

# OAK CLASS – LONG TERM PLANNING 2025/2026

<b>Autumn 2<sup>nd</sup> Half</b>		<b>STEAM FOCUS: GLOBAL AWARENESS/COMPUTING</b>	
<b>BIG QUESTION</b>	<b>Are all deserts hot?</b>		
<b>PROJECT OUTCOME</b>	Present information about deserts around the world – spreadsheets and graphs		

<b>STEAM LEARNING</b>			
<b>MATHS</b>	<p><b>WHITE ROSE MATHS YEAR 6: AUTUMN TERM</b></p> <ul style="list-style-type: none"> <li>- Fractions A and B</li> <li>- Converting Units of Measure</li> </ul> <p><b>MATHS SHED:</b> Daily practice of number bonds and multiplication tables</p> <p><b>GEOGRAPHY:</b> Draw and compare graphs – weather across the world</p> <p><b>SCIENCE:</b> Classification keys (Handling Data)</p> <p><b>COMPUTING:</b> Estimating angles and distance. Sequencing</p>	<p>PLACE VALUE</p> <p>ADD &amp; SUBTRACT</p> <p>MULTIPLY &amp; DIVIDE</p> <p><b>FRACTIONS</b></p> <p><b>MEASUREMENT</b></p> <p>GEOMETRY</p> <p>STATISTICS</p> <p><b>ALGEBRA</b></p> <p>RATIO AND PROPORTION</p>	
<b>ENGLISH</b>	<p><b>CLASS READ:</b> Holes - Louis Sachar</p> <p><b>SPELLING SHED:</b> Daily spelling practice (Grouped Spelling patterns)</p> <p><b>GRAMMAR HAMMER</b> (Revision/Practice)</p> <p><b>NARRATIVE:</b> – Digging a hole in the desert. (Describing character and setting)</p> <p><b>REPORT:</b> – Yellow spotted lizard</p>	<p><b>NARRATIVE</b></p> <p>BIOGRAPHY</p> <p>DISCURSIVE ARGUMENT/DEBATE</p> <p>EXPLANATION</p> <p>INSTRUCTIONS</p> <p>NEWSPAPER REPORT</p> <p><b>NON-CHRONOLOGICAL REPORT</b></p> <p>PERSUASIVE WRITING</p> <p>RECOUNT</p> <p>POETRY</p>	
<b>SCIENCE</b>	<p>Predict where light will appear after hitting a reflective surface</p> <p>Draw <b>light</b> rays as straight lines with arrows</p> <p>Draw diagrams to show light rays reflecting off mirrors.</p> <p>Does blocking light prove that it travels?</p> <p>Investigate whether light can ever ‘bend’ around corners</p>	<p><b>WORKING SCIENTIFICALLY</b></p> <p>PLANTS</p> <p>ANIMALS INCLUDING HUMANS</p> <p>ROCKS, EVOLUTION AND INHERITANCE</p> <p>LIVING THINGS AND THEIR HABITATS</p> <p>MATERIALS</p> <p>STATES OF MATTER</p> <p><b>LIGHT</b></p> <p>SOUND</p> <p>ELECTRICITY</p> <p>FORCES</p> <p>SEASONAL CHANGES, EARTH &amp; SPACE</p>	
<b>HISTORY</b>	<p>Explain where in British history the <b>Victorian era</b> falls</p> <p>Compare and contrast Manchester before and after the industrial revolution</p> <p>Describe what life was like for a child working in a factory</p> <p>Technological innovations of the Victorian era</p> <p>Assess the impact of the industrial revolution</p> <p>Know the significance of Charles Darwin and his visit to the Galapagos Islands</p>	<p><b>SETTLEMENTS</b></p> <p>BELIEFS</p> <p>CULTURE PASTIMES</p> <p>LOCATION</p> <p><b>MAIN EVENTS</b></p> <p>FOOD FARMING</p> <p>TRAVEL EXPLORE</p> <p>CONFLICT</p> <p><b>SOCIETY</b></p> <p>ARTEFACTS</p>	
<b>GEOGRAPHY</b>	<p><b>Desert Biomes</b></p> <p>Compare deserts around the world</p> <p>Make links between observations in the local area / wider world</p> <p>Locate countries on a map</p> <p>Investigate/Compare countries to UK – physical/human geography</p>	<p><b>LOCATION</b></p> <p><b>PHYSICAL FEATURES</b></p> <p><b>HUMAN FEATURES</b></p> <p>DIVERSITY</p> <p>PHYSICAL PROCESSES</p> <p>HUMAN PROCESSES</p> <p>TECHNIQUES</p>	
<b>ART</b>	<p><b>Surrealism</b></p> <p><i>Compare/ contrast the work of Surrealist artists to show how emotions are represented.</i></p> <p><i>Analyse the painting Around the Fish. painted by Paul Klee</i></p> <p><i>Find out about the sculptures of Alberto Giacometti.</i></p> <p><i>Create wire and papier mache sculptures in the style of Giacometti.</i></p> <p><b>MRS CAMERON</b></p> <p>Sketching Techniques - Lines, Tones, Shading ,blending</p>	<p><b>MEDIA AND MATERIALS</b></p> <p><b>TECHNIQUES</b></p> <p>EFFECTS</p> <p>COLOUR THEORY</p> <p>EMOTIONS</p> <p><b>ARTISTS AND ARTISANS</b></p> <p>STYLES AND PERIODS</p> <p>VISUAL LANGUAGE</p> <p><b>PROCESS</b></p>	

