

Oak Class Long Term Curriculum Plan 24/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Eurovision Geography	Beliefs History	Food, glorious food DT	Conflict History	Extreme Earth Geography	Banana Keyboard DT
Enhancement Ideas	European day of languages. Visitor from another European country. Dress up in traditional dress. Food tasting. Diwali party Deaf awareness visitor National Poetry Day Harvest at Tunley Church	Halloween Party Firework display Remembrance Sunday Advent/Christmas/Tunley Church Christmas Service Visit from MP to talk about parliamentary debates Anti bullying Week Children in Need Black History Month	Parental Indian cookery workshop Pantomime at St. George's Oliver Twist Performing Arts Club Pancake Day races World Religion Day Chinese New Year Road Safety Week Safer Internet day Trip/Visitor from Warburtons	History Squad visit Butterfly garden kit Egg incubator Tunley Church Easter Service 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?	Classroom hit by an earthquake overnight. Sight awareness visitor Chorley Angels First Aid Training Visit from a Muslim to discuss Ramadam	Visit from a scientist or inventor Father's Day Sports Day Year 6 sleepover Leaver's Assembly
School/ British Values	Respect, Tolerance	Democracy, Rule of Law	Tolerance, Respect, Diversity, Rule of Law	Tolerance, Respect, Rule of Law	Respect	Individual liberty, Democracy, Rule of Law, Tolerance, Respect,
	We persevere	We are considerate	We aim high	We stand together	We are responsible	Christian values

Oak Class Long Term Curriculum Plan 24/25

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p><u>How is the UK unique if we're part of Europe?</u> Europe Human and physical features. Climate – difference between Northern and Southern Europe, Seas, lakes, oceans, mountains, flags, significant people and events, comparison to the UK.</p> <p>We are considerate We stand together Tolerance Mutual respect Looking at the bigger picture Topic based Purposeful writing focus</p> <p>Cross-Curricular: A NCR on a European country and a persuasive test to visit a European country for a school residential.</p> <p>To investigate places: Milestone 2 Name and locate the countries of Europe</p>				<p><u>Why are there no volcanoes in England?</u> Extreme Earth Under our feet, volcanoes, ring of fire, earthquakes, tsunamis and tornadoes.</p> <p>We are responsible Bespoke to children's interests Looking at the bigger picture Topic based Purposeful writing focus</p> <p>Cross-Curricular: A diary entry – Nepal earthquake and NCR on the Ring of Fire</p> <p>To investigate places: Milestone 2 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Milestone 3 Identify and describe how the physical features affect the human activity within a location.</p>	<p><u>Have local land changes been positive or negative?</u> Marvellous Maps Make geographical observations about changing land use in the local area</p> <p>We are considerate We are responsible Mutual respect</p> <p>Diversity Bespoke to children's interests Looking at the bigger picture based</p> <p>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.</p>

Oak Class Long Term Curriculum Plan 24/25

<p>and identify their main physical and human characteristics</p> <p>Milestone 3 Identify and describe how the physical features affect the human activity within a location.</p> <p>To investigate patterns:</p> <p>Milestone 2 Describe geographical similarities and differences between countries.</p> <p>Milestone 3</p> <ul style="list-style-type: none"> • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. <p>Communicate geographically</p> <p>Milestone 2</p> <ul style="list-style-type: none"> • human geography, including: settlements and land use. <p>Milestone 3 Human geography: including: settlements, land use,</p>				<p>Communicate geographically:</p> <p>Milestone 2 Physical geography, including: volcanoes and earthquakes</p> <p>Milestone 3 Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Vocabulary</p>	<p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>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.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical</p>
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Oak Class Long Term Curriculum Plan 24/25

	<p>economic activity including trade links</p> <p>Vocabulary</p>					<p>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).</p> <p>To investigate patterns:</p> <p>Milestone 2 Describe how the locality of the school has changed over time.</p> <p>Milestone 3 Communicate geographically:</p> <p>Milestone 2 human geography, including: settlements and land use.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the local area</p> <p>Milestone 3 Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance</p>
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Oak Class Long Term Curriculum Plan 24/25

						<p>Survey symbols) to communicate knowledge of the local area. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Vocabulary</p>
History		<p><u>Why do different periods of history have different beliefs?</u></p> <p>Beliefs Beliefs of the ancient Egyptians, Stone Age circles and henges, Roman Gods, Viking Gods, Witch hunts in the 1500's, Beliefs that led to the gunpowder plot.</p> <p>We are responsible Mutual respect Individual liberty Bespoke to children's interests Looking at the bigger picture Purposeful writing focus</p>	<p><u>Should we bring back some of the punishments of the past?</u></p> <p>Crime and Punishment The Roman legacy, Anglo Saxon Laws and Justice, Tudor punishment and crime, Highwayman, Victorian prisons.</p> <p>We are responsible Rule of law Bespoke to children's interests Looking at the bigger picture Purposeful writing focus</p> <p style="background-color: magenta; color: white; padding: 2px;">Milestone 2</p>	<p><u>What can we learn from conflicts of the past?</u></p> <p>Conflict Saxons (King Arthur), Romans (Boudica), Viking weapons and armour, War of the Roses and WWI.</p> <p>We stand together We are responsible Rule of law Tolerance Mutual respect Bespoke to children's interests Looking at the bigger picture Topic based</p>		

