Wootton St Peter's Primary School 2024 – 2025 Long Term Plan

Year A						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Project	**Stone Age**	**Rocks and Rumbles**	**Romans**	**Rivers and the Water Cycle**	**Invaders and Settlers**	**Light and Shadows**
Enrichment Activities Scavenger Hunt - Props, clue cards, music – to support retrieval of prior fairytale knowledge. Writing story for EYFS/ KS1. Sharing work with DCT group	Music Flood Week Create caves in class for cave painting Pitt Rivers – Stone Age session Natural History – classification self guided tour Interactive science books	Visit to Dry Sandford Pit Nature Reserve Pebble Hunt Open Classroom	Chedworth Roman Villa/Ashmolean trip/OMS loan boxes Visit from a Roman Visit from a Buddhist.	Model Water Cycle Make water cycle in jar Explore local stream/pond Newbury canal	Wantage Vale and Dowland Museum AngloSaxon Workshop OMS loan boxes	Shadow puppet show Shadow puppet play and workshop

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 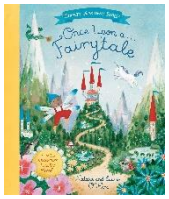 </td>
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 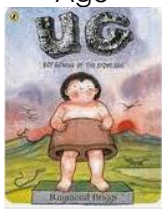 </td>
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 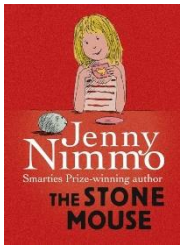 </td>
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 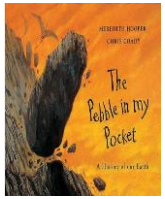 </td>
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 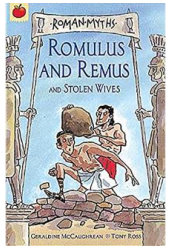 </td>
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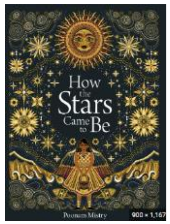
<td colspan="2">Arthur and the Golden Rope
  </td>
<td colspan="2">How the stars came to be
  </td>
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<tr>
<td>Narrative

Text: Once Upon a... Fairytale

Focus:

Description/Character/ setting</td>
<td>Non-Narrative

Text: How to Wash a Woolly Mammoth

Genre:
Instructions</td>
<td>Narrative

Text: The Stone Trolls

Genre/Plot –
Warning tale

Focus:
Setting description

Poetry:
Christmas Poetry
Verbs and Rhyming pairs.</td>
<td>Non-Narrative

Text: The Stone Trolls

Genre:
Non-chronological reports</td>
<td>Narrative

Text:
Romulus and Remus

Genre/Plot:
Myth

Focus:
Build up and Dilemma of a story

Poetry
Descriptive poem</td>
<td>Non-Narrative

Text:
Romulus and Remus

Genre:
Personal recount</td>
<td>Narrative

Writing in role

Diary entry

Narrative fiction

Poetry

Chants</td>
<td>Non-narrative

Note-taking

Annotating

Character profile

Instruction writing

Leaflets</td>
<td>Narrative

Text:
King Arthur and the Knights of the Round table (Hamilton Trust)

Genre/Plot: Quest

Focus:
Dialogue,</td>
<td>Non-Narrative

Genre:
Explanations How an electrical circuit works</td>
<td>Narrative

Text:
How the Stars Came to be

Genre/Plot:
Origin tale

Write own origin/creation tale

Poetry:</td>
<td>Non-Narrative:

Genre:
Persuasive

Advertising poster for puppet show</td>
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								Cohesion in Plot		**Text:** Stars with Flamimg Trails – Valerie Bloom Expanded noun phrase and prepositions	
Reading **(cf Reading Spine)**	Augustus and his smile – Catherine Rayner The Colour Monster – Anna Llenas The Koala who could – Rachel Bright Stone Age Boy – Satushi Kitamura How to wash a woolly mammoth – Michelle Robinson	The Stone Mouse – Jenni Nimmo The Hodgeheg- Dick King Smith Volcanoes and Earthquakes Earth Shattering Events – Robin Jacobs (free to download from Booksfortopics.com) **A Kid in my Class – Rachel Rooney (CLPE)**		Anthony Browne – The Tunnel/Voices in the Park Romulus and Remus Escape from Pompeii – Christina Balit I wonder why Romans wore togas Roman Diary – The		**The Rhythm of the Rain (CLPE)** The Mousehole Cat – Antonia Barber Water Is Water: A Book about the Water Cycle - Miranda Paul Once upon a Raindrop – James Carter		How to be a Viking – Cressida Cowell Wolf Brother – Michelle Paver **Beowulf – Michael Morpurgo (CLPE)** Anglo-Saxon Boy – Tony Bradman Eyewitness Vikings		The Last Bear – Hannah Gold Star in the Jar – Sam Hay Moth – Isabel Thomas **Stars with flaming trails – Valerie Bloom (CLPE)**	

