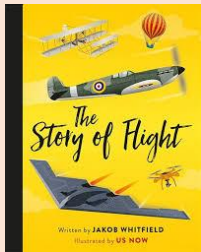
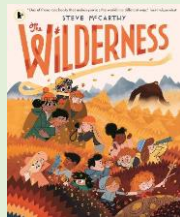
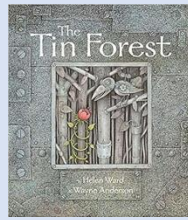
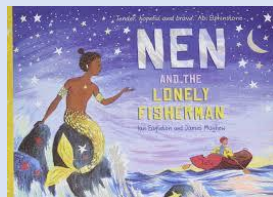


Woodlands Ignite Long Term Plan (A)

Autumn Term		Spring Term		Summer Term	
<u>Power of Reading</u>  • Information writing • Non-fiction writing • Recount writing • Description writing • Debating • Role-play • VIPERS • SLT	<u>Power of Reading</u>  • Short Narratives • Posters • Letters of advice • Role on the wall and characterisation • Recipes • Narrative writing • Poems • VIPERS • SLT	<u>Power of Reading</u>  • Informal Letter • Poetry • Storytelling • Writing in Role • Comic Book Writing • Dialogue • Diary Entries • Setting Descriptions • VIPERS • SLT	<u>Power of Reading</u>  • Speaking and listening • Writing in role • Character description • Persuasive writing • Letter writing • Narrative writing • Information writing • Descriptive Poems • VIPERS • SLT	<u>Power of Reading</u>  • List poetry • Writing in role • Personal recount • Information Writing • Persuasive writing • Diary entry • Chronological report • Setting Description • VIPERS • SLT	<u>Power of Reading</u>  • Speaking and listening • Writing in role • Character description • Setting description • Advert Writing • Narrative writing • Diary Entry • Role play • VIPERS • SLT
<u>Maths</u> Place Value and Number Working at R curriculum level: Recognising numbers to 10 Working at Y1 curriculum level: Within 20, one-to-one correspondence, sort/count objects, count forward/backwards, tens and ones, order numbers Working at Y2 curriculum level: Within 200, tens and ones with a part-whole model, representing	<u>Maths</u> Addition and Subtraction Shape Working at R curriculum level: Addition and subtraction: adding one more. Shape: recognising 2D shapes, making patterns Working at Y1 curriculum level: Addition and subtraction: within 20. Shape: recognising 2D/3D shapes	<u>Maths</u> Multiplication and Division Length, Height and Weight Perimeter and Area Working at R curriculum level: Multiplication and division: doubling Length, height and weight: understanding language used e.g. longer, shorter	<u>Maths</u> Fractions / Decimals Money Working at R curriculum level: Fractions: making a half, making a whole Money: recognising coins Working at Y1 curriculum level: Fractions: finding a half, finding a quarter Money: recognising coins and their value Working at Y2 curriculum level: Fractions: make equal parts, recognise a third	<u>Maths</u> Time Position and Direction Working at R curriculum level: Time: Recognising numbers on the clock, periods of time Position and direction: understanding 1st, 2nd, 3rd. Using positional language Working at Y1 curriculum level: Time: before and after, time to the hour	<u>Maths</u> Statistics Capacity and Temperature / Decimals / Volume Working at R curriculum level: Statistics: grouping Capacity and Temperature: Using correct language Problem solving: apply mathematical knowledge to real life scenarios

Woodlands Ignite Long Term Plan (A)