Oak Class Long Term Curriculum Plan 24/25

		<p>Cross-Curricular: take part in a debate. Chn to vote on topic from a selection provided based on beliefs from History work.</p> <p>Milestone 2 Suggest causes and consequences of some of the main events and changes in history. Describe the social, ethnic, cultural or religious diversity of past society. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events</p> <p>Milestone 3 Describe the social, ethnic, cultural or religious diversity of past society. 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.</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Milestone 2 Milestone 3 Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Milestone 3 Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p> <p>Vocabulary</p>	<p>Cross-Curricular: A Viking themed kenning poem</p> <p>Milestone 2 Use evidence to ask questions and find answers to questions about the past. 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. 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. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over</p>		
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Oak Class Long Term Curriculum Plan 24/25

		<p>Vocabulary</p>		<p>time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Milestone 3 Use sources of evidence to deduce information 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. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. 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.</p>		
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Oak Class Long Term Curriculum Plan 24/25

				<p>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.</p> <p>Vocabulary</p>		
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Oak Class Long Term Curriculum Plan 24/25

DT			<p><u>'The best thing since sliced bread' Is this true?</u></p> <p>Food - Great Bread Bake Off</p> <p>We persevere We aim high Individual liberty Exposure to a wide range of job opportunities. Topic based Encourages problem solving</p> <p>Cross-Curricular: A set of instructions for DT recipe</p> <p>Milestone 2 Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p> <p>Design with purpose by identifying opportunities to design.</p>	<p><u>Can I make a cushion, inspired by World Book Day, for the book corner?</u></p> <p>Textiles</p> <p>We are considerate Individual liberty Bespoke to children's interests Topic based Encourages problem solving</p> <p>Milestone 2 Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles.</p> <p>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.</p>		<p><u>Can I use a banana as a keyboard?</u></p> <p>Computing Makey Makey kit; enables us to control computers using everyday objects</p> <p>We persevere We aim high Exposure to a wide range of job opportunities. Bespoke to children's interests Encourages problem solving</p> <p>Milestone 2 Control and monitor models using software designed for this purpose.</p> <p>Use software to design and represent product designs. Milestone 3 Write code to control and monitor models or products.</p> <p>Use prototypes, cross-sectional diagrams and</p>

Oak Class Long Term Curriculum Plan 24/25

			<p>Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. 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. Disassemble products to understand how they work.</p> <p>Milestone 3 Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>	<p>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. Disassemble products to understand</p> <p>Milestone 3 Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p> <p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p>		<p>computer aided designs to represent designs.</p> <p>Vocabulary</p>
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Oak Class Long Term Curriculum Plan 24/25

Science	<p>Milestone 2</p> <ul style="list-style-type: none"> • 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 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 related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 				
			<p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <p>Make products through stages of prototypes, making continual refinements.</p> <p>Ensure products have a high quality finish, using art skills where appropriate.</p> <p>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>Create innovative designs that improve upon existing products.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p> <p>Vocabulary</p>	<p>Make products through stages of prototypes, making continual refinements.</p> <p>Ensure products have a high quality finish, using art skills where appropriate.</p> <p>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>Create innovative designs that improve upon existing products.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p> <p>Vocabulary</p>	

