

Oak Class Long Term Curriculum Plan 25/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Faster, Higher, Stronger – History Driver	Who Dunit? Science Driver	The Heartbeat of the Shang Dynasty History Driver	African Adventure History & Geography Driver	Survival History Driver	Plastic Pollution Geography Driver
Enhancements	<p>Virtual Visit https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/virtual-visit-touring-greek-temples</p> <p>Ancient Greece day</p> <p>Visit from Father Jordan</p>	<p>Visit from a police officer</p> <p>Play Cluedo</p> <p>Trip to National Justice Museum trip or Greater Manchester Police Museum & Archives</p> <p>Children in Need</p>	<p>Chinese New Year party</p> <p>Anime workshop - https://nugenteducation.co.uk/</p> <p>Visit to a church</p>	<p>Visit from Zamble Dance</p> <p>African drumming and dance</p> <p>Prime VR - Discover Africa</p> <p>Pancake day races</p> <p>Easter egg hunt</p> <p>World Book Day</p> <p>Visit from Prags</p>	<p>Visit from basic first aid training – Chorley’s Angels</p> <p>Virtual visit – Queen Victoria</p> <p>Visit from a Muslim</p>	<p>Parental vegan/vegetarian cookery workshop evening</p> <p>Visit from Leyland Recycling Centre</p> <p>Visit from a Jew</p> <p>French café in school</p> <p>Virtual visits – Circulatory system</p>
Class Reader	The Boy at the Back of the Class Onjali Rauf	Detective Stories – Philip Pullman	The Kite Rider Geraldine McCaughrean	Journey to Jo'burg Beverley Naidoo	The Queen's Fool Ally Sherric	
School/ British Values	Tolerance, mutual respect	Tolerance, mutual respect, rule of law, democracy	Tolerance, mutual respect, individual liberty	Tolerance, mutual respect, democracy, rule of law	Tolerance, mutual respect, individual liberty	Tolerance, 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		<p><u>Can I find my way around the world?</u> Topic: Map Skills <i>Diversity – providing the children with opportunities to experience other cultures.</i></p> <p><u>Milestone 2:</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • 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. <p><u>Milestone 3:</u></p> <ul style="list-style-type: none"> • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • 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). 		<p><u>How is life in Africa different to mine in Wroughtington?</u> Topic: Africa <i>Develop an awareness and understanding of other cultures.</i></p> <p><u>Milestone 2:</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Describe geographical similarities and differences between countries. <p><u>Milestone 3:</u></p> <ul style="list-style-type: none"> • 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. 		<p><u>Should we ban single use plastics?</u> Topic: Environmental Issues: <i>To understand the impact, they have the planet – we are responsible.</i></p> <p><u>Milestone 2:</u></p> <ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. • 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. <p><u>Milestone 3:</u></p> <ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key

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		<ul style="list-style-type: none"> 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>Vocabulary Atlas, index, co-ordinates, latitude, longitude. Key, symbol, Ordnance Survey. Compass, north, south, east, west, north east, south east, south west, north west. Co-ordinates, grid reference, easting, northing. Silva compass. Past, present, similarities, differences.</p>		<p>Vocabulary Location, Africa, Nigeria, Morocco, Northern/Western/Central/Eastern/Southern Africa, Sahara Desert, Sub-Saharan Africa, Atlas Mountains, River Nile, Northern/Southern hemisphere, tropical, Mount Kilimanjaro, savannah, Serengeti National Park, Maasai, Table Mountain, biodiverse, biome,</p>		<p>topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Vocabulary Ocean, plastic, pollution, Rethink, Refuse, Reduce, Reuse, Recycle, advocacy</p>
History	<p><u>How have the Ancient Greeks influenced our lives?</u> <i>Encouraging to aim high</i> Milestone 2:</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Compare some of the times studied with those of other areas of interest around the world. <p>Milestone 3:</p> <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Compare some of the times studied with those of the other 		<p><u>Who was Fu Hao and how did she defeat her enemies?</u> Topic: Shang Dynasty <i>Diversity – Develop an awareness and understanding of other cultures.</i></p> <p>Milestone 2:</p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use dates and terms to describe events. <p>Milestone 3:</p>		<p><u>Why is the monarchy important to our country?</u> Topic: Changing power of Monarchs <i>British Values - To understand the foundations of our monarchy and the important role they play in our culture.</i></p> <p>Milestone 2:</p> <ul style="list-style-type: none"> 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. 	

