

Oak Class Long Term Curriculum Plan 26/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	What did the Romans do for us? – History Driver	Now you see me, now you don't! Science Driver	There's no place like home History Driver	Water, water everywhere! Geography Driver	Amazon Adventure Geography & Science Driver	Inventors and Inventions History & Science Driver
Enhancements	Virtual School visits - Romans - Julius Caesar PCSO Visit – Keeping safe	Local fieldwork and traffic survey Virtual school visits - States of Matter Lowry Gallery trip Children in Need Christmas play	Visit from artist Zak Last Tunley Woods visit Visit from a dentist French cafe	United Utilities visit River trip (Cuerden Valley) Visit from a monk Pancake day races Easter egg hunt World Book Day	Virtual school visits - whole-day virtual workshop on the South American Amazon. Planting in the Mossy Meadow Prime VR – Rainforests	Visit from a scientist/inventor 'Early Islamic Civilisations' with Altru Drama workshop Focus week at St. George's
Class Reader	<i>Romans on the Rampage</i> By Jeremy Strong	<i>Christmasasaurus</i> by Tom Fletcher	<i>The Boy Who Made Everyone Laugh</i> by Helen Rutter	<i>Planet Omar</i> by Zanib Mian	<i>Journey to the River Sea</i> by Eva Ibbotson	<i>Mr Stink</i> by David Walliams
School/ British Values	Democracy	Rule of law	Tolerance	Diversity	Mutual respect	Individual liberty
	We persevere	We are considerate	We aim high	We stand together	We are responsible	Christian values

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Geography		<u>Why do more people visit Blackpool than Wrightington?</u> Topic: Local study Bespoke to children's interests Milestone 2: • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. Milestone 3: • Collect and analyse statistics and other information in order to draw clear conclusions about locations.		<u>Did you know you're drinking dinosaur wee?</u> Topic: Water cycle and Rivers We are responsible - To understand the impact, they have on water use. Milestone 2: • Ask and answer geographical questions • Describe key aspects of: physical geography, including: rivers and the water cycle. Milestone 3: • Describe and understand key aspects of: physical geography, including: the water cycle. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	<u>Would my life be different if I lived in the Amazon?</u> We stand together We are responsible - To understand the impact, they have the planet Mutual respect Diversity - - providing the children with opportunities to experience other cultures. Topic: South America Milestone 2: • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. Milestone 3: • Collect and analyse statistics and other information in order to draw clear conclusions about locations.	
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		• Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.			• Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • 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. • Name and locate the countries of North and South America and identify their main physical and human characteristics.	
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History	<u>How did Rome get its name?</u> Topic: Romans We persevere Democracy Rule of law <u>Milestone 2:</u> • Use dates and terms to describe events. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <u>Milestone 3:</u> • Use dates and terms accurately in describing events. • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate.		<u>Has Blackpool always been a holiday destination?</u> Topic: Local Study Bespoke to children's interests <u>Milestone 2:</u> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe changes that have happened in the locality of the school throughout history. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Milestone 3:</u> • Use sources of evidence to deduce information about the past.			<u>Could I be a student at the House of Wisdom?</u> Topic: Ancient Islamic Civilisation We aim high Democracy Rule of law Individual liberty <u>Milestone 2:</u> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and
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			• Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. Identify continuity and change in the history of the locality of the school. • Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).			experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <u>Milestone 3:</u> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children and contrast them with times of relatively little change. • Understand the concepts of continuity and change
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						over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
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DT	<u>Can I make a pouch for a Roman soldier?</u> We persevere We aim high Topic: Textiles Roman shield <u>Milestone 2:</u> •Understand the need for a seam allowance. •Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles. <u>Milestone 3:</u> •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).			<u>How will I win the Mossy Lea boat race?</u> We persevere We aim high Job opportunities Topic: Construction Linked to Science investigation - build vehicles for wind and water resistance. <u>Milestone 2:</u> •Choose suitable techniques to construct products or to repair items. •Strengthen materials using suitable techniques. <u>Milestone 3:</u> •Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).		<u>Can we improve the playground environment with our own puzzle?</u> Topic: Materials (cutting) We persevere We aim high Job opportunities Marble run <u>Milestone 2:</u> •Cut materials accurately and safely by selecting appropriate tools. •Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). •Select appropriate joining techniques. <u>Milestone 3:</u> •Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). •Show an understanding of the qualities of materials to choose appropriate tools to