Oak Class Long Term Curriculum Plan 24/25

<p>Milestone 3</p> <ul style="list-style-type: none"> 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 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. 				
<p>Are all sounds heard?</p> <p>Investigating Sound and Hearing Vibrations, pitch and loudness. Make set of pan pipes and a string telephone. Soundproofing and creating own musical instrument.</p> <p>We are considerate Mutual respect Health Looking at the bigger picture</p> <p>Milestone 2 Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>What if toothbrushes didn't exist?</p> <p>Understand animals and humans Our teeth and how they differ to other animals, tooth decay and how to keep teeth healthy. Digestive system</p> <p>We are responsible Exposure to a wide range of job opportunities. Health Bespoke to children's interests</p> <p>Milestone 2 Describe the simple functions of the basic parts of the digestive system in humans.</p>	<p>Are all changes reversible? Why or why not? Am I drinking the same water as the dinosaurs?</p> <p>Investigate materials: States of Matter Solids, liquids and gases; reversible and irreversible changes, the water cycle.</p> <p>We are responsible Mutual respect Looking at the bigger picture Purposeful writing focus Encourages problem solving</p> <p>Milestone 2 Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Which Amphibians choose to live in the UK?</p> <p>Investigate living things Grouping living things, classifying vertebrates and invertebrates, creating food chains using Keynote</p> <p>We are responsible Mutual respect Exposure to a wide range of job opportunities. Bespoke to children's interests Looking at the bigger picture Purposeful writing focus</p> <p>Milestone 2 Milestone 2</p>	<p>How can light be dangerous if it's so important?</p> <p>Understand light & seeing Light, reflections and shadows: investigate reflective materials are ways to protect their eyes.</p> <p>We are responsible Mutual respect Exposure to a wide range of job opportunities. Health Looking at the bigger picture</p> <p>Cross-Curricular: Fact file on Maria Telkes</p> <p>Milestone 2 Recognise that they need light in order to</p>

Oak Class Long Term Curriculum Plan 24/25

	<p>Milestone 3 Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Vocabulary</p> <p>Scientist: Alexander Graham Bell</p>	<p>Identify the different types of teeth in humans and their simple functions.</p> <p>Milestone 3 Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.</p> <p>Vocabulary</p> <p>Scientist: The History of Toothpaste</p>	<p>Milestone 3 Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Vocabulary</p> <p>Scientist: Bernard Palissy</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey. <i>Year 6 only:</i> lifecycle of mammal, an amphibian, an insect and a bird</p> <p>Vocabulary</p> <p>Scientist: David Attenborough</p>	<p>see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p> <p>Milestone 3 Understand that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p>
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Oak Class Long Term Curriculum Plan 24/25

					<p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Vocabulary</p> <p>Scientist: Maria Telkes</p>
Art	<p><u>Which European city is it?</u></p> <p>Painting Paint European landscapes and cities we study –</p> <p>Artist: Hundertwasser</p> <p>We aim high Individual liberty Exposure to a wide range of job opportunities. Looking at the bigger picture Topic based</p> <p>Milestone 2 Use a number of brush techniques using thick and thin brushes to produce shapes,</p>	<p><u>How can different media work together in one piece of art?</u></p> <p>Collage Faith, Hope and Love</p> <p>Artist: Grayson Perry</p> <p>We aim high Individual liberty Diversity Topic based</p> <p>Milestone 2 Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Milestone 3 Use ceramic mosaic materials and techniques.</p> <p>Vocabulary</p>			<p><u>Can I bring my sculpture to life?</u></p> <p>Sculpture Modroc volcano</p> <p>Artist:</p> <p>We persevere Bespoke to children's interests Topic based Encourages problem solving</p> <p>Milestone 2 Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Milestone 3 Show life-like qualities and real-life</p>

Oak Class Long Term Curriculum Plan 24/25

	<p>textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Milestone 3</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Vocabulary</p>				<p>proportions or, if more abstract, provoke different interpretations. Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Vocabulary</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lan RE</p>	<p>How should we live our lives?</p>					

Oak Class Long Term Curriculum Plan 24/25

	<p><u>What might a Hindu learn through celebrating Diwali?</u></p> <p>Hindu Dharma Vishnu. Rama and Sita. Diwali.</p>	<p><u>How and why might Christians use the Bible?</u></p> <p>Christianity (God) The Bible, christian life – guided by wisdom, teachings and authority.</p>	<p><u>How do Sikhs express their beliefs and values?</u></p> <p>Sikhism the 5 Ks, Equality, the Gurdwara</p>	<p><u>Is sacrifice an important part of religious life?</u></p> <p>Christianity (Jesus) Jesus in the wilderness, Lent, Sacrifice.</p>	<p><u>Why do Muslims fast during Ramadan?</u></p> <p>Islam The Five Pillars of Islam, Ramadan.</p>	<p><u>What does 'love your neighbour' really mean?</u></p> <p>Christianity (Church) Parables, love for all.</p>
<p>PSHE CORAM</p>	<p><u>How good a friend are you?</u> Me and My Relationships</p> <p>We are considerate We stand together Tolerance Mutual respect Bespoke to children's interests Looking at the bigger picture</p> <p>Collaboration Challenge! Give and take Communication How good a friend are you? Relationship cake recipe Our emotional needs Being assertive</p>	<p><u>Is it true?</u> Valuing Difference</p> <p>We stand together Democracy Rule of law Tolerance Mutual respect Individual liberty Diversity Looking at the bigger picture</p> <p>Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start, stereotypes It could happen to anyone</p>	<p><u>Would you risk it?</u> Keeping Safe</p> <p>We are responsible Health</p> <p>Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it?</p>	<p><u>Fact or opinion?</u> Rights and Respect</p> <p>We are considerate We are responsible Looking at the bigger picture Encourages problem solving</p> <p>What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver! Local councils</p>	<p><u>What are star qualities?</u> Being my Best</p> <p>We aim high Exposure to a wide range of job opportunities. Looking at the bigger picture</p> <p>It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness</p>	<p><u>Secret or surprise?</u> Growing and changing</p> <p>We are responsible Mutual respect Diversity Health Looking at the bigger picture</p> <p>Year 3/4 - Relationship tree Body space None of your business! Secret or surprise? My changing body</p> <p>Year 5 - Changing Bodies and Feelings</p> <ul style="list-style-type: none"> • I can explain what resilience is and how it can be developed. • I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).