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<p>areas of interest around the world.</p> <p>Vocabulary Climate, Location, Greece, Athens, Sparta, City state, Rivals, Ancient, BC, AD, Timeline, Modern, Tudor, Victorians, Slaves, citizens, war, army, navy, trireme, war ship, armour, swords, shields, enemies, opposition, pottery, Battle, Marathon, Athens, King Darius, Theatre, tragedy, comedy, acoustics, altar, Dionysus</p>		<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use dates and terms accurately in describing events. <p>Vocabulary society, shang, dynasty culture, civilisation, artefact</p>		<p>Milestone 3:</p> <ul style="list-style-type: none"> • 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. <p>Vocabulary Normans, rule, reign, William the Conqueror, William I, Harold Godwinson, Edward the Confessor, Duke of Normandy, Tostig, taxes, Domesday Book. reigned, Medieval, throne, taxes, revolt, rebellion, Magna Carta, Runnymede. Religious, faith, pregnant, parliament, desire, prosperity, Great Britain, Acts of Union, monarch, flag, currency.</p>	
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DT		<p>Could I sell my Christmas card at the Christmas fair?</p> <p>Topic: Textiles Cross stitch – Christmas cards</p> <p><i>We stand together – active part of the local community, raising the profile of the school.</i></p> <p><i>Resilience</i></p> <p>Milestone 2:</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. <p>Milestone 3:</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. <p>Vocabulary Design, Template, Materials, Equipment, Process, Evaluation, Aida fabric, Thread (Floss) Needle, Stitch, Cross-stitch, Backstitch, Pattern, Knot, Decoration Festive, Motif, Layering,</p>			<p>Can we use the Mossy Meadow as a classroom?</p> <p>Topic: Construction <i>Den building in forest school (Carole Glover?)</i></p> <p>Milestone 2:</p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. <p>Milestone 3:</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). <p>Vocabulary Structure, Stability, Framework, Bracing, Load-bearing, Natural Materials, Man-made Materials, join/Joining, Fasten/Fastening, Knot, Lashing, Weaving, Covering, Reinforce, Shelter, Weatherproof, Wind-resistant, Waterproof, Insulation, Ventilation, Design, Blueprint, Prototype Evaluate, Adapt/Modify</p>	<p>How can I eat healthier?</p> <p>Topic: Food <i>Health – LSIP - Vegetarian and vegan cooking (including seasonal products and scaling up for ratios).</i></p> <p>Milestone 2:</p> <ul style="list-style-type: none"> • 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>Milestone 3:</p> <ul style="list-style-type: none"> • 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. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p>Vocabulary Vegetarian, Pulses, Wholegrain, Cross-contamination, Hygiene, Sustainability, Food miles, Balanced diet, Nutrients</p>

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Science	<p><u>Will I get wrinkles when I get older?</u> Topic: Life cycles and changes as humans develop to old age. <i>Diversity – Disability, Differences in age, sexual orientation.</i></p> <p><u>Milestone 2:</u></p> <ul style="list-style-type: none"> Identify how plants and animals, including humans, resemble their parents in many features. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years. <p><u>Milestone 3:</u></p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. Relate knowledge of plants to studies of all living things. Describe the life process of reproduction in some plants and animals. <p><u>Vocabulary</u> Egg, sperm, foetus, baby, toddler, child, teenager, adult, old age, development, growth, human, infancy, childhood, adulthood, adolescence, prenatal.</p>	<p><u>Could I become an electrician?</u> Topic: Understand electrical circuits <i>Exposure to a wide range of job opportunities.</i></p> <p><u>Milestone 2:</u></p> <ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. <p><u>Milestone 3:</u></p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how 	<p><u>Who Was Carl Linnaeus?