

OAK CLASS – LONG TERM PLANNING 2025/2026

| Spring 1st Half | | STEAM FOCUS: SCIENCE/MATHS INVESTIGATION | |
|------------------------|--|--|--|
| BIG QUESTION | Is it possible to make a computer game that is good for me? | | |
| PROJECT OUTCOME | Create a scratch game that delivers a message about healthy living.. | | |

| STEAM LEARNING | | | |
|------------------|--|---|--|
| MATHS | <p>WHITE ROSE MATHS YEAR 6: SPRING TERM</p> <ul style="list-style-type: none"> - Ratio - Algebra - Fractions, Decimals and Percentages <p>SATS REVISION</p> <p>MATHS SHED: Daily practice of number bonds and multiplication tables</p> <p>COMPUTING: Coordinates, Inputs, Logical thinking</p> <p>SCIENCE: Drawing graphs, tables (Handling Data)</p> | <p>PLACE VALUE</p> <p>ADD & SUBTRACT</p> <p>MULTIPLY & DIVIDE</p> <p>FRACTIONS</p> <p>MEASUREMENT</p> <p>GEOMETRY</p> <p>STATISTICS</p> <p>ALGEBRA</p> <p>RATIO AND PROPORTION</p> | |
| ENGLISH | <p>CLASS READ: Stormbreaker – Anthony Horowitz</p> <p>SPELLING SHED: Daily spelling practice (Grouped Spelling patterns)</p> <p>GRAMMAR HAMMER (Revision/Practice)</p> <p>SATS REVISION</p> <p>NEWSPAPER - STORMBREAKER</p> <p>NARRATIVE: - Calvin and Hobbes - Dialogues</p> | <p>NARRATIVE</p> <p>BIOGRAPHY</p> <p>DISCURSIVE ARGUMENT/DEBATE</p> <p>EXPLANATION</p> <p>INSTRUCTIONS</p> <p>NEWSPAPER REPORT</p> <p>NON-CHRONOLOGICAL REPORT</p> <p>PERSUASIVE WRITING</p> <p>RECOUNT</p> <p>POETRY</p> | |
| SCIENCE | <p>FINISH OFF LIGHT FROM PREVIOUS TERM</p> <p>Be aware of the main nutrients in foods and which foods are rich in them.</p> <p>State why they are needed in the body and how over eating can result in obesity or under eating can result in anorexia or starvation.</p> <p>(Heart moved to next half term – Book project)</p> | <p>WORKING SCIENTIFICALLY</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>LIGHT</p> <p>SOUND</p> <p>ELECTRICITY</p> <p>FORCES</p> <p>SEASONAL CHANGES, EARTH & SPACE</p> | |
| HISTORY | <p>NO NEW HISTORY TOPIC THIS HALF TERM</p> <p>Continue with Victorians/Industrial revolution from previous term (SJ)</p> <p>History of computer games (JL)</p> | <p>SETTLEMENTS</p> <p>BELIEFS</p> <p>CULTURE PASTIMES</p> <p>LOCATION</p> <p>MAIN EVENTS</p> <p>FOOD FARMING</p> <p>TRAVEL EXPLORE</p> <p>CONFLICT</p> <p>SOCIETY</p> <p>ARTEFACTS</p> | |
| GEOGRAPHY | <p>NO NEW GEOGRAPHY TOPIC THIS HALF TERM</p> <p>Continue with Desert Biomes from previous term (SJ)</p> <p>Mapping/coordinate skills linked to computer games</p> <ul style="list-style-type: none"> - Game maps – symbols/directions/keys - Screen coordinates | <p>LOCATION</p> <p>PHYSICAL FEATURES</p> <p>HUMAN FEATURES</p> <p>DIVERSITY</p> <p>PHYSICAL PROCESSES</p> <p>HUMAN PROCESSES</p> <p>TECHNIQUES</p> | |
| ART | <p>PIXEL ART – Computer graphics</p> <ul style="list-style-type: none"> - Create sprites and backgrounds for computer games - 32 x 32 pixel designs - Animation of sprites <p>MRS CAMERON</p> <p>Printing skills and techniques</p> | <p>MEDIA AND MATERIALS</p> <p>TECHNIQUES</p> <p>EFFECTS</p> <p>COLOUR THEORY</p> <p>EMOTIONS</p> <p>ARTISTS AND ARTISANS</p> <p>STYLES AND PERIODS</p> <p>VISUAL LANGUAGE</p> <p>PROCESS</p> | |

OAK CLASS – LONG TERM PLANNING 2025/2026

| | | |
|----------------------|---|--|
| DESIGN TECHNOLOGY | <p>NO DESIGN TECHNOLOGY TOPIC THIS HALF TERM</p> <p>(Finish printing and wiring buggies)</p> | <p>TECHNICAL KNOWLEDGE PRACTICAL KNOWLEDGE DESIGN INSPIRATION DESIGN PROCESS FOOD CONSTRUCTION TEXTILES SHEET MATERIALS</p> |
| COMPUTING | <p>Design computer games with a healthy message. Use scratch to program games. Use Pixil Art/ Sprite Fusion to create game graphics Use Beep Box to create music.</p> <p>Recognise when I need to use a variable to achieve a required output. Use a variable and operators to stop a program. Use different inputs to control a device or onscreen action and predict what will happen. Link errors in a program to a problem in the algorithm on which it is based.</p> | <p>E-SAFETY HANDLING DATA MULTIMEDIA PROGRAMMING TECHNOLOGY IN OUR LIVES</p> |
| PHYSICAL EDUCATION | <p>Health and Fitness Understand the principles of warming up cooling down Understand how exercise is good for health fitness and wellbeing MR FLACK - Gymnastics to improve accuracy, aiming at different body areas to use the parry catch to use a leap and dive when dodging to use defensive formations as a team to block how to be the last person standing to use the Multiple Play rule in a game</p> | <p>ATHLETICS GAMES GYMNASTICS DANCE HEALTH AND FITNESS OUTDOOR AND ADVENTUROUS SWIMMING</p> |
| MUSIC | <p>MR GRIFFITHS Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp). Accompany this same melody, and others, using block chords or a bass line. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> | <p>SINGING LISTENING TO MUSIC PULSE AND RHYTHM MELODY AND ACCOMPANIMENT CONTROL OF INSTRUMENTS COMPOSITION READING AND WRITING NOTATION PERFORMANCE SKILLS EVALUATING AND APPRAISING</p> |
| RELIGIOUS EDUCATION | <p>SACRE Unit U2.5 What do Christians believe Jesus did to 'save' people? Make sense of belief: Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice Understand the impact: Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways Make connections: Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view.</p> | <p>CHRISTIANITY HINDUISM ISLAM JUDAISM BUDDHISM SIKHISM NON-RELIGIOUS VIEWS</p> |
| PSHE AND CITIZENSHIP | <p>Families and Relationships : Resolving Conflict Change and Loss Then Health and wellbeing: What Can I be? Relaxation and Mindfulness Online safety and offline safety (computing link)</p> | <p>RIGHTS AND RESPONSIBILITIES HEALTH AND WELL-BEING DRUGS AWARENESS RELATIONSHIPS RSE LIVING IN THE WIDER WORLD (SMSC)</p> |
| FRENCH | <p>Types of instrument Using jouer with instruments Phonics ch and j Genres of music Music and opinions Competition Week</p> | |