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			Journal of Illiona – Richard Platt	The River – Valerie Bloom Something told the Wild Geese – Rachel Field		
Grammar	Paragraphs Adverbs Prepositions Headings and subheadings *Expanded noun* phrases for description	Paragraphs Adverbs Conjunctions Present perfect *Past progressive* Headings and subheadings *Expanded noun* phrases for description	Paragraphs Adverbs Conjunctions Present perfect *Past progressive* *Full range of punctuation including* Inverted commas /speech marks for dialogue	Paragraphs Adverbs Conjunctions Prepositions Headings and subheadings	Paragraphs Adverbs *Full range of punctuation including* Inverted commas /speech marks for dialogue *Expanded noun* phrases for description	Paragraphs Adverbs Prepositions Present perfect *Past progressive* Headings and subheadings

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	Verbs and adverbs for effect Nouns and pronouns for cohesion *Third person* *Standard English* *Adverbials for cohesion within and across paragraphs*	Verbs and adverbs for effect Nouns and pronouns for cohesion *Third person* *Standard English* *Fronted adverbials* *Adverbials for cohesion within and across paragraphs*	*Expanded noun* phrases for description Verbs and adverbs for effect *Third person* *Standard English* *Fronted adverbials* *Adverbials for cohesion within and across paragraphs*	*Expanded noun* phrases for description Verbs and adverbs for effect Nouns and pronouns for cohesion *Third person* *Standard English* *Fronted adverbials*	Verbs and adverbs for effect Nouns and pronouns for cohesion *Third person* *Standard English* *Fronted adverbials* *Adverbials for cohesion within and across paragraphs*	*Expanded noun* phrases for description Verbs and adverbs for effect Nouns and pronouns for cohesion *Third person* *Standard English* *Fronted adverbials*

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				Adverbials for cohesion within and across paragraphs *Apostrophes for possession and contraction*		*Adverbials for cohesion within and across paragraphs*	
Maths	Place Value Time	Addition and subtraction Shape	Multiplication and Division Position and direction	Multiplication and Division Length, perimeter and area	Fractions Mass and capacity	Fractions Decimals including money	Consolidation Decimals including money
Science	**Living things and their habitats:** Pupils should be taught to: Recognise that living things can be grouped in a variety of ways	**Rocks:** Compare and group together different kinds of rocks based on their appearance and simple physical properties	**States of matter:** Compare and group materials together, according to whether they are solids, liquids or gases	**States of matter:** Identify the part played by evaporation and condensation in the water cycle and associate the	**Electricity:** Identify common appliances that run on electricity Construct a simple series electrical	**Light:** Recognise that they need light in order to see things and that	

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	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.	Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	rate of evaporation with temperature.	circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.	dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows changes

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Geog		Extreme Earth (volcanoes and earthquakes) This topic teaches about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment. Rationale: This topic accompanies and reinforces our English book (The pebble in my pocket) Describe and understand key aspects of: Physical Geography: including volcanoes and earthquakes (natural disasters) Human Geography: impact of our extreme earth on our lives through the study of photographs, population numbers and other primary sources. Draw conclusions; include diagrams and key geographical vocab Human Geography: types of settlement and land-use	Name and locate places and countries we are studying: Italy, Rome, Britain and key cities in Roman Britain Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of **Europe**	Somewhere to settle (settlements and land use) In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of		UK geography This topic looks at the geography of the UK – from the physical features of mountains, rivers and seas to the manmade administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.