Oak Class Long Term Curriculum Plan 24/25

						Year 6 - Is this normal? Making Babies <ul style="list-style-type: none"> • I can give an example of a secret that should be shared with a trusted adult. • I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. • I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).
French Rigalo	Encore (Again/revision) Revisiting learning: Describing people How to describe someone's nationality How to describe people using various adjectives We persevere We aim high Mutual respect Diversity Exposure to a wide range of job opportunities.	Quelle heure est-il? (What time is it?) How to talk about activities How to say the time How to talk about what time the activities are being done We persevere We aim high Mutual respect Diversity Exposure to a wide range of job opportunities.	Les fêtes (Celebrations) How to talk about festivals and dates How to talk about presents at festivals How to count from 31-60 (1-30 for Year 3) How to give and understand instructions We persevere We aim high Mutual respect Diversity Exposure to a wide range of job opportunities.	Ou vas-tu? (Where are you going?) How to talk about French cities How to give and understand basic directions How to talk about the weather How to talk about the weather and places in France We persevere We aim high Mutual respect Diversity	On mange! (Eating/food) How to ask someone for food in a supermarket How to ask how much something costs How to talk about activities at a party How to give opinions about food and various activities We persevere We aim high Mutual respect Diversity	Le cirque (The circus) How to discuss and identify French speaking countries How to discuss the languages which we speak and don't speak How to identify an item of clothing How to describe the item of clothing We persevere We aim high Mutual respect Diversity

Oak Class Long Term Curriculum Plan 24/25

	Looking at the bigger picture	Looking at the bigger picture	Looking at the bigger picture	Exposure to a wide range of job opportunities. Looking at the bigger picture	Exposure to a wide range of job opportunities. Looking at the bigger picture	Exposure to a wide range of job opportunities. Looking at the bigger picture
Computing (Purple Mash)	<p><u>How can I keep safe online?</u></p> <p>Online safety Unit 5.2 Digital Literacy Responsibilities and Support when Online Protecting Privacy Citing Sources Reliability</p> <p>Vocabulary Citation Copyright Identity theft PEGI ratings Password Reliable source Collaborate Creative Commons Licence Malware Personal information SMART rules Communication Encrypt Ownership Phishing Spoof Validity</p> <p>Concept Maps Unit 5.7</p>	<p><u>Can I plan our Christmas party?</u></p> <p>Spreadsheets Unit 5.3 Information Technology Conversions of Measurements The Count Tool Formulae Including the Advanced Mode Using Text Variables to Perform Calculations Event Planning with a Spreadsheet</p> <p>Vocabulary Rows Data Advance mode Formula Wizard Spreadsheet Format 'How Many?' Tool Variable Columns Formula Formula Bar Totalling tool</p>	<p><u>Does size matter?</u></p> <p>micro:bits Unit 4.11 Computer Science Step Counter Night Light Rock, Paper, Scissors, Making a Dice</p> <p>Vocabulary Accelerometer Light sensor Simulation Data Logic Variable Gestures Selection Infinite loop Sensor</p>	<p><u>How has technology shaped gaming?</u></p> <p>Game Creator Unit 5.5 Computer Science Setting the scene. Creating the Game Environment The Game Quest Finishing and Sharing Evaluation</p> <p>Vocabulary Animation Customise Evaluation Image Instructions Interactive Screenshot Texture Perspective Playability</p>	<p><u>What is coding and how is it used?</u></p> <p>Coding Unit 5.1 Computer Science Coding Efficiently Simulating a Physical System Decomposition and Abstraction Friction and Functions Introducing Strings Text Variables and Concatenation</p> <p>Vocabulary Abstraction Action Algorithm Concatenation Debug\ Debugging Decomposition Efficient Flowchart</p>	<p><u>Can I 3D print my own Mini-me?</u></p> <p>3D Modelling Unit 5.6 Information Technology Introducing 2Design and Make Moving Points Designing for a Purpose Printing and Making</p> <p>Vocabulary 2D/3D Printing CAD – Computer aided Design Pattern Fill Design Brief Points Net Template</p>