</u> Topic: Classification <i>Bespoke to children’s interests – animal focused, teaches organisational skills</i></p> <p><u>Milestone 2:</u></p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys. <p><u>Milestone 3:</u></p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics. Give reasons for classifying plants and animals based on specific characteristics. <p><u>Vocabulary</u> Classify, sort, group, similarities, differences, compare Variation, classification, vertebrates, invertebrates Characteristic, classification, key. Carl Linnaeus, Linnaean, classification, standard, domain, kingdom, phylum, class, order, family, genus, species. Microorganism, fungus, bacteria, virus, microscopic, mould</p>	<p><u>Have we always looked like this?</u> Topic: Evolution and inheritance <i>Looking at the bigger picture – expanding the children’s views of the world</i></p> <p><u>Milestone 2:</u></p> <ul style="list-style-type: none"> Identify how plants and animals, including humans, resemble their parents in many features. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Identify how animals and plants are suited to and adapt to their environment in different ways. <p><u>Milestone 3:</u></p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in 	<p><u>Humans</u> <u>How might diet and behaviours affect your circulatory system?</u></p> <p>Topic: circulatory system and transportation of nutrients <i>LSIP (C) – raise awareness of the importance of good cardiovascular health</i></p> <p><u>Milestone 2:</u></p> <ul style="list-style-type: none"> 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. Describe the simple functions of the basic parts of the digestive system in humans. <p><u>Milestone 3:</u></p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. <p><u>Vocabulary</u></p>
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	<p>Data, tables, bar graphs, line graphs, present, findings, information, baby, growth, height, mass.</p> <p>Puberty, changes, breasts, pubic hair, hips, facial hair, body hair, genitals, muscular development, menstruation.</p> <p>Old age, human, development, growth rate, decrease, changes, compare.</p> <p>Gestation, vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, protozoa, coelenterates, flatworms, annelid worms, echinoderms, molluscs, arthropods, arachnids, crustaceans, insects, myriapods.</p> <p>Life expectancy, variable, association, causal relationship, correlation, positive, negative.</p>	<p>components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <ul style="list-style-type: none"> • Use recognised symbols when representing a simple circuit in a diagram. <p>Vocabulary</p> <p>Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol</p>		<p>different ways and that adaptation may lead to evolution.</p> <p>Vocabulary</p> <p>Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils</p>	<p>Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle</p>
Art	<p><u>Is my Greek vase museum worthy?</u></p> <p>Topic: Drawing, sculpture and painting</p> <p>Greek vases</p> <p><i>We persevere, Diversity</i></p> <p><i>Enrichment opportunities</i></p> <p><i>Topic based</i></p> <p><u>Milestone 2:</u></p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). 		<p><u>What do I look like as an anime character?</u></p> <p>Topic: Digital Media (Anime)</p> <p><i>Bespoke to the children's interests</i></p> <p><i>Diversity</i></p> <p><i>Topic based</i></p> <p><u>Milestone 2:</u></p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created 	<p><u>Can I print my own tote bag in the style of Esther Mahlangu?</u></p> <p>Topic: African Art – painting and printing</p> <p>Esther Mahalangu</p> <p><i>Diversity</i></p> <p><i>Topic based</i></p> <p><i>Enrichment opportunities – a career opportunity</i></p> <p><u>Milestone 2:</u></p> <p>Use layers of two or more colours.</p>	