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				digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement. Rationale: This unit feeds into and informs various other units within LKS2. Especially, Romans, Vikings		Rationale: This topic relates to our Summer History looking at early medieval British history (invaders and settlers). Name and locate places and countries we are studying Name and locate major cities in the countries we are studying Locate human and physical characteristics in the countries we are studying; including land-use patterns

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				and Anglo-Saxons in history with reference to the British Isles. However, it also relates to our Egyptians unit with respect to the distribution and nature of settlement. This unit complements the Land Use unit in Year B of LSK2. This unit's land use element also feeds into work in UKS2 around food and farming. Describe and understand key aspects of: Physical Geography rivers and the water		Talk about physical and human similarities and differences between different parts of the United Kingdom

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				cycle Human Geography: types of settlement and land-use		
History	Changes in Britain during the Stone Age Describe events and periods of time using the words; BC, AD, century, ancient. Order the periods I am studying on a timeline and compare to events I already know about. Ask and answer questions about how things were different in the past and how aspects of life have changed over time. Use evidence to describe some of the following and explain how they are similar or different in different		The Roman Empire and its impact on Britain. Use words and phrases accurately such as century, before Christ, after, before, during to describe the passing of time and events studied. Use a timeline to order events and significant people for the period of time I am studying. Describe and explain some similarities and differences between people, events and artefacts from the past and explain		Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Order the periods I am studying on a timeline and compare to events I already know about. Use a timeline to order events and significant people for the period of time I am studying. Say how items found belonging in the past are helping us to build an accurate	

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	time periods: houses and settlements,		the significance of these. Provide examples of how events in the past shaped people's lives over time and have influenced how we live today. Explain how events from the past have shaped our lives today.		picture of how people lived in the past. Suggest the causes of key events and changes in the time periods I am studying.	
Art	**Prehistoric Art** **Clay pots** Sculpture and form: Manipulate clay to create a simple thumb pot (bell beaker pottery) Create surface patterns and textures onto clay looking at cultural decoration from historic time periods	**Volcano art** (4 weeks) Drawing: Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil Experiment with ways in which surface detail can be added to drawings Experiment with different grades of pencil to create lines and marks Experiment with different grades of pencils to draw different forms and shapes. Explore shading with different media to achieve a range of light and dark tones, black to white Apply simple use of pattern and texture in a drawing Experiment with different shading techniques of hatching and cross hatching Work in greater detail when relief printing -	**European Art and Artists** **Roman Mosaics** Collage: Develop skills of overlapping and overlaying to place objects in front or behind in a collage Experiment with techniques to make mosaics Experiment with creating mood, feeling, movement and areas of interest using different media	**Monet's Rivers (Hamilton trust)** Painting: Experiment with different effects and textures e.g. blocking in colour, washes, Experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing Use light and dark when painting, mixing shades and		

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		making printing blocks Use two colour overlays when relief printing Explore lines, marks, shapes and tones through monoprinting (using polystyrene tiles)		tints with increasing confidence and for effects Build on understanding of the colour wheel, storing information through investigation on a colour spectrum Explore complementary colours – colours opposite each other on the colour wheel Introduce watercolour paints to create wash backgrounds Use light and dark within painting and show understanding of complimentary colours Mix tints and shades with		

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				increasing confidence Experiment with creating tones – adding grey to a colour Investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades Look at how artists paint foregrounds and backgrounds for perspective		
D&T		**Earthquake resistant structures** (3 weeks) Children will investigate and anaylse existing strategies for building earthquake resistant buildings. Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment Share and clarify ideas through discussion Make design decisions that take account of the availability of resources Select materials and components suitable for the task			**Battery operated lights** Investigate and analyse existing products Describe the purpose of their products Indicate the design features of their products that will appeal to intended users	**Shadow Puppets** Investigate and analyse existing products Indicate the design features of their products that will appeal to intended users Select tools and equipment suitable for the task

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		Follow procedures for safety Identify the strengths and areas for development in their ideas and products How to make strong, stiff shell structures			Explain how particular parts of their products work Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Measure, mark out, cut and shape materials and components with some accuracy Assemble, join and combine materials and components with some accuracy Identify the strengths and areas for development in their ideas and	Measure, mark out, cut and shape materials and components with some accuracy Assemble, join and combine materials and components with some accuracy Apply a range of finishing techniques, including those from art and design, with some accuracy