Oak Class Long Term Curriculum Plan 24/25

	<p>Information Technology Introduction to Concept Mapping Using 2Connect 2Connect Story Mode Collaborative Concept Maps</p> <p>Vocabulary Concept Collaborate Story Mode Concept Map Node Connection Presentation Mode</p>					
PE Chorley (SSP)	<p><u>Who is the most important person in a team?</u></p> <p>Invasion Games - Football</p> <p>We aim high Mutual respect Exposure to a wide range of job opportunities. Health Bespoke to children's interests</p>	<p><u>What do gymnasts look like?</u></p> <p>Gymnastics</p> <p>We aim high Mutual respect Exposure to a wide range of job opportunities. Health Bespoke to children's interests</p>	<p><u>What makes a good performance?</u></p> <p>Dance</p> <p>We aim high Mutual respect Exposure to a wide range of job opportunities. Health Bespoke to children's interests</p>	<p><u>Can 'we stand together' In PE?</u></p> <p>OAA</p> <p>We aim high Mutual respect Exposure to a wide range of job opportunities. Health Bespoke to children's interests Encourages problem solving</p>	<p><u>Who 'loves' tennis?</u></p> <p>Net and Wall – Tennis</p> <p>We aim high Mutual respect Exposure to a wide range of job opportunities. Health Bespoke to children's interests</p>	<p><u>How could I compete in a decathlon?</u></p> <p>Athletics</p> <p>We aim high Mutual respect Exposure to a wide range of job opportunities. Health Bespoke to children's interests</p>
Music (Lancashire Music Service)	<p>Ukulele and Curriculum Music (Charanga)</p> <p>(Lancashire Music Service)</p>					

Oak Class Long Term Curriculum Plan 24/25

<p>English Cross Curricular Write Fiction</p>		<p><u>Am I able to imitate JK Rowling’s writing style for a sequel?</u> Stories on a theme 3 weeks Texts: The Worst Witch series. Harry Potter and the Philosopher’s Stone (in GR) Writing Outcome: <i>Modelled:</i> narrative based on a text read <i>Independent:</i> A sequel based on a text read.</p>	<p><u>Can I write a play script to be performed for Acorn Class?</u> Play scripts Texts: Oliver! (1968). Writing Outcome: <i>Modelled:</i> Write a play script for a new scene <i>Independent:</i> Write a play script for a new scene</p>	<p><u>Can I use the features of a myth to write my own themed narrative for St. George’s?</u> Myth Texts: Arthur and the Golden Rope by Joe Todd Stanton Writing Outcome: <i>Modelled:</i> Write a story in first person on a given unlikely hero. <i>Independent:</i> Write a story in first person on their own unlikely hero</p>		<p><u>Can my folk tale entertain children in KS1?</u> Folk Tales Text: Tin Forest by Helen Ward Writing Outcome: <i>Modelled:</i> innovation of the tin forest <i>Independent:</i> Innovation of model</p> <p><u>How could I write a story to entertain everyone on the radio?</u> Novel as a theme Texts: The Invention of Hugo Cabret Writing Outcome: <i>Modelled:</i> action scene Independent: chapter/short story about an invention</p>
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Oak Class Long Term Curriculum Plan 24/25

<p>English Cross Curricular Write Non Fiction</p>	<p><u>Can I write an accurate NCR to be displayed in the library?</u> Non-chronological reports European country of choice Texts: Variety of NF books/websites about Europe Writing Outcome: <i>Modelled:</i> A NCR about a given European country (Information poster with flip flap facts) <i>Independent:</i> Write a NCR about own European country. (Information poster with flip flap facts)</p> <p><u>Can I persuade Mr Purcell to allow us to go on a school trip to a European city?</u> Persuasive travel document/presentation Text: Writing Outcome: <i>Modelled:</i> Information presentation (Keynote) persuading</p>	<p><u>Can I express my viewpoint to influence Mrs Barclay's opinion?</u> Debate Texts: https://noisyclasroom.com/debate-topics/ NLS Planning Exemplification for Arguments on the Institute of Education website Writing Outcome: <i>Modelled:</i> write a formal speech for a debate based on a belief e.g.: Is it right for countries to spend money on sending people into space when so many people live in poverty on Earth? <i>Independent:</i> take part in a debate. Chn to vote on topic from a selection provided based on beliefs from History work.</p>	<p><u>Can I write clear instructions to help children in Acorn Class make bread?</u> Instructions Texts: A range of recipes used in DT and 'how to' guides Writing Outcome: <i>Modelled:</i> How to guide for looking after chickens. <i>Independent:</i> set of instructions for DT recipe</p>	<p><u>Can I accurately retell what life was like during an earthquake?</u> Recount: Diaries Texts: Information about Nepal earthquake 2015 Writing Outcome: <i>Modelled:</i> Recount diary entry after the earthquake <i>Independent:</i> Recount diary entry about a different natural disaster</p> <p><u>Can we an explanation text to excite and inform St. George's about volcanoes?</u> Explanation Text Texts: Ring of Fire information, Earthquake texts Writing Outcome: <i>Modelled:</i> What causes an earthquake? <i>Independent:</i> What causes a... (select own extreme weather</p>
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Oak Class Long Term Curriculum Plan 24/25

