

MAPLE CLASS – LONG TERM PLANNING 2025/2026

Autumn 1st Half		STEAM FOCUS: TECHNOLOGY CONSTRUCTION	
BIG QUESTION	Could I survive the Stone Age?		
PROJECT OUTCOME	Build a Mesolithic shelter.		

STEAM LEARNING			
MATHS	<p><u>Place value & Addition and Subtraction</u> Recap numbers to 100. Numbers 1,000. Partitioning hundreds, tens and ones. Comparing and ordering numbers to 1,000. Adding and subtracting ones, tens and hundreds. Adding across 10's and 100's. Subtracting across 10's and 100's. Adding and subtracting 3-digit numbers.</p>		<p>PLACE VALUE ADD & SUBTRACT MULTIPLY & DIVIDE FRACTIONS MEASUREMENT GEOMETRY STATISTICS ALGEBRA RATIO AND PROPORTION</p>
ENGLISH	<p><u>Stone Age Boy - Satoshi Kitamura and Stone Girl, Bone Girl - Laurence Anholt</u> Simple sentence structures. Narrative – Diary entry Information text – Who was Mary Anning? Weekly spelling work on Spelling Shed. Weekly grammar lessons. Daily handwriting lessons.</p>		<p>NARRATIVE BIOGRAPHY DISCURSIVE ARGUMENT/DEBATE EXPLANATION INSTRUCTIONS NEWSPAPER REPORT NON-CHRONOLOGICAL REPORT PERSUASIVE WRITING RECOUNT POETRY</p>
SCIENCE	<p><u>Rocks, Soil and Fossils</u> Types of rocks. Grouping rocks. Fossils. Mary Anning. Soil formation. Soil permeability.</p>		<p>WORKING SCIENTIFICALLY PLANTS ANIMALS INCLUDING HUMANS ROCKS, EVOLUTION AND INHERITANCE LIVING THINGS AND THEIR HABITATS MATERIALS STATES OF MATTER LIGHT SOUND ELECTRICITY FORCES SEASONAL CHANGES, EARTH & SPACE</p>
HISTORY	<p><u>Stone Age</u> What is prehistory? Hunter-gatherers. Cave art. Using historical sources. Different eras of the Stone Age. Skara Brae and other early settlements. Stonehenge.</p>		<p>SETTLEMENTS BELIEFS CULTURE PASTIMES LOCATION MAIN EVENTS FOOD FARMING TRAVEL EXPLORE CONFLICT SOCIETY ARTEFACTS</p>
GEOGRAPHY	<p><u>Earthquakes and Volcanos</u> What is underneath our feet? Volcanoes. Understanding different types of volcanos. Earthquakes. Tsunamis. Tornados.</p>		<p>LOCATION PHYSICAL FEATURES HUMAN FEATURES DIVERSITY PHYSICAL PROCESSES HUMAN PROCESSES TECHNIQUES</p>
ART	<p><u>Artist Focus – Wassily Kandinsky</u> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures. Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p><u>Art Skills – Mrs. Cameron</u></p>		<p>MEDIA AND MATERIALS TECHNIQUES EFFECTS COLOUR THEORY EMOTIONS ARTISTS AND ARTISANS STYLES AND PERIODS VISUAL LANGUAGE PROCESS</p>

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DESIGN TECHNOLOGY		TECHNICAL KNOWLEDGE PRACTICAL KNOWLEDGE DESIGN INSPIRATION DESIGN PROCESS FOOD CONSTRUCTION TEXTILES SHEET MATERIALS
COMPUTING	<p><u>Connecting Computers</u> Digital devices. Parts of digital devices. How can digital devices help us? Connecting digital devices. Connecting computers. What does our school network look like?</p> <p><u>Coding with Mr. Lawson - Scratch</u></p>	E-SAFETY HANDLING DATA MULTIMEDIA PROGRAMMING TECHNOLOGY IN OUR LIVES
PHYSICAL EDUCATION	<p><u>Outside Adventurous Activities</u> Use clear communication, strength and flexibility and complete a task. Work with others to complete map reading tasks. Draw and create a clear route on a map for others to follow. Work well with others and identify what went well and what we could do to improve. Identify and explain what is required to complete a variety of challenges. Safely take part in trust-based activities.</p>	ATHLETICS GAMES GYMNASTICS DANCE HEALTH AND FITNESS OUTDOOR AND ADVENTUROUS SWIMMING
MUSIC	<p><u>Listening</u> Develop a basic chronological understanding of classical and popular music. Appreciate a selection of pieces from different cultural traditions.</p>	SINGING LISTENING TO MUSIC PULSE AND RHYTHM MELODY AND ACCOMPANIMENT CONTROL OF INSTRUMENTS COMPOSITION READING AND WRITING NOTATION PERFORMANCE SKILLS EVALUATING AND APPRAISING
RELIGIOUS EDUCATION	<p><u>What do Christians learn from the Creation story?</u> Place the concepts of God and Creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways). Describe how and why Christians might pray to God, say sorry and ask for forgiveness. Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today.</p>	CHRISTIANITY HINDUISM ISLAM JUDAISM BUDDHISM SIKHISM NON-RELIGIOUS VIEWS
PSHE AND CITIZENSHIP	<p><u>Family and relationships</u> Understand that families are all different. Know that families offer each other support but sometimes they can experience problems. Understand that problems occur in friendships and that violence is never right. Understand what bullying is and what to do if it happens. Describe what a good listener is and know how to show that they are listening. Say who they trust and why. Understand that people can have similarities and differences and explain how differences can be a positive thing. Understand how toys can reinforce gender stereotypes. Understand that stereotypes arise from a range of factors, including some of those associated with age.</p>	RIGHTS AND RESPONSIBILITIES HEALTH AND WELL-BEING DRUGS AWARENESS RELATIONSHIPS RSE LIVING IN THE WIDER WORLD (SMSC)

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FRENCH	<u>French lessons with Mrs. Hughes</u> Greetings How are you? Classroom Instructions Phonics 1 un and on Numbers 1-10 Competition Week	
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