

OAK CLASS – LONG TERM PLANNING 2026/2027

Autumn 1st Half	
BIG QUESTION	Can I compose my own Dance Anthem?
PROJECT OUTCOME	Use Dance Ejay to compose a piece of dance music.

STEAM LEARNING		
MATHS	WHITE ROSE MATHS YEAR 6: AUTUMN TERM - Place value: Reading and writing numbers to 10 million - Addition and subtraction - Multiplication and division MATHS SHED: Daily practice of number bonds and multiplication tables GEOGRAPHY: Coordinates, direction, grid references DESIGN: Measuring in mm COMPUTING: 3D Modelling, angles, measuring in cm	PLACE VALUE ADD & SUBTRACT MULTIPLY & DIVIDE FRACTIONS MEASUREMENT GEOMETRY STATISTICS ALGEBRA RATIO AND PROPORTION
ENGLISH	SPELLING: Daily spelling practice (Grouped Spelling patterns) GRAMMAR/PUNCTUATION – Word classes, Modal verbs, Sentence/paragraph structure HANDWRITING – Correct letter formation/ different joins REPORT - UNICEF Children’s rights (Charles) ARGUMENT –Should we build a detention centre in Gobowen? CLASS READ: Holes - Louis Sacher	NARRATIVE BIOGRAPHY DISCURSIVE ARGUMENT/DEBATE EXPLANATION INSTRUCTIONS NEWSPAPER REPORT NON-CHRONOLOGICAL REPORT PERSUASIVE WRITING RECOUNT
SCIENCE	Revise the criteria for living things. Describe how living things are classified into broad groups (Classification) Identify similarities and differences, including micro- organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. Create classification keys using Decision 3	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	Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the world. - Look at the transport networks that connect Gobowen to the rest of the world. - Study the Canal systems in the area – Aquaduct Canal Walk - Use maps to navigate – Aquaduct Canal Walk - Collect evidence of how the canal has been used	LOCATION PHYSICAL FEATURES HUMAN FEATURES DIVERSITY PHYSICAL PROCESSES HUMAN PROCESSES TECHNIQUES
ART	POP ART Use bold outlines, flat colour and repetition in compositions. Develop digital or mixed-media artwork using popular imagery. Study Pop Artists and explain how their work reflects culture. Class swaps Mrs Cameron Make careful observations. Use sketchbooks to explore line, tone and texture. Refine drawing skills to develop detailed drawings. Use shading to create depth and form	MEDIA AND MATERIALS TECHNIQUES EFFECTS COLOUR THEORY EMOTIONS ARTISTS AND ARTISANS STYLES AND PERIODS VISUAL LANGUAGE PROCESS

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DESIGN TECHNOLOGY		TECHNICAL KNOWLEDGE PRACTICAL KNOWLEDGE DESIGN INSPIRATION DESIGN PROCESS FOOD CONSTRUCTION TEXTILES SHEET MATERIALS
COMPUTING	Dance EJay – See Music Create classification keys – Decisions 3 – See science INTRODUCING THE NEW NETWORK Using equipment responsibly Describe networks that connect people. Recognise ways to keep communication secure.	E-SAFETY HANDLING DATA MULTIMEDIA PROGRAMMING TECHNOLOGY IN OUR LIVES
PHYSICAL EDUCATION	ATHLETICS – improving performance – Athletics awards 60m, 60m Hurdles, 200m, Standing long jump, Standing high jump, Cricket ball GAMES – Invasion games – Basketball - Tactical awareness - Passing the ball - Finding space Class Swap – Mr Flack	ATHLETICS GAMES GYMNASTICS DANCE HEALTH AND FITNESS OUTDOOR AND ADVENTUROUS SWIMMING
MUSIC	Dance EJay Compose and arrange dance music using digital technology Develop an understanding of musical elements Listen to, review and evaluate music Use technology purposefully and creatively Class Swap – Mr Griffiths Suggest a period or era for unfamiliar music Identify the origin of different musical traditions Explain how composers use dynamics, tempo and texture Spot features like syncopation and ostinato Reflect on your response using musical vocabular	SINGING LISTENING TO MUSIC PULSE AND RHYTHM MELODY AND ACCOMPANIMENT CONTROL OF INSTRUMENTS COMPOSITION READING AND WRITING NOTATION PERFORMANCE SKILLS EVALUATING AND APPRAISING
RELIGIOUS EDUCATION	Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God Make clear connections between what people believe about God and the impact on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like Reflect on ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Make connections between belief and behaviour in their own lives, in the light of their learning.	CHRISTIANITY HINDUISM ISLAM JUDAISM BUDDHISM SIKHISM NON-RELIGIOUS VIEWS
PSHE AND CITIZENSHIP	Class charter Respectful relationships Stereotypes Resolving conflicts Change and loss English Lesson: Research, discuss and debate topical issues (Youth crime) English Lesson: Know that children have their own special rights English Lesson: UNICEF Children’s Rights – Oxfam (Charles’s Story)	RIGHTS AND RESPONSIBILITIES HEALTH AND WELL-BEING DRUGS AWARENESS RELATIONSHIPS RSE LIVING IN THE WIDER WORLD (SMSC)
FRENCH	Hello French Cities and alphabet Phonics an and in In town - Paris Prepositions Sentence building and competition week	