

# ASH CLASS – LONG TERM PLANNING 2025/2026

<b>Summer 1<sup>st</sup> Half</b>		<b>STEAM FOCUS: GLOBAL AWARENESS/COMPUTING</b>	
<b>BIG QUESTION</b>	What constitutes a mountain?		
<b>PROJECT OUTCOME</b>	To know how mountain ranges are measured.		

<b>STEAM LEARNING</b>			
<b>MATHS</b>	<p><b>Fractions and Decimals</b> Tenths and hundredths, divide a one/two digit number by 10 or 100, compare decimals, compare decimals and order decimals, round decimals.</p> <p><b>Money</b> Write amounts using decimals, convert between pound and pence.</p> <p><b>Time</b> Years, weeks, months and days. Analogue and digital time in seconds, minutes and hours.</p>	<p><b>PLACE VALUE</b> ADD &amp; SUBTRACT MULTIPLY &amp; DIVIDE <b>FRACTIONS</b> <b>MEASUREMENT</b> <b>GEOMETRY</b> STATISTICS ALGEBRA RATIO AND PROPORTION</p>	
<b>ENGLISH</b>	<p><b>Class read:</b> Why The Wales Came by Michael Morpurgo.</p> <p><b>Narrative:</b> Explore a range of fictional texts tackling pollution and conservation issues. Explore how the writer uses story to highlight real issues and impact the reader. Develop settings, characters, storylines and illustrations to create a powerful narrative. Write own fictional story with a conservation theme.</p> <p><b>Persuasive writing:</b> Explore the features of persuasive writing and what its purpose is. Use cause and effect conjunctions, strong emotive adjectives, points with detailed elaborated examples and rhetorical questions. Create own persuasive writing based on ocean pollution and conservation.</p>	<p><b>NARRATIVE</b> BIOGRAPHY DISCURSIVE ARGUMENT/DEBATE EXPLANATION INSTRUCTIONS NEWSPAPER REPORT NON-CHRONOLOGICAL REPORT <b>PERSUASIVE WRITING</b> RECOUNT</p>	
<b>SCIENCE</b>	<p><b>Electricity</b> Exciting Electricity Everyday Electrical Appliances Electrical Circuits Conductors and Insulators Switches Investigating Switches</p>	<p><b>WORKING SCIENTIFICALLY</b> PLANTS ANIMALS INCLUDING HUMANS ROCKS, EVOLUTION AND INHERITANCE LIVING THINGS AND THEIR HABITATS MATERIALS STATES OF MATTER LIGHT <b>SOUND</b> <b>ELECTRICITY</b> FORCES SEASONAL CHANGES, EARTH &amp; SPACE</p>	
<b>HISTORY</b>	<p><b>Not covered this half term.</b></p>	<p>SETTLEMENTS BELIEFS CULTURE PASTIMES LOCATION MAIN EVENTS FOOD FARMING TRAVEL EXPLORE CONFLICT SOCIETY ARTEFACTS</p>	
<b>GEOGRAPHY</b>	<p><b>Rivers</b> Investigate the 5 primary rivers in Europe (location and physical features). Learn about the river routes, sources and the bodies of water into which they flow.</p> <p><b>Mountains</b> Locate and label mountain ranges across the world. Explore what mountain ranges are. Find out how the heights of mountain ranges are measured.</p> <p><b>Create 3D maps linked to English</b></p>	<p><b>LOCATION</b> <b>PHYSICAL FEATURES</b> HUMAN FEATURES DIVERSITY <b>PHYSICAL PROCESSES</b> HUMAN PROCESSES TECHNIQUES</p>	

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<p style="text-align: center;"><b>ART</b></p>	<p><b><u>Class swaps: Drawing using perspective for local community celebration</u></b>                  Alter and refine drawings and describe changes using art vocabulary.                  Collect images and information independently in a sketchbook.                  Use research to inspire drawings from memory and imagination.                  Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>MEDIA AND MATERIALS  <b>TECHNIQUES</b>  <b>EFFECTS</b>                  COLOUR THEORY                  EMOTIONS                  ARTISTS AND ARTISANS                  STYLES AND PERIODS  <b>VISUAL LANGUAGE</b>  <b>PROCESS</b></p>
<p style="text-align: center;"><b>DESIGN TECHNOLOGY</b></p>	<p>Not covered this half term</p>	<p>TECHNICAL KNOWLEDGE                  PRACTICAL KNOWLEDGE                  DESIGN INSPIRATION                  DESIGN PROCESS                  FOOD                  CONSTRUCTION                  TEXTILES                  SHEET MATERIALS</p>
<p style="text-align: center;"><b>COMPUTING</b></p>	<p><b><u>Data Logging</u></b>                  Use a digital device to collect data automatically.                  Use sensors to collect specific data over specified periods of time.                  Recognise how a computer can help us analyse data.                  Identify the data that can help us answer specific questions.</p>	<p><b>E-SAFETY</b>  <b>HANDLING DATA</b>                  MULTIMEDIA                  PROGRAMMING                  TECHNOLOGY IN OUR LIVES</p>
<p style="text-align: center;"><b>PHYSICAL EDUCATION</b></p>	<p><b><u>Athletics</u></b>                  To accelerate over short distances.                  To run and jump using the one-footed take off.                  Use a sling shot technique to throw a discus.                  Use the correct technique to exchange a baton.</p>	<p><b>ATHLETICS</b>                  GAMES                  GYMNASTICS                  DANCE                  HEALTH AND FITNESS                  OUTDOOR AND ADVENTUROUS SWIMMING</p>
<p style="text-align: center;"><b>MUSIC</b></p>	<p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).                  Begin to make compositional decisions about the overall structure of improvisations</p>	<p>SINGING                  LISTENING TO MUSIC                  PULSE AND RHYTHM                  MELODY AND ACCOMPANIMENT  <b>CONTROL OF INSTRUMENTS</b>  <b>COMPOSITION</b>                  READING AND WRITING NOTATION                  PERFORMANCE SKILLS                  EVALUATING AND APPRAISING</p>
<p style="text-align: center;"><b>RELIGIOUS EDUCATION</b></p>	<p><b>L2.6 Christianity:</b>                  For Christians, when Jesus left, what was the impact of Pentecost?</p>	<p><b>CHRISTIANITY</b>                  HINDUISM                  ISLAM                  JUDAISM                  BUDDHISM                  SIKHISM                  NON-RELIGIOUS VIEWS</p>
<p style="text-align: center;"><b>PSHE AND CITIZENSHIP</b></p>	<p><b>Citizenship:</b>                  What are human rights?                  Caring for the environment.                  Community and contributing.                  Diverse communities and local councillors.</p>	<p><b>RIGHTS AND RESPONSIBILITIES</b>                  HEALTH AND WELL-BEING                  DRUGS AWARENESS                  RELATIONSHIPS                  RSE  <b>LIVING IN THE WIDER WORLD (SMSC)</b></p>

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<b>FRENCH</b>	Eyes and Hair Describing Myself The Body I eat and I drink For Breakfast I eat A Balanced Diet	
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