

# MAPLE CLASS – LONG TERM PLANNING 2025/2026

Autumn 2 <sup>nd</sup> Half		STEAM FOCUS: SCIENCE/MATHS INVESTIGATION	
<b>BIG QUESTION</b>	Can we make a healthy meal?		
<b>PROJECT OUTCOME</b>	Design and make a healthy soup.		

STEAM LEARNING			
<b>MATHS</b>	<p>Add and subtract using column method.                      Adding and subtracting 3 digit by 2 digit numbers.                      Inverse operations.                      Multiples using 2s, 5s and 10s.                      3, 4 and 8 timestables.                      Multiplication and division using these timestables.</p>	<p>PLACE VALUE                      ADD &amp; SUBTRACT                      MULTIPLY &amp; DIVIDE                      FRACTIONS                      MEASUREMENT                      GEOMETRY                      STATISTICS                      ALGEBRA                      RATIO AND PROPORTION</p>	
<b>ENGLISH</b>	<p><b><u>Class text – Charlie and the Chocolate Factory by Roald Dahl</u></b>                      Report – announcement of the factory tour                      Explanation – how the body gets nutrition.                      Regular Grammar Hammer work.                      Daily reading and comprehension work.                      Daily spelling tasks on Spelling Shed.</p>	<p>NARRATIVE                      BIOGRAPHY                      DISCURSIVE ARGUMENT/DEBATE                      EXPLANATION                      INSTRUCTIONS                      NEWSPAPER REPORT                      NON-CHRONOLOGICAL REPORT                      PERSUASIVE WRITING                      RECOUNT</p>	
<b>SCIENCE</b>	<p><b><u>Nutrition and Healthy Eating</u></b>                      Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat.                      Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</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 &amp; SPACE</p>	
<b>HISTORY</b>	<p><b><u>The Iron Age</u></b>                      Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.                      Use some dates and historical terms when ordering events and objects.                      Demonstrate awareness that the past can be divided into different periods of time.                      Explore trends and changes over time.                      Use sources to address historically valid questions.                      Discuss some historical events, issues, connections and changes</p>	<p>SETTLEMENTS                      BELIEFS                      CULTURE PASTIMES                      LOCATION                      MAIN EVENTS                      FOOD FARMING                      TRAVEL EXPLORE                      CONFLICT                      SOCIETY                      ARTEFACTS</p>	
<b>GEOGRAPHY</b>	<p><b><u>Volcanos – Pacific Ring of Fire</u></b>                      Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments.                      Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.                      Be able to investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photographs.                      Use a range of maps and images.</p>	<p>LOCATION                      PHYSICAL FEATURES                      HUMAN FEATURES                      DIVERSITY                      PHYSICAL PROCESSES                      HUMAN PROCESSES                      TECHNIQUES</p>	

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<p style="text-align: center;"><b>ART</b></p>	<p><b><u>Art Swaps with Mrs. Cameron</u></b> Continue with previous terms work.</p>	<p>MEDIA AND MATERIALS TECHNIQUES EFFECTS COLOUR THEORY EMOTIONS ARTISTS AND ARTISANS STYLES AND PERIODS VISUAL LANGUAGE PROCESS</p>
<p style="text-align: center;"><b>DESIGN TECHNOLOGY</b></p>	<p><b><u>Cooking – Vegetable Soup</u></b> Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. Follow instructions. Make healthy eating choices from and understanding of a balanced diet. Join and combine a range of ingredients e.g. snack foods. Work safely and hygienically. Prepare and cook a range of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how ingredients are grown and captured.</p>	<p>TECHNICAL KNOWLEDGE <b>PRACTICAL KNOWLEDGE</b> DESIGN INSPIRATION <b>DESIGN PROCESS</b> FOOD CONSTRUCTION TEXTILES SHEET MATERIALS</p>
<p style="text-align: center;"><b>COMPUTING</b></p>	<p><b><u>Desktop Publishing</u></b> Recognise how text and images convey messages. Understand how to edit text and images. Choose appropriate page settings. Add content to a desktop publishing publication. Consider how different layouts suit different purposes. Explore the benefits of desktop publishing in the real world.</p> <p><b><u>Coding Swaps with Mr. Lawson</u></b> Continue with previous terms work.</p>	<p>E-SAFETY HANDLING DATA <b>MULTIMEDIA</b> PROGRAMMING <b>TECHNOLOGY IN OUR LIVES</b></p>
<p style="text-align: center;"><b>PHYSICAL EDUCATION</b></p>	<p><b><u>Dance</u></b> Create and link dance phrases using a simple dance structure or motif. Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Keep up activity over a period of time and know they need to warm up and cool down for dance. Describe and evaluate some of the compositional features of dances performed with a partner and in a group. Talk about how they might improve their dances.</p> <p><b><u>P.E Swaps with Mr. Flack – Gymnastics</u></b> Show full extension during a balance. Move in and out of contrasting shapes with fluency. Perform a sequence using different types of rolls. Perform powerful jumps from low apparatus.</p>	<p>ATHLETICS GAMES GYMNASTICS <b>DANCE</b> HEALTH AND FITNESS OUTDOOR AND ADVENTUROUS SWIMMING</p>
<p style="text-align: center;"><b>MUSIC</b></p>	<p><b><u>Notation</u></b> Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note. Singing assembly with Mr. Griffiths.</p>	<p>SINGING LISTENING TO MUSIC PULSE AND RHYTHM MELODY AND ACCOMPANIMENT CONTROL OF INSTRUMENTS COMPOSITION <b>READING AND WRITING NOTATION</b> PERFORMANCE SKILLS EVALUATING AND APPRAISING</p>
<p style="text-align: center;"><b>RELIGIOUS EDUCATION</b></p>	<p><b><u>What is it like for someone to follow God?</u></b> Make clear links between the story of Noah and the idea of covenant Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the story of Noah and how we live in school and the wider world.</p>	<p><b>CHRISTIANITY</b> HINDUISM ISLAM JUDAISM BUDDHISM SIKHISM NON-RELIGIOUS VIEWS</p>

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<p style="text-align: center;"><b>PSHE AND CITIZENSHIP</b></p>	<p><b><u>Health and Well-Being</u></b>            Understand and plan for a healthy lifestyle including physical activity, rest and diet.            Perform a range of relaxation stretches.            Understand the different aspects of my identity.            Identify their own strengths and that they can help other people.            Describe how they would break a problem down into small, achievable goals.            Recognising when to give consent.            Understand the benefits of healthy eating and dental health.</p>	<p style="text-align: center;">RIGHTS AND RESPONSIBILITIES  <b>HEALTH AND WELL-BEING</b>            DRUGS AWARENESS            RELATIONSHIPS            RSE            LIVING IN THE WIDER WORLD (SMSC)</p>
<p style="text-align: center;"><b>FRENCH</b></p>	<p><b><u>Swaps with Mrs. Hughes</u></b>            How old are you?            Phonics eu au            Languages            Nationalities with adjectives            Sentence Building and Competition Week            Culture - Christmas</p>	