	people to visit a European country <i>Independent:</i> Presentation persuading people to visit European country of choice.										
English Cross Curricular Write Poetry	<p>Can you guess the season? Poetry with a structure Texts: Haiku poems about Seasons Writing Outcome: <i>Modelled:</i> Haiku about Summer <i>Independent:</i> Haiku poem about Autumn.</p>		<p>Do you always need to write in a straight line? Poem on a theme Texts: Selection of shape poems. Writing Outcome: <i>Modelled:</i> Christmas poem about Christians beliefs <i>Independent:</i> another Christmas item shape</p>			<p>Can a poem convey the power of a Viking? Poem on a theme/with a structure Viking Kenning Poetry Texts: A range of kenning poems Writing Outcome: <i>Modelled:</i> Viking themed kenning <i>Independent:</i> Conflict themed kenning</p>		<p>Why should we still perform poems from the past? Classic Poetry Text: Robert Louis Stevenson poetry (from A Child's Garden of Verses) Writing Outcome: <i>Modelled:</i> Recite a poem by heart <i>Independent:</i> Recite a different poem by heart</p>			
Guided Reading	M2 Amazing Grace by Mary Hoffman	M3 Toro! Toro! By Michael Morpurgo	Harry Potter and the Philosopher's Stone by JK Rowling		Charlie and the Chocolate Factory by Roald Dahl		M2 War Games by Michael Foreman	M3 Cloud Busting by Malorie Blackman	Earth Shattering Events by Robert Jacob other non fiction texts	M2 My Brother Bernadette by Jaqueline Wilson	M3 The Girl of Ink and Stars by Kiran Millwood Hargrave