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						cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
Science	<u>Can a chair be made of chocolate?</u> Health – LSIP Bespoke to children's interests Topic: Everyday materials Milestone 2: • Compare and group materials together, according to whether they are solids, liquids or gases. Milestone 3: • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	<u>Can Mrs F unburn toast? Why or why not?</u> Health – LSIP Bespoke to children's interests Topic: Reversible and irreversible changes Milestone 2: 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. Milestone 3: Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.	<u>Which teeth allow me to eat meat?</u> Health – LSIP We are responsible Topic: Teeth and Food chains Milestone 2: • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Identify the different types of teeth in humans and their simple functions. Milestone 3: Construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>What is so important about the Apple that hit Isaac Newton on the head?</u> Looking at the bigger picture Topic: Forces – resistance Milestone 2: Milestone 3: • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i>	<u>Can you open a garden centre in your wardrobe?</u> We aim high We are responsible Exposure to a wide range of job opportunities. Looking at the bigger picture Topic: Plants Milestone 2: • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<u>What does a real scientist look like?</u> We aim high Exposure to a wide range of job opportunities. Topic: Famous Scientists Marie Curie, Thomas Edison and Lewis Latimer, Eva Crane, Stephen Hawking (CC Write), Steve Jobs. Milestone 2: • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. Milestone 3: • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.

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Art and Design	<u>Can I make a pouch for a Roman soldier?</u> We persevere We aim high Exposure to a wide range of job opportunities. Topic: Textiles Roman shield <u>Milestone 2:</u> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. <u>Milestone 3:</u> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.	<u>How did the Industrial Revolution change the landscape in Salford?</u> We persevere We aim high Exposure to a wide range of job opportunities. Topic: Local artist – Lowry (city scape focus) Drawing, Painting, 3D •Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. •Adapt their work according to their views and describe how they might develop it further. <u>Drawing:</u> •Work in a sustained and independent way to create a detailed drawing. •Develop close observation skills using a variety of view finders.	<u>Can I design and make an artefact to reflect my environment?</u> We persevere We aim high Exposure to a wide range of job opportunities. Topic: Local modern artist – Zak Last (country side focus) <u>Milestone 2:</u> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. Drawing • Use different hardnesses of pencils to show line, tone and texture.		<u>Can I use Maths in my artwork?</u> We persevere We aim high Exposure to a wide range of job opportunities. Diversity Mutual respect Topic: South American Art (Beatriz Milhazes) Drawing, Digital Media •Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. •Adapt their work according to their views and describe how they might develop it further. Drawing: •Work in a sustained and independent way to create a detailed drawing.	

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		Use a journal to collect and develop ideas. • Lines, Marks, Tone, Form and Texture: Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Perspective and Composition: Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. <u>Painting:</u> • Develop a painting from a drawing. • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Colour: Mix and match colours to create atmosphere and light effects. <u>3D:</u> • Shape, form, model and construct from observation or imagination.	• Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. <u>Print</u> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <u>Milestone 3:</u> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas.		• Develop close observation skills using a variety of view finders. • Use a journal to collect and develop ideas. <u>Lines, Marks, Tone, Form and Texture:</u> Explore colour mixing and blending techniques with coloured pencils. <u>Digital Media:</u> • Record, collect and store visual information using digital cameras etc. • Present recorded visual images using software e.g. Photostory, Powerpoint. • Be able to Import an image (scanned, retrieved, taken) into a graphics package.	
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		• Use recycled, natural and man-made materials to create sculptures	• Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. Drawing • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. Print • 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.			
