

Wootton St Peter's Primary School 2024-25 Long Term Plan

Year A

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
2.3 wks	5 wks	7 1/11 – 17/12		6.3 wks 5/1 – 18/2		6 wks 28/2 -8/4		6 19/4 – 28/5		6.4 7/6 – 21/7	
Whole School Project	Topic/The me Greeks	Topic/Theme Evolution		Topic/Theme Journeys		Topic/Theme Explorers		Topic/Theme Mayans		Topic/Theme The Shang Dynasty	

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Enrichment opportunity		Trip to Ashmolean museum to see the Greek artefacts. Music Flood Week Create Greek lamps ready for the café.	Geography/DT - Greek café, children to cook and prepare a traditional Greek meal for their parents. Decorating the room for the café, creating menus. DT trip to pizza express to make and cook pizzas.	Arrange for visitor to come in to talk about refugees - Asylum welcome. Children to create a handbook (key phrases they'd need in the day) for starting school in the UK – send to Asylum Welcome for the children to use.	Apply for job on the crew, CV and job applications. Invite in Mike (Chgior of Governors) to be on the interview panel. Make mittens and gloves ready for the journey. Drama/Cooking – Act out Shackleton's journey and cook 'seal sausages' on an open fire.	Trip to Pitt Rivers Museum to explore the Mayan artefacts and complete ancient civilisations	PE – Class residential to Youlbury Arts Week 17 th -21 st June – whole school art project – collage/mosaic?			
The Adventures of Odysseus		Falling out of the Sky: Poems about Myths and Monsters Percy Jackson and the Lightning Thief	The Journey The Boy at the Back of the Class	Shackleton's Journey Race to the Frozen North, the Matthew Henderson Story	The Viewer The Curse of the Maya	The Firework Maker's Daughter by Philip Pullman Of Jade and Dragons				
Narrative: Storytelling and drama Story – writing the next chapter Diary – in role as a character	Non-Narrative Letter Debate	Poetry: Performance Poems Prose Ballad Analyse Poems Write poems Sonnet Acrostic <u>Grammar</u>	Narrative Innovate story	Non-Narrative Analyse stanzas in poetry Persuasive letter Non-chronological report – refugees	Narrative Diary Poetry	Non-Narrative Info text Presentation – crew members Formal letter – application letter Interviews to join the crew Motivational speech	Narrative Freeze-frames Character profiles Sequel	Non-Narrative Newspaper – disappearance of Tristan	Narrative	Non-Narrative: Instructions – how to make fireworks Letters – formal and informal

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				Biography- famous refugee		Instructions to build an igloo				
Grammar	<p>Y5 –</p> <p>-Subordinating conjunctions (emperor penguin, sunstar starfish)</p> <p>-Coordinating conjunctions (marine iguana)</p> <p>-Using a thesaurus (African butterfly, brown hyena)</p> <p>Y6</p> <p>Dictionary Skills (giant pacific octopus)</p> <p>Using a thesaurus (spider crab)</p>	<p>Y5 -Expanded Noun Phrases (Portuguese man o-war, dung beetle)</p> <p>– Similes (komodo dragon, blacktip shark)</p> <p>-Fronted adverbials (weedy sea dragon)</p> <p>Y6</p> <p>-Expanded Noun phrases (sparrow hawk)</p> <p>-Figurative Language (golden wheel spider, springbok)</p>	<p>Y5</p> <p>-Tense consistency (jumping spider, abdopus octopus)</p> <p>-Modal verbs (snow leopard)</p> <p>-Active and Passive Voice (tiger)</p> <p>Y6</p> <p>-Passive Voice (hippopotamus)</p> <p>-Modal verbs (Arctic Wolf)</p> <p>-Perfect verb form (sea snake)</p>		<p>Y5</p> <p>-Adverbials e.g. time (later), place (nearby), number (secondly)</p> <p>Y6</p> <p>-Adverbials (on the other hand, in contrast, as a consequence)</p> <p>- Cohesive devices (Oceanic whitetip shark, narwhal, gelda monkeyl)</p> <p>-Formal Language (blue whale, leatherback turtle)</p> <p>-Précising (hamadryas baboon, porcupine, sage grouse)</p>	<p>Y5</p> <p>-Possessive apostrophe (polar bear)</p> <p>-Commas to clarify meaning. (Japanese macaque)</p> <p>-semi-colons (cassowary)</p> <p>Y6</p> <p>-Commas to clarify meaning (headlight beetle, olive ridley turtle)</p> <p>– Semi-colons (White Stork, Leopard seal)</p> <p>-Hyphens (peacock jumping spider)</p>	<p>Y5</p> <p>-Relative Clauses (African elephant, king cobra)</p> <p>-Parenthesis (giraffe-necked weevil, lion)</p> <p>Y6</p> <p>-Relative Clauses (puma)</p> <p>-Parenthesis (sardine)</p> <p>-Proofreading (six-plumed bird of paradise)</p>			