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<ul style="list-style-type: none"> • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. <p>Milestone 3:</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. <p>Vocabulary Clay, Slip, Score, Kiln, Bisque, Glaze, Potter’s wheel, Coiling, Slab method Pinch pot, Throwing, Burnishing, Engraving, Amphora, Krater, Hydria Kylix, Red-figure, Black-figure, Motif, Symmetry, Relief</p>	<p>Milestone 3:</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). <p>Vocabulary Pixel, Resolution, Layer Opacity, Transparency, Filter, Blend, Saturation, Contrast, Brightness, Hue Gradient, Vector, Raster Composition, Editing, Cropping, Manipulation, Typography</p>	<ul style="list-style-type: none"> • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <p>Milestone 3:</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Develop a personal style of painting, drawing upon ideas from other artists. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. <p>Vocabulary Pattern, Geometric, Bold, Symbolism, Repetition, Contrast, Composition, Symmetry, Line, Shape, Colour palette, Acrylic paint Brushwork, Freehand, Traditional, Heritage, Ndebele, Cultural identity, Stencil, Printing, Block printing, Overlapping, Layering, Foreground, Background</p>	
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Where can people find guidance on how to live their lives? (Year 5)						
RE – Lancashire Agreed Syllabus	<u>Why is it sometimes difficult to do the right thing?</u> Religion: Christianity - God	<u>What do we mean by a miracle?</u> Religion: Christianity - Jesus	<u>How do people decide what to believe?</u> Religion: Christianity - Church	<u>What might Hindus learn from stories about Krishna?</u> Religion: Hinduism - Dharma	<u>Why is the Qur'an important to Muslims?</u> Religion: Islam	<u>Do people need laws to guide them?</u> Religion: Judaism
PSHE –CORAM – Year 6 (Adapted when necessary)	<u>Can we solve the friendship problem?</u> Topic: Me and my relationships. Working together Let's negotiate Solve the friendship problem Behave yourself Assertiveness skills Don't force me Acting appropriately	<u>Is it important to respect each other's differences?</u> Topic: Valuing Difference OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes	<u>How do I keep myself safe?</u> Topic: Keeping myself safe Year 5/6 Think before you click! (<i>in Computing</i>) Traffic lights To share or not to share? Rat Park Year 5/6 only <i>What sort of drug is...?</i> <i>Drugs: it's the law!</i> <i>Alcohol: what is normal?</i> Year 3/4 Through Computing	<u>What's it worth?</u> Topic: Rights and Respect Two sides to every story Facebook Friends What's it worth? Happy shoppers Democracy in Britain 1 - Elections Democracy in Britain 2 -	<u>What's the risk?</u> Topic: Being my best This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness Five Ways to Wellbeing project	<u>Is this normal?</u> Topic: Growing and Changing I look great! Media manipulation Helpful or unhelpful? Managing change Year 5/6 – Not Year 3/4 Pressure online Is this normal? Dear Ash Making babies What is HIV?
French – Language Nut Year 2	<u>Quels sont vos passe-temps et vos intérêts ?</u> Unit 1: Hobbies and Routine	<u>Quels sont vos passe-temps et vos intérêts ?</u> Unit 2: Hobbies and Routine	<u>À quoi je ressemble?</u> Unit 3: How I look	<u>Puis-je décrire un extraterrestre ? (Can I describe an alien?)</u> Topic: How I look	<u>Qu'aimes-tu manger et boire ? (What do you like to eat and drink?)</u> Topic: Food and Drink	<u>Puis-je commander dans un café français? (Can I order in a French café?)</u> Topic: Food and Drink

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Vocabulary