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RE – Lancashire Agreed Syllabus (Yr 6)	How do Christians mark the ‘turning points’ on the journey of life? Christianity (Church) Christian rites of passage, denominational differences	Is there one journey or many? Hindu dharma Reincarnation, Karma, the 4 ashramas	What is Hajj and why is it important to Muslims? Islam The Ummah, Hajj	Why do Christians believe Good Friday is ‘good’? Christianity (Jesus) Holy Week, The Eucharist denominational differences	What do we mean by a ‘good life’? Buddhism The Buddha , The Four Noble Truths, The Eightfold path	If life is like a journey, what’s the destination? Christianity (God) Salvation, Forgiveness
	Why are friends special? We are considerate We stand together Tolerance Mutual respect Bespoke to children’s interests Topic: Me and my relationships Ok or not ok? (part 1)(Y4) Ok or not ok? (part 2) (Y4) Our emotional needs (Y5) Being assertive (Y5) Behave yourself (Y6) Assertiveness skills (Y6)	What’s the story? We are responsible We stand together Rule of law Democracy Exposure to a wide range of job opportunities. Topic: Rights and Respect Safety in numbers (Y4) Why pay taxes (Y4) What’s the story? (Y5) Fact or opinion(Y5) Democracy in Britain 1 – Elections (Y6) Democracy in Britain 2 – How (most) laws are made (Y6)	Is it important to respect each other’s differences? We are considerate We stand together Tolerance Mutual respect Bespoke to children’s interests Topic: Valuing Difference The people we share our world with (Y4) That is such a stereotype! (Y4) Qualities of friendship (Y5) Kind conversations (Y5) Advertising friendships (Y6) Boys will be boys? – challenging gender stereotypes (Y6)	Am I fantastic? We persevere We aim high Individual liberty Topic: Being my best What makes me ME! (Y4) Making choices (Y4) Star qualities? (Y5) Basic first aid, inc. Sepsis awareness (Y5) This will be your life! (Y6) Our recommendations (Y6)	How can I keep myself safe? We are responsible Individual liberty Health Topic: Keeping Myself Safe Picture wise (Y4) Medicines: check the label (Y4) Vaping: healthy or unhealthy? (Y5) Would you risk it? (Y5) Rat Park (Y6) What sort of drug is...? (Y6)	Secret or surprise? Health Bespoke to children’s interests Topic: Growing and Changing Secret or surprise? (Y4) Together (Y4) How are they feeling? (Y5) Taking notice of our feelings (Y5) Pressure online (Y6) Helpful or unhelpful? Managing change (Y6)

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French Language Nut	<u>Où est-ce que j'habite ?</u> Unit 1: Where I Live Revise how to greet people and introduce yourself Say which country you live in To give more detail about where you live Recognise and pronounce the sounds GN and N Practise talking about where you live Give an opinion about where you live Describe where in the country you live	<u>Pouvez-vous décrire votre maison ?</u> Unit 2: Where I Live Describe your home Describe your living room Say what you like to do in your living room Use prepositions to talk about where things are in a room. Describe your kitchen Say where you eat and drink Make sentences describing where you live Learn about what food French people eat at Christmas.	<u>Pouvez-vous décrire votre maison ?</u> Unit 3: The weather Be able to describe the weather Be able to describe the weather Revise the months of the year Recognise and pronounce the sounds QU and Ç To understand the different seasons in French Be able to describe the weather Revise the vocabulary covered this unit.	<u>Quelle température fait-il ?</u> Unit 4: The weather Use numbers to give the temperature Talk about the weather forecast in French Revise the different compass points Create a weather forecast in French Revise weather and compass vocabulary Make sentences describing the weather and the temperature. Learn about a famous kite festival in France	<u>Où dans le monde parle-t-on français ?</u> Unit 5: The French-speaking World To learn the names of other countries that speak French. To learn the names of the different continents. To use "se situer" to say where a country is. Revise how to pronounce the sounds É and È To use "il y a" to describe the landscape of a country/ continent. To use "il y a" to describe the landscape of a country/ Continent Revise the vocabulary covered this unit.	<u>Est-ce que je peux décrire un pays francophone ?</u> Unit 6: The French-speaking World Revision of colours To learn how to describe a country's flag To understand facts about a country in French Make sentences describing different countries and continents. To write your own presentation of a French-speaking country