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					products Consider the views of others, including intended users, to improve their work Refer to their design criteria as they design and make Use their design criteria to evaluate their completed products Use learning from science to help design and make products that work Know that mechanical and electrical systems have an input, process and output	
RE	Understanding Christianity **Creation/Fall** Key Question: *What do Christians learn from the creation story?* **Christianity**	Understanding Christianity **Incarnation** Key Question: *What is the Trinity?* **Christianity**	Discovery RE **Buddha's teachings** Key Question: *Is it possible for everyone to be happy?*	Understanding Christianity **Salvation** Key Question: *Why do Christians call*	Discovery RE **The 8-fold path** Key Question: *Can the Buddha's teachings make the*	Discovery RE **The 8-fold path** Key Question: *What is the best way for a Buddhist*

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	Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. Identify the difference between a 'Gospel' and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	**Buddhism** I can start to show an understanding of why people think it is difficult to be happy all the time. I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists.	*the day Jesus died 'Good Friday'?* **Christianity** I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	*world a better place?* **Buddhism** I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.	*to lead a good life?* **Buddhism** I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might

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						be hard for some Buddhists to stick to.
MFL	**German**	**German**	**German**	**German**	**German**	**German**
Computing	Data information – branching databases Rationale: Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they	Data Logging Rationale: In this unit, learners will consider how and why data is collected over time. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Learners will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions. This unit progresses learners' knowledge and understanding of data and how it can	(ICT: Online safety) Safer Inernet Day Creating media – desktop publishing Rationale: Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to	Creating media – photo editing Rationale: Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.	Programming – Logo (repetition of shapes) Rationale: Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. This unit is the first of the two programming units in Year B and looks at repetition	Programming - Scratch (repetition in games) Rationale: Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming earlier in the term, where

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	will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases. This unit progresses learners' knowledge and understanding of the categories of data handling, with a particular focus on implementation. It builds on their knowledge of data and information from key stage 1. They will continue to develop their understanding of attributes and begin to construct and interrogate branching databases as a means	be collected over time to answer questions. Specifically, it builds on the concept of answering questions with data which is first introduced in the KS1 data and information units. The unit also introduces the idea of automatic data collection. Learners are also introduced to data in tables and graphs, knowledge they will build on in the UKS2 units (Flat file databases and Spreadsheets).	edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop	This unit progresses students' knowledge and understanding of digital photography and using digital devices to create media. Following this unit, learners will further develop their image editing skills in UKS2 – vector drawing.	and loops within programming. This unit progresses students' knowledge and understanding of programming. This unit progresses on to using count-controlled loops in sequences. Pupils will create algorithms and then implement those algorithms as code.	learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout. This unit builds on previous unit programming with repetition

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	of displaying and retrieving information.		publishing is used in the real world. This unit progresses learners' knowledge and understanding of using digital devices to combine text and images building on work from creative digital units in KS1.			and on prior programming units involving Scratch or ScratchJr, floor robots and sequencing.
Music	Singing Recorders	Singing Recorders	Singing Recorders	Singing Recorders	Singing Recorders	Singing Recorders
PE	**Gymnastics** *(3)* Personal multi-ability: I know where I am with my learning. Gym skills **Travel** **Rotation**	**Dance** *(3)* Health and fitness multi-ability: I can describe how and why my body changes during and after exercise Dance focus: **Artistry**	**Gymnastics** *(3)* Cognitive multi-ability: I can explain what I am doing well and I have begun to identify areas for improvement. Gym skills:	**Dance** *(4)* Creative multi-ability: I can recognise similarities and differences in movements and expression.	**May Day Dancing** **Indoor PE?** *(3)* Social multi-ability: I am happy to show and tell others about my ideas. I show patience and support others	**Athletics** **Indoor PE?** *(3)* Physical multi-ability: I can select and apply a range of skills with good control and consistency.

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	Rugby	**Partnering** **Circles** **Shapes** **Rugby**	**Flight** **Balance** **Hockey**	Dance focus: **Artistry** **Partnering** **Circles** **Shapes** **Hockey**	listening carefully to them about our work. PE skills: **Dynamic Balance to Agility** Jumping and Landing **Static Balance** Seated **Cricket**	I can perform and repeat longer sequences with clear shapes and controlled movement. PE skills **Agility** Reaction / Response **Static Balance** Floor Work **Cricket**
PSHE	SCARF – Me and My Relationships Y3	SCARF – Valuing Difference **Y3**	SCARF – Keeping Safe **Y3**	SCARF – Rights and Respect **Y3**	SCARF – Being my Best **Y3**	SCARF – Growing and Changing **Y3**