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Spelling	5HT1 Statutory Words Plural s and es Plurals f Irregular plurals Adding s ed ing Irregular Past tense	5 -Statutory words -shun tion -shun sion -shun ssion	6 -homophones -prefixes for in -auto tele circ bi -aero prim pre micro pro sus -roots aqua port graph	6 -roots aqua port graph -roots -conjunctions adverbs prepositions	5 -hyphenated words -ie cei -ough -silent letters -homophones	5 -in im il ir -auto bi tele -circ trans -pro sus
Reading (cf Reading Spine)	The Dancing Bear The Adventures of Odysseus	Percy Jackson and the Lightning Thief	The Boy at The Back of the Class by Onjali Q Ralf	Race to the Frozen North by Matthew Henson	The Curse of the Maya by Johnny Pearce	The Firework Makers Daughter By Philip Pullman
Maths	<u>Number:</u> Place Value Addition and subtraction Multiplicati on and Division	<u>Number:</u> <ul style="list-style-type: none"> • Fractions • Multiplication and Addition 	<u>Number:</u> <ul style="list-style-type: none"> • Multiplicatio n and Division • Fractions • Decimals 	<u>Measurement</u> Area, perimeter and volume <u>Number</u> <ul style="list-style-type: none"> • Decimals • Fractions, decimals and percentages 	<u>Ratio</u> <u>Algebra</u> <u>Geometry:</u> <ul style="list-style-type: none"> • Shape 	<u>Geometry</u> Position and Direction <u>Statistics</u> <u>Measurement</u> Converting units

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<p>Science</p>	<p>Evolution and Inheritance</p> <p><i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i></p> <p><i>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i></p> <p><i>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</i></p>		<p>Properties and Changes of Materials</p> <p><i>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</i></p> <p><i>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i></p> <p><i>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</i></p> <p><i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i></p> <p><i>Demonstrate that dissolving, mixing and changes of state are reversible changes</i></p> <p><i>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</i></p>		<p>Living Things and Their Habitats</p> <p><i>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i></p> <p><i>Describe the life process of reproduction in some plants and animals.</i></p>	<p>Electricity</p> <p><i>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i></p> <p><i>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i></p> <p><i>Use recognised symbols when representing a simple circuit in a diagram.</i></p>
<p>Geography</p>		<p>What was it like to live in Greece?</p> <p><i>Region in a European Country</i></p> <p><i>Understand geographical similarities and differences through a study of human and physical geography of Region in European country – Greece</i></p> <p><i>Name and locate countries and capital cities of the world.</i></p>	<p>Settlements - Land use patterns and how these have changed over time compared to modern days.</p> <p><i>Study of modern settlements and their functions. Explain how they change over time. Look at settlement functions and how to choose a suitable location for a settlement.</i></p> <p><i>Fieldwork study – How has Wootton changed over the last 500 years? Look at how traffic is controlled, any main</i></p>	<p>Antarctic</p> <p>Climate zones, biomes and vegetation belts, Arctic and Antarctic circle</p> <p><i>Physical Geography including climate zones, biomes and vegetation belts.</i></p> <p><i>The impact of global warming on the Arctic regions.</i></p>		

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			<p><i>problems. Collect and analyse evidence. Create plans and maps of Wootton showing human and physical features</i></p> <p><i>Name and locate counties and cities of the United Kingdom, geographical regions and the identifying physical and human features; compare to our own locality of Wootton in Oxfordshire.</i></p> <p><i>Human Geography including land use, economic activity including trade links, and the distribution of natural resources, food, minerals, and water.</i></p>			
History	<p>How did the Ancient Greeks live and what are their legacies for today?</p> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>				<p>Who were the Maya people?</p> <p><i>A non-European society that provides contrasts with British history</i></p>	<p>The Shang Dynasty</p> <p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</i></p>
Art	<p>Greek pots Thumb, coil and slab</p>		<p>Landscapes</p> <ul style="list-style-type: none"> - Painting - Watercolour 		<p>Mayan Masks</p>	

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D&T		Cooking- Greek Café Greek Temples?		Textiles - Clothing for Warmth – Sewing – hat and mittens		Make cogs Cams and Followers
RE	<p>UNDERSTANDING C+ UC</p> <p>Concept: Creation</p> <p>Key Question: Creation and science: conflicting or complementary?</p> <p>Religion: Christianity</p>	<p><u>DISCOVERY RE</u></p> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question:</p> <p><i>Is the Christmas story true?</i></p> <p>Religion: Christianity</p> <p>Alternate... <u>DISC.RE</u> Theme: Christmas</p> <p>Key Question:</p> <p><i>How significant is it that Mary was Jesus' mother?</i></p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p> <p>Beliefs and Practices</p> <p>Key Question: <i>What is the best way for a Muslim to show commitment to God?</i></p> <p>Religion: Islam</p>	<p><u>UNDERSTANDING C+</u></p> <p>UC Concept: Salvation</p> <p>Key Question: <i>What did Jesus do to save human beings?</i></p> <p>Religion: Christianity</p>	<p><u>DISCOVERY RE</u></p> <p>Theme:</p> <p>Beliefs and moral values</p> <p>Key Question:</p> <p><i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p> <p>Religion: Islam</p>	
MFL	German Arrival in two different cities	German North, south, east and west	German Together at last	German A canoe adventure	German Visit to the Vets	German Berlin – A city full of surprises