Computing/DT	<p><u>Can I outsmart Google?</u> <i>Keeping the children safe online</i></p> <p>Topic: Searching online effectively</p> <p><u>Milestone 2:</u> Use the reported operators +, -, *, / to perform calculations</p> <p><u>Milestone 3:</u> Use Boolean operators <, =, >, and, or, not to define conditions</p> <p>Vocabulary Search, Search engine, Internet, World Wide Web Algorithm</p>	<p><u>Can I code a micro:bit to test conductivity?</u> <i>Exposure to a wide range of job opportunities.</i></p> <p>Topic: Electricals and electronics/ Computing micro:bit</p> <p><u>Milestone 2:</u> Set the appearance of objects and create sequences of changes</p> <p>Vocabulary Flowcharts, Algorithms, Electricity, Input/output, Selection, Electronics</p>	<p><u>How can I keep myself safe online?</u> <i>Keeping the children safe online</i></p> <p>Topic: Online safety using Purple Mash unit 3.2 and Purple Mash unit 5.2 Think before you click! <i>(from PSHE Coram)</i></p> <p><u>Milestone 2:</u> Understand that comments made online that are hurtful or offensive are the same as bullying</p> <p><u>Milestone 3:</u> Understand the effect of online comments and show responsibility and sensitivity when online</p> <p>Vocabulary Online safety, Digital footprint, Privacy settings Personal information, Username, Password Two-factor authentication Encryption, Cyberbullying Stranger danger, Phishing Scam, Malware, Firewall</p>	<p><u>Can I draw a picture without using my hands?</u> <i>Bespoke to the children's interests.</i></p> <p>Topic: Animation – Stop Motion Purple Mash Unit 4.6</p> <p><u>Milestone 2:</u> Set the appearance of objects and create sequences of changes. Control the shade of pens</p> <p><u>Milestone 3:</u> Change the position of objects between screen layers Combine the use of pens with movement to create interesting effects</p> <p>Vocabulary Animation, Stop motion Frame, Frame rate, Sequence, Storyboard Onion skinning, Keyframe Timing, Motion blur, Pixilation, Set design, Lighting, Background, Foreground, Editing, Export, Playback, Looping</p>	<p><u>How can artificial intelligence help us?</u> <i>Exposure to a wide range of job opportunities.</i></p> <p>Topic: Introduction to artificial intelligence Purple Mash Unit 4.10</p> <p><u>Milestone 2:</u> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p><u>Milestone 3:</u> Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications.</p> <p>Vocabulary Algorithm, artificial intelligence, data</p>	<p><u>What is a word processing tool used for?</u> <i>Exposure to a wide range of job opportunities. Children's interests</i></p> <p>Topic: Word Processing with Microsoft Word Purple Mash 5.8</p> <p><u>Milestone 2:</u> Contribute to blogs that are moderated by teachers. Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p><u>Milestone 3:</u> Collaborate with others online on sites approved and moderated by teachers. Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create</p>
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			Hacking, Fake news, Misinformation, Report Block, Trusted adult, Consent, Copyright, Plagiarism, Social media Responsible sharing			high quality, professional or efficient communications. Vocabulary Bulleted lists, copy and paste, cursor, hyperlink, formatting, word processing tool, caps lock, copyright, document, merge cells, text wrapping, captions, creative commons, font, page orientation, readability, word art
PE – Encourage resilience and ambition Chorley (SSP)	<p>Who is the most important person in a team? <i>Diversity – exposure to a range of team games</i></p> <p>Invasion Games – Rugby/Dodgeball</p>	<p>What do gymnasts look like? <i>To raise awareness of extracurricular activities</i></p> <p>Gymnastics</p>	<p>What makes a good performance? <i>To raise awareness of extracurricular activities</i> <i>Diversity</i></p> <p>Dance - Chinese</p>	<p>Can we be outdoor adventurers? <i>Outdoor learning</i> <i>Children’s interests</i></p> <p>OAA - Orienteering</p>	<p>Can I strike a ball across the school field? <i>Diversity – exposure to a range of striking and fielding games</i></p> <p>Striking & Fielding – Rounders</p>	<p>How could I compete in a decathlon? <i>To raise awareness of extracurricular activities</i> <i>Aim high</i></p> <p>Athletics</p>
Music (Lancashire Music Service)	<p>Ukulele – <i>Specialist teacher</i></p> <p>Curriculum Music - Charanga - <i>Specialist teacher</i></p> <p>Enrichment opportunities - Encourage resilience</p>					