Oak Class Long Term Curriculum Plan 24/25

pəʊs ʒuɪljəds		
Year 5	Year 4	Year 3
<p>1. Words ending in ‘-tious’ and ‘-ious’ 2. Words ending in ‘-cious’ 3. Words ending in /shul/ spelled ‘-cial’ 4. Words ending in /shul/ spelled ‘-tial’ 5. Words ending in /shul/ spelled ‘-cial’ and ‘-tial’ 6. Challenge words 7. Words ending in ‘-ant’ 8. Words ending in ‘-ance’ and ‘-ancy’ 9. Words ending in ‘-ent’ and ‘-ence’ 10. Words ending in ‘-able’ and ‘-ible’ 11. Words ending in ‘-ably’ and ‘-ibly’ 12. Challenge Words 13. Words ending in ‘-able’, where the ‘e’ from the root word remains 14. Words that are adverbs of time 15. Words ending in ‘-fer’ 16. Words with ‘silent’ first letters 17. Words with ‘silent’ letters 18. Challenge Words 19. Words spelled with ‘ie’ after c 20. Words where ‘ei’ makes an /ee/ sound 21. Words where ‘ough’ makes an /or/ sound 22. Words containing ‘ough’ 23. Adverbs of possibility and frequency 24. Challenge Words 25. Words that are homophones or near homophones 26. Words that are homophones 27. Words that are homophones 28. Words that are homophones or near homophones 29. Words that are homophones or near homophones 30. Challenge Words 31. Words with hyphens 32. Challenge Words 33. Revision: Year 5 words 34. Revision: Year 5 words 35. Revision: Year 5 words 36. Revision: Year 5 words</p>	<p>1. Words that are homophones 2. Words with the prefix ‘in-’ 3. Words with the prefixes ‘il-’, ‘im-’ and ‘ir-’ 4. Words with the prefix ‘sub-’ 5. Words with the prefix ‘inter-’ 6. Challenge Words. 7. Words ending in ‘-ation’ 8. Words ending in ‘-ation’ 9. Words ending ‘-ly’ 10. Words ending ‘-lly’ 11. Words where ‘ch’ makes a /sh/ sound 12. Challenge Words 13. Words ending in ‘-sion’ 14. Words ending in ‘-ous’ 15. Words ending in ‘-ous’ where the ge from the root word remains 16. Words where ‘i’ makes an /ee/ sound 17. Words ending in ‘-ious’ and ‘eous’ 18. Challenge Words 19. Words where ‘au’ makes an /or/ sound 20. Words ending in ‘-tion’ 21. Words ending in ‘-sion’ 22. Words ending in ‘-cian’ 23. Words that are adverbs of manner 24. Challenge Words 25. Words that are homophones 26. Words spelled with ‘c’ before ‘i’ and ‘e’ 27. Words containing ‘sol’ and ‘real’ 28. Words containing ‘phon’ and ‘sign’ 29. Words with the prefixes ‘super-’, ‘anti-’ and ‘auto’ 30. Words with the prefix ‘bi-’ 31. Challenge Words 32. Words containing an apostrophe for possession 33. Revision of spelling patterns learned in Stage 4 34. Revision of spelling patterns learned in Stage 4 35. Revision of spelling patterns learned in Stage 4 36. Revision of spelling patterns learned in Stage 4</p>	<p>1. Words where ‘ou’ makes an /ow/ sound 2. Words where ‘ou’ makes a /u/ sound 3. Words where ‘y’ makes an /i/ sound 4. Words ending in ‘-sure’ 5. Words ending in ‘-ture’ 6. Challenge words 7. Words with the prefix ‘re-’ 8. Words with the prefix ‘dis-’ 9. Words with the prefix ‘mis-’ 10. Words where ‘-ing’ and ‘-ed’ are added to multisyllabic words 11. Words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words 12. Challenge words 13. Words with the ‘ai’ digraph 14. Words with the ‘ei’ digraph 15. Words where ‘ey’ makes an /ai/ sound 16. Adding the suffix ‘-ly’ 17. Words that are homophones 18. Challenge Words 19. Words ending in ‘al’ 20. Words ending in ‘le’ 21. Adding ‘-ly’ when the root word ends in ‘-le’ 22. Adding ‘-ally’ when the root word ends in ‘-ic’ 23. Adding ‘-ly’ when the words do not follow the spelling patterns 24. Challenge Words 25. Words ending in ‘-er’ when the root word ends in ‘ch’ 26. Words where ‘ch’ makes a /k/ sound 27. Words where ‘que’ makes a /k/ sound 28. Words where ‘sc’ makes a /s/ sound 29. Words that are homophones 30. Challenge Words 31. Words that end in ‘sion’ 32. Revision of spelling patterns learned in Stage 3 33. Revision of spelling patterns learned in Stage 3 34. Revision of spelling patterns learned in Stage 3 35. Revision of spelling patterns learned in Stage 3 36. Revision of spelling patterns learned in Stage 3</p>

Oak Class Long Term Curriculum Plan 24/25

	Year 6													
Maths – See Red Rose Maths Scheme for further details	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="152 555 510 1094" style="background-color: #FFDAB9;">Year 3</th> <td data-bbox="510 555 813 1094" style="background-color: #FFDAB9;"> Unit 1 Place value, addition and subtraction Unit 2 Length and perimeter Unit 3 Statistics Unit 4 Addition and subtraction </td> <td data-bbox="813 555 1133 1094" style="background-color: #FFDAB9;"> Unit 5 Multiplication tables (3× and 4×) Unit 6 Multiplication Unit 7 Division Unit 8 Time Unit 9 3-D shape Assess and review week </td> <td data-bbox="1133 555 1435 1094" style="background-color: #FFDAB9;"> Unit 10 Place value, addition and subtraction Unit 11 Multiplication Unit 12 Fractions Unit 13 Division Unit 14 Volume, capacity and mass </td> <td data-bbox="1435 555 1738 1094" style="background-color: #FFDAB9;"> Unit 15 2-D shape Unit 16 Addition, subtraction and statistics Unit 17 Fractions Unit 18 Position & direction Unit 19 Time Assess and review week </td> <td data-bbox="1738 555 2054 1094" style="background-color: #FFDAB9;"> Unit 20 Addition and subtraction Unit 21 Multiplication and division Unit 22 2-D shape Unit 23 Decimal place value Unit 24 3-D shape </td> <td data-bbox="2054 555 2240 1094" style="background-color: #FFDAB9;"> Unit 25 Place value Unit 26 Calculation Unit 27 Fractions Unit 28 Statistics Unit 29 Time Assess and review week </td> </tr> </thead> </table>							Year 3	Unit 1 Place value, addition and subtraction Unit 2 Length and perimeter Unit 3 Statistics Unit 4 Addition and subtraction	Unit 5 Multiplication tables (3× and 4×) Unit 6 Multiplication Unit 7 Division Unit 8 Time Unit 9 3-D shape Assess and review week	Unit 10 Place value, addition and subtraction Unit 11 Multiplication Unit 12 Fractions Unit 13 Division Unit 14 Volume, capacity and mass	Unit 15 2-D shape Unit 16 Addition, subtraction and statistics Unit 17 Fractions Unit 18 Position & direction Unit 19 Time Assess and review week	Unit 20 Addition and subtraction Unit 21 Multiplication and division Unit 22 2-D shape Unit 23 Decimal place value Unit 24 3-D shape	Unit 25 Place value Unit 26 Calculation Unit 27 Fractions Unit 28 Statistics Unit 29 Time Assess and review week
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	1.Challenge Words 2.Challenge Words 3.Challenge Words 4.Challenge Words 5.Challenge Words 6.Challenge Words 7.Challenge Words 8.Challenge Words 9.Challenge Words 10.Challenge Words 11.Words with the short vowel sound /i/ spelled 'y' 12.Words with the long vowel sound /igh/ spelled 'y' 13.Adding the prefix '-over' 14.Words with the suffix '-ful' 15.Words that can be nouns and verbs 16.Words with an /oa/ sound spelled 'ou' or 'ow' 17.Words with a 'soft c' spelled 'ce' 18.Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' 19.Words with a /f/ sound spelled 'ph' 20.Words with origins in other countries and languages 21.Words with unstressed vowel sounds 22.Words ending with /shuhl/ spelled 'cial' 23.Words ending with /shuhl/ spelled 'tial' 24.Words beginning with 'acc' 25.Words with the suffix '-ably' 26.Words with the suffix '-ible' 27.Adding the suffix '-ibly' to create an adverb 28.Words ending in '-ent' and '-ence' 29.Words ending in '-er', '-or' and '-ar' 30.Adverbs synonymous with determination 31.Adjectives to describe settings 32.Adjectives to describe feelings 33.Adjectives to describe characters 34.Grammar Vocabulary 1 35.Grammar Vocabulary 2 36.Mathematical Vocabulary													