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Computing	<p>Y5 – Programming A – Selection into physical computing</p> <ol style="list-style-type: none"> 1.Connectin g Crumbles 2.Combining Output components 3.Controlling with Conditions 4.Starting with Selection 5.Drawing Designs 6.Writing and Testing Algorithms 	<p>Y6 – Programming A – Variables in games.</p> <ol style="list-style-type: none"> 1.Introducing Variables 2.Variables in programming 3.Improving a Game 4.Designing a Game 5.Design to Code 6.Improving and Sharing 	<p>Y5 – Creating Media – Video Production</p> <ol style="list-style-type: none"> 1.What is video? 2.Filming techniques 3.Using a storyboard 4.Planning a video 5.Importing and editing video 6.Video Evaluation 	<p>Y6 – Creating Media – web Page creation.</p> <ol style="list-style-type: none"> 1.What makes a good web page? 2.How would you layout your webpage? 3.Copyright or copyWRONG? 4.How does it look? 5.Follow the Breadcrumbs 6.Think before you link 	<p>Y5 – Data and information – flat-file databases</p> <ol style="list-style-type: none"> 1.Creating a paper-based database 2.Computer databases 3.Using a database 4.Using search tools 5.Comparing data visually 6.Databases in real life 	<p>Y6 – Data and information - introduction to spreadsheets.</p> <ol style="list-style-type: none"> 1.What is a spreadsheet? 2.Modifying spreadsheets 3.What’s the formula? 4.Calculate and Duplicate 5.Event Planning 6.Presenting Data
Music	<p>Developing Ensemble Skills How does music connect with our past?</p>	<p>Creative Composition How does music improve our world?</p>	<p>Freedom to Improvise How does music shape our way of life?</p>	<p>Composing and Chords How does music improve our world?</p>	<p>Improving with Confidence How does music shape our way of life?</p>	<p>Battle of the Bands How does music connect us with the environment?</p>
PE	<p>Tennis – Y5</p> <p>Hockey - NC</p>	<p>Netball Y6 - Netball</p> <p>Football - NC</p>	<p>Gymnastics – Movement Y5</p> <p>Tag Rugby - NC</p>	<p>Dance – Eco-dance Y5</p> <p>Futsal / Handball - NC</p>	<p>Dance - Maypole</p> <p>Cricket - NC</p>	<p>Athletics – Y6</p> <p>Athletics - NC</p>

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PSHE	6 Me and my Relationships	5 Valuing differences	Refugees	5 Rights and Respect	Keeping Safe	Being my Best
	<p>Working together</p> <p>Let's negotiate</p> <p>Solve the friendship problem</p> <p>Dan's day</p> <p>Behave yourself</p> <p>Assertive Skills</p> <p>Don't force me</p> <p>Acting Appropriately</p>	<p>Qualities of friendships</p> <p>Kind conversations</p> <p>Happy being me</p> <p>The land of the red people</p> <p>Stop, start, stereotypes</p> <p>It could happen to anyone</p>	<p>To think about ways in which they can support refugees.</p> <p>Discuss what terms like 'refugee' and 'asylum seeker' means</p> <p>Identify how fleeing your home might C your life.</p> <p>Examine the difficult choices people have to make and decide what you would do.</p> <p>To understand the governments rules and regulations for refugees and asylum seekers.</p> <p>To understand the role different charities play in providing aid to refugees.</p> <p>Growing and changing</p> <p>Changing bodies and feelings</p> <p>Making babies</p> <p>Puberty</p>	<p>What's the story?</p> <p>Fact or opinion</p> <p>Mo makes a difference</p> <p>Rights, respect, duties</p> <p>Spending wisely</p> <p>Lend us a fiver</p> <p>Local Councils</p>	<p>Thinking before you click</p> <p>It's a puzzle</p> <p>To share or not to share</p> <p>It's a puzzle</p> <p>Rat Park</p> <p>What sort of drug is it?</p> <p>Drugs. It's the law</p> <p>Alcohol. It's the Law</p> <p>Joe's story</p>	<p>It all adds up</p> <p>Different Skills</p> <p>My school community</p> <p>Independence and Responsibility</p> <p>Star Qualities</p> <p>Basic First Aid</p>