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English Cross Curricular	<p>Can I write a new fantasy setting for Percy Jackson to visit and send it to Rick Riordan?</p> <p>Stories with Fantasy Settings</p> <p>Percy Jackson and the Lightning Thief</p> <p><i>Topic based novel</i></p> <p><i>Purposeful writing focus</i></p> <p>Modelled: Innovated version of next chapter.</p> <p>Independent: Own version next chapter.</p>	<p>Can our parents solve our mystery story?</p> <p>Detective fiction</p> <p>The Roundhill by Dick King Smith</p> <p><i>Purposeful writing focus</i></p> <p><i>Encourages problem solving</i></p> <p>Modelled: To innovate on a known story using devices used by the author.</p> <p>Independent: To write a mystery story based on an image</p>	<p>Can we swap quest stories with Class 9 at St. George's?</p> <p>Stories from other cultures</p> <p>Firework Makers Daughter</p> <p><i>Purposeful writing focus</i></p> <p><i>Diversity</i></p> <p><i>Topic based novel</i></p> <p>Modelled: To write a quest based on Firework Maker's Daughter</p> <p>Modelled: 1 setting off</p> <p>2. A complication/problem</p> <p>3. Resolution</p> <p>Independent:</p> <p>An alternative complication</p> <p>An Alternative Resolution</p>	<p>Can I write a comic strip for Zamble Dance?</p> <p>Folk Tales</p> <p>Anansi stories</p> <p><i>Purposeful writing focus</i></p> <p><i>Diversity</i></p> <p>Modelled: Comic strip version of Anansi and the Yam Hills</p> <p>Independent: Comic strip version of Why Anansi has 8 skinny legs.</p>	<p>Can I write a Shakespearean tragedy to be broadcast on the school Facebook page?</p> <p>Older literature</p> <p>Macbeth by Shakespeare</p> <p><i>Bespoke to the children's interests.</i></p> <p><i>Purposeful writing focus</i></p> <p>Modelled: An innovated retelling of Macbeth.</p> <p>Independent: Change perspective and write one section again.</p>	<p>Can I take my parents back in time with my story?</p> <p>Short stories with flashbacks</p> <p>Harry Potter Books excerpts.</p> <p><i>Bespoke to the children's interests.</i></p> <p><i>Purposeful writing focus</i></p> <p>Modelled: create a flashback in the form of a Pensieve memory.</p> <p>Independent: create a flashback of a personal memory.</p>
	<p>Can we help SSP teach other children about human development?</p> <p>Information Booklet</p> <p>Stages of life – selection of non-fiction texts on human development</p> <p><i>Cross curricular</i></p> <p><i>Purposeful writing focus</i></p> <p><i>Career opportunities</i></p> <p>Modelled: First 3 stages of life</p> <p>Independent: Final 3 stages of life</p>	<p>Will the judge agree with our findings?</p> <p>Reports/Crime Fiction</p> <p>Tuesday by David Wiesner</p> <p><i>Variety of text choice</i></p> <p><i>Career opportunities</i></p> <p><i>Purposeful writing focus –</i></p> <p><i>Police Officer/PCSO to listen to our findings</i></p> <p>Modelled: Flying frog's crime report</p> <p>Independent: Flying pig's crime report</p>	<p>Could I become a magazine journalist?</p> <p>Information text hybrid</p> <p><i>Career opportunities</i></p> <p><i>Purposeful writing focus</i></p> <p><i>Topic based</i></p> <p>Magazine article</p> <p>Modelled:</p> <p>NCR on Shang Dynasty</p> <p>Instructions – how to make a firework</p> <p>Diary – Chinese New Year</p> <p>Independent:</p> <p>NCR – circulatory system</p> <p>Instructions – how to live well</p>		<p>Can I persuade our MP of the necessity of the monarchy?</p> <p>Persuasion: a formal review</p> <p>Does the UK still need a monarchy?</p> <p><i>British values</i></p> <p><i>Purposeful writing focus</i></p> <p><i>Career opportunities</i></p> <p><i>We stand together</i></p> <p>Modelled: For persuasive argument about the monarchy.</p>	<p>Can I persuade Mr. Purcell to go vegetarian/vegan?</p> <p>Debates/Discussion</p> <p>Environmental issues</p> <p><i>Purposeful writing focus</i></p> <p><i>LSIP – Health</i></p> <p><i>We are responsible</i></p> <p>Modelled: Plastics and the environment – the great debate.</p> <p>Independent:</p> <p>Vegetarian/vegan lifestyle – the great debate</p>

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			Diary – blood cell		Independent: Against persuasive argument about the monarchy.	