	<u>How can I keep myself safe online?</u> We are responsible Mutual respect Bespoke to children's interests Topic: Online Safety using bCyberwise (Coram Life Education) Milestone 2	<u>Can the Mossy Lea children become a computer game?</u> We are responsible Mutual respect Bespoke to children's interests Topic: Programming variables using Makey Makey Milestone 2	<u>Can hyperlinks help us escape?</u> We persevere We aim high Mutual respect Bespoke to children's interests Topic: Powerpoint advanced features. Mossy Lea Escape Room using hyperlinks Milestone 2	<u>IF I do this, THEN do that, what ELSE will happen?</u> We persevere Rule of law Topic: Programming IF THEN ELSE using Purple Mash unit 4.1 and 6.1 Milestone 2 • Use IF THEN conditions to control events or objects Milestone 3	<u>Should I use Excel to write a letter?</u> Exposure to a wide range of job opportunities. Topic: Choose the most suitable applications and devices for the purposes of communication. Milestone 2 • Use some of the advanced features of	<u>Who started the internet?</u> Exposure to a wide range of job opportunities. Topic: What is the internet? What is a network? Networks using CS Unplugged, Sorting networks, ages 5-7, lesson 1 and 2 Milestone 2

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	• Give examples of the risks posed by online communications. • Understand that comments made online that are hurtful or offensive are the same as bullying. Milestone 3 • Understand the effect of online comments and show responsibility and sensitivity when online. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.	• Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. Milestone 3 • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use lists to create a set of variables.	• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. Milestone 3 • Use many of the advanced features in order to create high quality, professional or efficient communications. • Change the position of objects between screen layers (send to back, bring to front).	• Use IF THEN ELSE conditions to control events or objects.	applications and devices in order to communicate ideas, work or messages professionally. Milestone 3 • 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.	• Understand how online services work. Milestone 3 • Understand how simple networks are set up and used.
PE Chorley (SSP)	Who is the most important person in a team? We persevere We aim high We stand together Mutual respect Health Invasion Games - Netball	What do gymnasts look like? We persevere We aim high Mutual respect Health Gymnastics	What makes a good performance? We persevere We aim high Mutual respect Health Dance – Country dancing	Can ‘we stand together’ In PE? We persevere We aim high We stand together Mutual respect Health OAA – Team building games	Why shouldn’t I be stumped by cricket? We persevere We aim high We stand together Mutual respect Health Striking & Fielding - Cricket	How could I compete in a decathlon? We persevere We aim high We stand together Mutual respect Health Athletics
Music	Ukulele and Curriculum Music (Lancashire Music Service)					

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Cross Curricular English	<u>Can I write a legend to explain to the Parish Councillor how Wroughtington got its name?</u> Bespoke to children's interests Topic based novel Ancient Roman Myths – Romulus and Remus Modelled: Write innovated legend based on Romulus and Remus Independent: Retell different legend	<u>Can I create a new planet for Andy Martin?</u> Bespoke to children's interests Purposeful writing focus Science Fiction Stories Modelled: To write a crawl for the start of Star Wars Independent: To write own crawl based on a different story.	<u>Can I write a story which will influence someone's actions or opinions?</u> Bespoke to children's interests Topic based novel Purposeful writing focus Encourages problem solving Stories with issues/dilemmas The Animals of Farthing Wood Modelled: To write an innovated version of 'The Animals of Farthing Wood' Independent: To write a different ending to 'The Animals of Farthing Wood'	<u>Am I able to write a captivating innovation of The Mousehole Cat to be aired on the school website?</u> Topic based novel Story as a theme The Mousehole Cat Modelled: Innovated version of The Mousehole Cat Independent: Retell 'The Lighthouse' form Literacy Shed	Joint Unit	<u>Can I become a published author?</u> (These to be placed in the library in a display section on 'Biographies'). We aim high We stand together Diversity Exposure to a wide range of job opportunities. Purposeful writing focus Biography Modelled: Leonardo di Vinci Independent: Stephen Hawking