numbers to 100, count in 2s, 5s and 10s, using a place value chart, Working at Y3 curriculum level: Within 1,000, compare numbers, number lines to 1,000, count in 50s, compare objects Working at Y4 curriculum level: Counting in 10s, 100s and 1,000s, round to the nearest 100, portioning, negative numbers, compare 4-digit numbers, count in 25s Working at Y5 curriculum level: Within 10,000, rounding to 10, 100, 10,000, numbers to a million, roman numerals, compare and order numbers	Working at Y2 curriculum level: Addition and subtraction: fact families, add and subtract 10s Shape: sides and vertices, lines of symmetry Working at Y3 curriculum level: Addition and subtraction: using 2-digit and 3-digit numbers. Shape: Turns and angles Working at Y4 curriculum level: Addition and subtraction: multiples of a 100. Shape: compare angles Working at Y5 curriculum level: Addition and subtraction: 4-digit numbers Shape: measuring angles	Working at Y1 curriculum level Multiplication and division: count in 2s, 5s Length, height and weight: comparing length and height. Introducing weight. Working at Y2 curriculum level: Multiplication and division: recognising groups, dividing by 2 and 5 Length, height and weight: measuring, comparing and ordering lengths. Working at Y3 curriculum level: Multiplication and division: using arrays, divide by 2, 5 and 10 and multiply by 3, 4, 8 Length, height and weight: adding and subtracting lengths and measuring perimeters. compare mass. Working at Y4 curriculum level: Multiplication and division: multiply by 10/100, multiply by 6,9,7 Length, height and weight: what is area? Working at Y5 curriculum level: Multiplication and division: multiples, factors and prime numbers Length, height and weight: calculating area and perimeter.	Money: make the same amount, find the total, difference and give change. Working at Y3 curriculum level: Fractions: unit fractions, count in fractions Money: pounds and pence – add and subtract money. Working at Y4 curriculum level: Fractions: Tenths and count in tenths, hundredths, making a whole Money: estimating money, convert pounds and pence Working at Y5 curriculum level: Fractions: equivalent fractions, add and subtract fractions, making wholes, exploring fractions and equivalent fractions and fractions to decimals Money: decimals, adding and subtracting decimals, percentages	Position and direction: describing turns and position. Working at Y2 curriculum level: Time: telling and writing time, o'clock, quarter past, half past and quarter to. Position and direction: describing position, movements and turns. Working at Y3 curriculum level: Time: months and years, hours in a day, 24-hour clock Position and direction: describing position, movements and turns. Working at Y4 curriculum level: Time: hours, minutes and seconds, days, months and years. Recording temperatures. Position and direction: describing position, draw on a grid, move on a grid. Working at Y5 curriculum level: Time: converting time, timetables Position and direction: draw on a grid, translation of coordinates.	Working at Y1 curriculum level: Statistics: grouping Capacity and Temperature: measuring mass and capacity Problem solving: apply mathematical knowledge to real life scenarios Working at Y2 curriculum level: Statistics: make tally charts, draw pictograms Capacity and Temperature: comparing mass and capacity. Recording temperatures Problem solving: apply mathematical knowledge to real life scenarios Working at Y3 curriculum level: Statistics: interpret pictograms and draw bar charts Capacity and Temperature: adding and subtracting capacity, measure capacity and recording temperatures. Problem solving: apply mathematical knowledge to real life scenarios Working at Y4 curriculum level: Statistics: Interpret charts and introduce line graphs
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Woodlands Ignite Long Term Plan (A)

					Capacity and Temperature: adding and subtracting capacity. Problem solving: <i>apply mathematical knowledge to real life scenarios</i> Working at Y5 curriculum level: Statistics: <i>use line graphs to solve problems</i> Converting units: <i>measurement and converting units</i> Problem solving: <i>apply mathematical knowledge to real life scenarios</i>
<u>Topic</u> <u>Transport</u> There are many reasons people travel, to see friends and family, to relax or to explore new places. Where would you really like to go? Why might people come to your host continent? We will explore the places people go, how they get there and the things they might see. Are you ready to explore our world?		<u>Topic</u> <u>Homes</u> All over the world, in every country, city and town, there are houses (buildings or structures where people live). We all live in a house with our family which we call our home. Homes around the world are different to suit the climate, culture or natural surroundings they are in.		<u>Topic</u> <u>Land and Sea</u> In this unit we will be learning about plants and animals, and how they can adapt to living almost anywhere on Earth. Our planet has a number of different habitats, each with their unique climate and geology. We will find out about how water, soil and rock can change the environment or be changed by natural forces such as water.	
<u>Science</u> <u>Rock Detectives</u> • To compare rocks based on appearance. • Identify different types of rocks and their uses. • To understand and explain rocks properties and their purpose. • Compare rocks to each other. • Identify what and how fossils are made.		<u>Science</u> <u>Amazing Bodies</u> • To identify the nutrition needed by animals. • To look at skeletons and muscles and what they do for the body. • To identify the functions of different systems within the body.		<u>Science</u> <u>The power of forces</u> • To identify what a force is. • Look at how and what makes things move including the air. • To identify the different ways in which things move and what affects their movement. • To investigate magnets and materials which are magnetic.	
<u>Computing</u> <u>Networks and the Internet</u>		<u>Computing</u> <u>Scratch</u>		<u>Computing</u> <u>Emails</u> • Log in and out of email.	

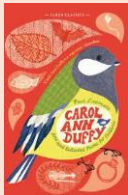
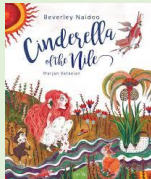
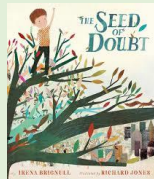
Woodlands Ignite Long Term Plan (A)

- Recognise that a network is two or more devices connected and its purpose. - Identify key components that make up the school's network. - Explain the difference between wired and wireless connections. - