

MAPLE CLASS – LONG TERM PLANNING 2025/2026

Spring 2nd Half		STEAM FOCUS: TECHNOLOGY ENGINEERING	
BIG QUESTION	Can I make a greetings card that moves?		
PROJECT OUTCOME	Design and build a moving Easter card.		

STEAM LEARNING			
MATHS	Formal methods of division Remainders Measure Length, capacity, mass Perimeter Unit fractions Non-unit fractions Equivalent fractions Timestable work set on TTRocks	PLACE VALUE ADD & SUBTRACT MULTIPLY & DIVIDE FRACTIONS MEASUREMENT GEOMETRY STATISTICS ALGEBRA RATIO AND PROPORTION	
ENGLISH	Class read: The Worst Witch – Jill Murphy Information text – Hanukkah: Writing week Grammar Hammer Weekly spelling tasks	NARRATIVE BIOGRAPHY DISCURSIVE ARGUMENT/DEBATE EXPLANATION INSTRUCTIONS NEWSPAPER REPORT NON-CHRONOLOGICAL REPORT PERSUASIVE WRITING RECOUNT	
SCIENCE	Forces Understand what a force is. Recognise that some surfaces create less friction. Understand magnetic force. Explore the effect of magnet strength. Recognise gravity as a force. Apply knowledge of forces in a practical context.	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	
HISTORY		SETTLEMENTS BELIEFS CULTURE PASTIMES LOCATION MAIN EVENTS FOOD FARMING TRAVEL EXPLORE CONFLICT SOCIETY ARTEFACTS	
GEOGRAPHY	International trade Understand what international trade is. Identify the origins of various foods. Explore why certain foods are imported. Understand the impact of food importation. Learn about fair trade and its significance. Explore how international trade affects daily life.	LOCATION PHYSICAL FEATURES HUMAN FEATURES DIVERSITY PHYSICAL PROCESSES HUMAN PROCESSES TECHNIQUES	
ART	Art Skills with Mrs. Cameron – Drawing Experiment with different grades of pencil. Use their sketchbook to collect and record visual information from different sources Draw for a sustained period of time. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	MEDIA AND MATERIALS TECHNIQUES EFFECTS COLOUR THEORY EMOTIONS ARTISTS AND ARTISANS STYLES AND PERIODS VISUAL LANGUAGE PROCESS	

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DESIGN TECHNOLOGY	<p><u>Linked Levers</u> Understand how linked levers move together. Explore products with linked levers. Design a moving mechanism. Make a working linked lever system. Test and improve the movement.</p>	<p>TECHNICAL KNOWLEDGE PRACTICAL KNOWLEDGE DESIGN INSPIRATION DESIGN PROCESS FOOD CONSTRUCTION TEXTILES SHEET MATERIALS</p>
COMPUTING	<p><u>Coding with Mr. Lawson</u> Continue with previous half term's work.</p>	<p>E-SAFETY HANDLING DATA MULTIMEDIA PROGRAMMING TECHNOLOGY IN OUR LIVES</p>
PHYSICAL EDUCATION	<p><u>Gymnastics</u> 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. Perform in unison with a partner. Create a group performance using contrasting actions.</p> <p><u>Class swaps with Mr. Flack – Football</u> To use the inside of the football to pass. Control the ball using different parts of the body. Pass the ball with increasing accuracy.</p>	<p>ATHLETICS GAMES GYMNASTICS DANCE HEALTH AND FITNESS OUTDOOR AND ADVENTUROUS SWIMMING</p>
MUSIC	<p>Continue with previous term's work on:</p> <p><u>Performance</u> Develop facility in playing glockenspiels and ukuleles. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi. Individually copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</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><u>How do festivals and family life show what matters to Jews?</u> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today. Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>CHRISTIANITY HINDUISM ISLAM JUDAISM BUDDHISM SIKHISM NON-RELIGIOUS VIEWS</p>

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<p style="text-align: center;">PSHE AND CITIZENSHIP</p>	<p><u>Economic Wellbeing</u> Describe how different payment methods may be used in given scenarios. Suggest why specific payment methods might be more beneficial. Explain what a budget is and how we can benefit from budgeting. Identify how they would feel in a money scenario. Understand the impact our spending choices can have on others and the environment. Understand that a wide range of jobs are available. Know that skills and interests lead people to certain jobs. Know that job stereotypes sometimes exist but these should not limit anyone.</p> <p>Weekly right of the child</p>	<p style="text-align: center;">RIGHTS AND RESPONSIBILITIES HEALTH AND WELL-BEING DRUGS AWARENESS RELATIONSHIPS RSE LIVING IN THE WIDER WORLD (SMSC)</p>
<p style="text-align: center;">FRENCH</p>	<p><u>Language skills with Mrs. Hughes</u> Age with Family and Possessives Pets Pets with Names and Possessives Phonics ou and u Sentence Building and Competition Week</p>	