<p>Am I able to write a poem to share on the school website? <i>Promote the school, Purposeful writing focus</i> <i>Bespoke to the children’s interests.</i> Poem on a theme Autumn/Halloween Modelled: Poem about Autumn Independent: Poem about Halloween.</p>	<p>Can I write the next Christmas number 1? <i>Career opportunities</i> <i>Bespoke to the children’s interests</i> <i>Purposeful writing focus</i> Poetry – songs and lyrics Christmas songs Independent: Write own chart topper.</p>			<p>Am I able to write a poem to share on the school website? Poetry with Imagery <i>Promote the school, Purposeful writing focus</i> <i>Diversity</i> <i>Topic based</i> Modelled: Interesting and engaging poem which use powerful imagery – African Jungle Independent: Interesting and engaging poem which use powerful imagery – Africa</p>		

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	Year 2/3	Year 4-6	Year 2/3	Year 4-6	Year 2/3	Year 4-6	Year 2/3	Year 4-6	Year 2/3	Year 4/6	Year 2/3	Year 4/6
Guided Reading	Amazing Grace by Mary Hoffman <i>Diversity</i>	Who let the God's out by Maz Evans <i>Topic based</i>	Town Mouse, Country Mouse by Libby Walden and Richard Jones <i>Topic based</i>	Murder Most Unladylike by Robin Stevens <i>Topic based</i>	Non-fiction texts <i>Topic based</i>	Non-fiction texts about China. <i>Topic based</i>	Jim and the Beanstalk by Raymond Briggs	Young, Gifted and Black by Jamia Wilson (Non-fiction) <i>Diversity</i>	The Queen's Nose by Dick King Smith <i>Topic based</i>	George by Alex Gino <i>Topic based</i>	Dear Greenpeace By Simon James <i>We are responsible Topic based</i>	Floodland by Marcus Sedgewick <i>We are responsible Topic based</i>
Spelling – Spelling Shed	<div style="display: flex; justify-content: space-between;"> <div style="width: 25%; background-color: #f4a460; padding: 5px; text-align: center;"> Stage 3 - Spelling Shed </div> <div style="width: 75%;"> <ul style="list-style-type: none"> - The /ou/ 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 </div> </div>											
	<ul style="list-style-type: none"> - 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 											
	<ul style="list-style-type: none"> - 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 											
	<ul style="list-style-type: none"> - 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 											
	<ul style="list-style-type: none"> - 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 											
	<ul style="list-style-type: none"> - 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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Stage 4 – Spelling Shed	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Challenge Words - Plural possessive apostrophes. - Revision – spelling rules we have learned in Stage 4.
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Stage 5 – Spelling Shed	<ul style="list-style-type: none"> - 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. - Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. - Challenge words 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. - Challenge Words 	<ul style="list-style-type: none"> - 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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	Stage 6 – Spelling Shed	<p>Challenge Words</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Adjectives to describe settings - Vocabulary to describe feelings. - Adjectives to describe character - Grammar Vocabulary - Grammar Vocabulary - Mathematical Vocabulary 	
Maths – Red Rose Maths - Encourages resilience, builds independence.	Year 3	<p>Unit 1 Place value, addition and subtraction</p> <p>Unit 2 Length and perimeter</p> <p>Unit 3 Statistics</p> <p>Unit 4 Addition and subtraction</p>	<p>Unit 5 Multiplication tables (3× and 4×)</p> <p>Unit 6 Multiplication</p> <p>Unit 7 Division</p> <p>Unit 8 Time</p> <p>Unit 9 3-D shape</p> <p>Assess and review week</p>	<p>Unit 10 Place value, addition and subtraction</p> <p>Unit 11 Multiplication</p> <p>Unit 12 Fractions</p> <p>Unit 13 Division</p> <p>Unit 14 Volume, capacity and mass</p>	<p>Unit 15 2-D shape</p> <p>Unit 16 Addition, subtraction and statistics</p> <p>Unit 17 Fractions</p> <p>Unit 18 Position & direction</p> <p>Unit 19 Time</p> <p>Assess and review week</p>	<p>Unit 20 Addition and subtraction</p> <p>Unit 21 Multiplication and division</p> <p>Unit 22 2-D shape</p> <p>Unit 23 Decimal place value</p> <p>Unit 24 3-D shape</p>	<p>Unit 25 Place value</p> <p>Unit 26 Calculation</p> <p>Unit 27 Fractions</p> <p>Unit 28 Statistics</p> <p>Unit 29 Time</p> <p>Assess and review week</p>

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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
		Unit 9 3-D shape	Unit 14 Volume, capacity and mass	Unit 19 Time	Unit 24 3-D shape	Unit 29 Time
		Assess and Review		Assess and Review		Assess and review week
	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
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	
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 week		Assess and review week	

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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 Test Week	Unit 20 Addition and Subtraction
	Unit 2 Addition and Subtraction	Unit 6 Algebra and Sequences	Unit 10 Coordinates and Geometry	Unit 14 Statistics	Unit 19 Applied Maths	Unit 21 Multiplication
	Unit 3 Multiplication	Unit 7 Geometry and Area	Unit 11 Calculation	Unit 15 Geometry (2-D and 3-D Shape)		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		