# OAK CLASS – LONG TERM PLANNING 2025/2026

<p><b>DESIGN TECHNOLOGY</b></p>	<p><b>FINISH BUGGIES</b> (see Autumn 1)</p>	<p><b>TECHNICAL KNOWLEDGE</b> <b>PRACTICAL KNOWLEDGE</b> <b>DESIGN INSPIRATION</b> <b>DESIGN PROCESS</b> <b>FOOD</b> <b>CONSTRUCTION</b> <b>TEXTILES</b> <b>SHEET MATERIALS</b></p>
<p><b>COMPUTING</b></p>	<p>E-Safety – Social Media Explore validity of information – Tree octopus Create a data set in a spreadsheet Build a data set in a spreadsheet Explain that formulas can be used to produce calculated data Apply formulas to data Create a spreadsheet to plan an event Choose suitable ways to present data</p>	<p><b>E-SAFETY</b> <b>HANDLING DATA</b> <b>MULTIMEDIA</b> <b>PROGRAMMING</b> <b>TECHNOLOGY IN OUR LIVES</b></p>
<p><b>PHYSICAL EDUCATION</b></p>	<p>Games – Football, Hockey – Invasion games</p> <ul style="list-style-type: none"> <li>- passing</li> <li>- moving into space</li> <li>- controlling the ball</li> <li>- dribbling the ball</li> </ul> <p><b>MR FLACK</b> Gymnastics to use control flight onto high apparatus. Dismount safety off apparatus. Develop a short sequence using flight in canon formation. To incorporate equipment within a routine</p>	<p><b>ATHLETICS</b> <b>GAMES</b> <b>GYMNASTICS</b> <b>DANCE</b> <b>HEALTH AND FITNESS</b> <b>OUTDOOR AND ADVENTUROUS</b> <b>SWIMMING</b></p>
<p><b>MUSIC</b></p>	<p><b>MR GRIFFTHS</b> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p><b>SINGING</b> <b>LISTENING TO MUSIC</b> <b>PULSE AND RHYTHM</b> <b>MELODY AND ACCOMPANIMENT</b> <b>CONTROL OF INSTRUMENTS</b> <b>COMPOSITION</b> <b>READING AND WRITING NOTATION</b> <b>PERFORMANCE SKILLS</b> <b>EVALUATING AND APPRAISING</b></p>
<p><b>RELIGIOUS EDUCATION</b></p>	<p><b>SACRE UNIT 2.7 Why do Hindus want to be good?</b> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live Identify some different ways in which Hindus worship Key questions about life journeys</p>	<p><b>CHRISTIANITY</b> <b>HINDUISM</b> <b>ISLAM</b> <b>JUDAISM</b> <b>BUDDHISM</b> <b>SIKHISM</b> <b>NON-RELIGIOUS VIEWS</b></p>
<p><b>PSHE AND CITIZENSHIP</b></p>	<p>Tolerance of those of different faiths and beliefs Critically examine what is presented to them in social media and why it is important to do so Understand how information contained in social media can misrepresent or mislead Know that children have their own special rights (UN Declaration of the Rights of a Child)</p>	<p><b>RIGHTS AND RESPONSIBILITIES</b> <b>HEALTH AND WELL-BEING</b> <b>DRUGS AWARENESS</b> <b>RELATIONSHIPS</b> <b>RSE</b> <b>LIVING IN THE WIDER WORLD (SMSC)</b></p>
<p><b>FRENCH</b></p>	<p><b>MRS HUGHES</b> Culture - Paris Giving Directions Giving Directions 2 Phonics ou and u Sentence building and competition week The Christmas Market</p>	