	<u>Can I perform Dom Spiro for the Acorn Class?</u> Bespoke to children's interests Topic based novel Play scripts Modelled: Write script for Dum Spiro Independent: Write a script for a chapter from Romans on the Rampage by Jeremy Strong	<u>Can I inform Augilla readers about the wonders of chocolate?</u> We aim high Exposure to a wide range of job opportunities. Topic based Purposeful writing focus Hybrid Information text – Instructions, NCR, Recount of experiment Modelled: Instructions, NCR Independent: Recount of experiment Link to Science	<u>Can I express my viewpoint to influence Mrs Calvert in the school woodland project?</u> We are responsible Bespoke to children's interests Looking at the bigger picture Purposeful writing focus Discussion/Debate Woodland Habitats Modelled: A discussion text based around the question of 'Should the field be used for a swimming pool?'	<u>Can I produce an explanation text about the Water Cycle for United Utilities to circulate to local schools?</u> We are responsible Looking at the bigger picture Purposeful writing focus Explanation Text Modelled: Explanation leaflet of the water cycle Independent: Explanation of how rivers erode the land.	<u>Can we persuade a local supermarket to stop selling Nutella?</u> We are considerate We stand together We are responsible Mutual respect Diversity Looking at the bigger picture Topic based novel Purposeful writing focus Health Bespoke to children's interests Novel as a theme/Persuasion There's a Rang-Tan in my bedroom. The Vanishing Rainforest Modelled: Persuasive argument to ban use of palm oil, based on There's a Rang-Tan in my bedroom. Independent: persuade people to support rainforest conservation across the world, based on The Vanishing Rainforest.	<u>Can I tell the story of my parent's life?</u> (Present to them in the style of 'This is your life') Bespoke to children's interests Purposeful writing focus Autobiography Modelled: First 2 paragraphs modelled Independent: Final 2 paragraphs independent.
	<u>Can I become a Roman expert and share my knowledge with the parents of Tea and Tots?</u> <u>Presentation</u> Non Chronological Report (1 week unit cross curricular with History)	<u>Can I show my parents why not a creature was stirring the night before Christmas?</u> Bespoke to children's interests Purposeful writing focus	<u>Can I write an extra verse for Carol Ann Duffy?</u> We are responsible Purposeful writing focus Poems with figurative language	<u>Can I produce a rainforest canopy with my words?</u>		

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	Independent: NCR on the Romans		Narrative Poetry The Night Before Christmas Modelled: Talk 4 Writing Performance – Year 5/6 to innovate as well.		They will then write an independent Independent: balanced discussion text titled ‘Should children wear school uniform?’		The Ocean’s Blanket by Carol Ann Duffy Independent: Write an extra verse using figurative language.		Topic based Poems with a structure Modelled: a modelled poem on deforestation.			
Guided Reading	Year 4 Escape from Pompeii by Christina Balit <i>Topic based</i>	Year 5/6 Queen Of Darkness by Tony Bradman <i>Topic based</i>	Year 4 Ted Rules The World by Frank Cottrell-Boyce	Year 5/6 Cosmic by Frank Cottrell-Boyce <i>Topic based</i>	Year 4 The Sheep Pig by Dick King Smith	Year 5/6 Charlotte’s Web by E.B White	Non Fiction		Year 4 The Great Kapok Tree by Lynne Cherry <i>Topic based</i>	Year 5/6 The Explorer by Katherine Rundell <i>Topic based</i>	Year 4 George’s Marvellous Medicine by Roald Dahl	Year 5/6 A Series of Unfortunate Events by Lemony Snicket
							Year 4 Water Cycles by DK <i>Topic based</i>	Year 5/6 Water: Level 4 (National Geographic Readers) <i>Topic based</i>				

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	Year 3 - Spelling Shed Stage 3	- The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. - The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. - Spelling Rule: The /i/ sound spelled with a 'y.' - Words with endings that sound like /ze/ as in measure. - Words with endings that sound like /ch/ is often spelled -'ture' unless the root word ends in (t)ch. - Challenge words	- Words with the prefix 're-' 're-' means 'again' or 'back.' - The prefix 'dis-'. - The prefix 'mis-' - Adding suffixes beginning with vowel letters to words of more than one syllable. - Challenge words	- The long vowel /a/ sound spelled 'ai' - The long /a/ vowel sound spelled 'ei.' - The long /a/ vowel sound spelled 'ey.' - Adding the suffix -ly. - Adding the -ly suffix to an adjective turns it into an adverb. - Homophones – words which have the same pronunciation but different meanings and/or spellings. - Challenge Words	- The /l/ sound spelled '-al' at the end of words. - The /l/ sound spelled '-le' at the end of words. - Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' - Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' - Adding the suffix -ly. - Words which do not follow the rules. - Challenge Words	- Words ending in '-er' when the root word ends in (t)ch. - Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. - Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin. - Words with the /s/ sound spelled 'sc' which is Latin in its origin. - Homophones: Words which have the same pronunciation but different meanings and/or spellings. - Challenge Words	- The suffix '-sion' pronounced /ʒən/ - Revision – spelling rules we have learned in Stage 3. - Revision – spelling rules we have learned in Stage 3. - Revision – spelling rules we have learned in Stage 3. - Revision – spelling rules we have learned in Stage 3. - Revision – spelling rules we have learned in Stage 3.