Oak Class Long Term Curriculum Plan 24/25

Year 4	Unit 1 Place value, addition and subtraction	Unit 5 Multiplication tables (3× and 4×)	Unit 10 Place value, addition and subtraction	Unit 15 2-D shape	Unit 20 Addition and subtraction	Unit 25 Place value
	Unit 2 Length and perimeter	Unit 6 Multiplication	Unit 11 Multiplication	Unit 16 Addition, subtraction and statistics	Unit 21 Multiplication and division	Unit 26 Calculation
Year 5	Unit 3 Statistics	Unit 7 Division	Unit 12 Fractions	Unit 17 Fractions	Unit 22 2-D shape	Unit 27 Fractions
	Unit 4 Addition and subtraction	Unit 8 Time	Unit 13 Division	Unit 18 Statistics Position & direction	Unit 23 Decimal place value	Unit 28 Statistics
Year 4	Unit 1 Place Value	Unit 6 Multiplication and Division	Unit 10 Place Value and Negative Numbers	Unit 15 Fractions	Unit 20 Place Value	Unit 25 Division
	Unit 2 Addition and Subtraction	Unit 7 Fractions	Unit 11 Addition and Subtraction	Unit 16 Geometry (Shape)	Unit 21 Measurement and Statistics	Unit 26 Fractions
Year 5	Unit 3 Statistics	Unit 8 Multiplication and Area	Unit 12 Multiplication	Unit 17 Measurement (Volume)	Unit 22 Geometry	Unit 27 Percentages
	Unit 4 Geometry (Angles)	Unit 9 Time	Unit 13 Measures (Length, Mass and Capacity)	Unit 18 Statistics	Unit 23 Addition and Subtraction	Unit 28 Statistics
Year 4	Unit 5 Geometry and Measures	Assess and review week	Unit 14 Geometry	Unit 19 Problem Solving including Bar Modelling	Unit 24 Multiplication	Unit 29 Measurement
				Assess and Review	Unit 24 3-D shape	Assess and review week

Oak Class Long Term Curriculum Plan 24/25

Year 6	Unit 1 Number and Place Value and Decimals	Unit 5 Fractions, Decimals and Percentages	Unit 9 Place Value, Negative Numbers and Number Sequences	Unit 13 Ratio and Proportion	Unit 18 Revision Unit	Unit 20 Addition and Subtraction
	Unit 2 Addition and Subtraction	Unit 6 Algebra and Sequences	Unit 10 Coordinates and Geometry	Unit 14 Statistics	Test Week	Unit 21 Multiplication
	Unit 3 Multiplication	Unit 7 Geometry and Area	Unit 11 Calculation	Unit 15 Geometry (2-D and 3-D Shape)	Unit 19 Applied Maths	Unit 22 Division
	Unit 4 Division	Unit 8 Statistics	Unit 12 Fractions	Unit 16 Measurement		Unit 23 Applied Maths
		Assess and review		Unit 17 Algebra		Assess and review week
			Assess and review week			