1,000	Primes to 100	Reflections	Miles and kilometres	Circles	
		Round any number	Squares and cubes	<u>Decimals</u>	Imperial measures	Read and interpret pie charts	
		Negative numbers	Order of operations	Recap Decimals up to 2 d.p.	<u>Area, Perimeter and Volume</u>	Pie charts with percentages	
		<u>Four Operations</u>	Mental calculations and estimation	Recap Understand thousandths	Shapes - same area	Draw pie charts	
		Recap Add whole numbers with more than 4 digits (column method)	Reason from known facts	Three decimal places	Area and perimeter	The mean	
		Recap Subtract whole numbers with more than 4 digits (column method)	<u>Fractions</u>	Multiply and divide by 10, 100 and 1,000	Area of a triangle	<u>Properties of Shape</u>	
		Recap Inverse operations (addition and subtraction)	Recap Equivalent fractions	Multiply decimals by integers	Area of a parallelogram	Measure with a protractor	
		Recap Multi-step addition and subtraction problems	Simplify fractions	Divide decimals by integers	Recap What is volume?	Recap Draw lines and angles accurately	
		Add and subtract integers	Recap Improper fractions to mixed numbers	Division to solve problems	Volume - counting cubes	Introduce angles	
		Recap Multiply 4-digits by 1-digit	Recap Mixed numbers to improper fractions	Decimals as fractions	Volume of a cuboid	Recap Angles on a straight line	
			Fractions on a number line	Fractions to decimals (1)	<u>Ratio</u>	Recap Angles around a point	
			Compare and order (denominator)		Use ratio language		
					Ratio and fractions		

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		Recap Multiply 2-digits (area model)	Compare and order (numerator)	Percentages	Introducing the ratio symbol	Calculate angles	
		Recap Multiply 2-digits by 2-digits	Add and subtract fractions (1)	Recap Understand percentages	Calculating ratio	Vertically opposite angles	
		Recap Multiply 3-digits by 2-digits	Activity Add and subtract fractions activity (denominators are not multiples)	Fractions to percentages	Using scale factors	Angles in a triangle	
		Multiply up to a 4-digit number by a 2-digit number	Recap Add mixed numbers	Equivalent FDP	Calculating scale factors	Angles in a triangle - special cases	
		Recap Divide 4-digits by 1-digit	Add fractions	Order FDP	Ratio and proportion problems	Angles in a triangle - missing angles	
		Recap Divide with remainders	Recap Subtract mixed numbers	Percentage of an amount		Angles in special quadrilaterals	
		Short division	Subtract fractions	Percentages - missing values		Angles in regular polygons	
		Division using factors	Mixed addition and subtraction	<u>Algebra</u>		Draw shapes accurately	
		Long division	Multiply fractions by integers	Find a rule - one step and two step		Draw nets of 3-D shapes	
			Multiply fractions by fractions	Forming expressions			
			Divide fractions by integers (1)	Substitution			
			Four rules with fractions	Formulae			
			Fraction of an amount	Forming equations			
				Solve simple one and two -step equations			
				Find pairs of values			