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Spelling	Year 4 - Spelling Shed Stage 4	- Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. - The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' - Before a root word starting with l, the 'in-' prefix becomes 'il-'. - Before a root word starting with r the prefix 'in-' becomes 'ir-' - The prefix 'sub-' which means under or below. - The prefix 'inter-' means between, amongst or during. - Challenge Words	- The suffix '-ation' is added to verbs to form nouns. - The suffix '-ation' is added to verbs to form nouns. - Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.' - Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' - Word with the 'sh' sound spelled ch. These words are French in origin. - Challenge Words	- Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' - Adding the suffix -ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. - The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. - The 'ee' sound spelled with an 'i.' - The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. - Challenge Words	- The 'au' digraph - The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' - The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' - The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' - Adding '-ly' to create adverbs of manner. - These adverbs describe how the verb is occurring. - Challenge Words	- Homophones – words which have the same pronunciation but different meanings and/or spellings. - The /s/ sound spelled c before 'i' and 'e'. - Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' - Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' - Prefixes – 'super-' 'anti' and 'auto.' - The prefix bi- meaning two.	- Challenge Words - Plural possessive apostrophes. - Revision – spelling rules we have learned in Stage 4.
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	Year 5 - - Spelling Shed Stage 5	- Words ending in ‘-ious.’ - Words ending in ‘-cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’ - Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. - Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. - Challenge words	- Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. - Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. - Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. - Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’ - Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably - Challenge Words	- Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap. - Adverbs of time (temporal adverbs) these are words to develop chronology in writing. - Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled. - Words with ‘silent’ letters at the start. - Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) - Challenge Words	- Words spelled with ‘ie’ after c. - Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. - Words containing the letter string ‘ough’ where the sound is /aw/. - Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow. - Adverbs of possibility. These words show the possibility that something has of occurring. - Challenge Words	- Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. - Challenge Words	- Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. - Challenge Words - Revision: Year 5 words
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	Year 6 - - Spelling Shed Stage 6	Challenge Words	- Challenge Words - Spelling Rules: Words with the short vowel sound /i/ spelled y - Spelling Rules: Words with the long vowel sound /i/ spelled with a y.	- Adding the prefix ‘-over’ to verbs. - Convert nouns or verbs into adjectives using suffix ‘-ful.’ - Words which can be nouns and verbs. - Words with an /o/ sound spelled ‘ou’ or ‘ow.’ - Words with a ‘soft c’ spelled /ce/. - Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	- Words with the /f/ sound spelled ph. - Words with origins in other countries - Words with unstressed vowel sounds. - Words with endings /shuhl/ after a vowel letter. - Words with endings /shuhl/ after a consonant letter. - Words with the common letter string ‘acc’ at the beginning of words.	- Words ending in ‘-ably.’ - Words ending in ‘-ible’ - Adding the suffix ‘-ibly’ to create an adverb. - Changing ‘-ent’ to ‘-ence.’ - -er, -or, -ar at the end of words. - Adverbs synonymous with determination	- Adjectives to describe settings - Vocabulary to describe feelings. - Adjectives to describe character - Grammar Vocabulary - Grammar Vocabulary - Mathematical Vocabulary
Maths – Red Rose Maths - Encourages resilience, builds independence.	Year 3	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
		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 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 week		Assess and review week		Assess and review week

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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
		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
	Year 5		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	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		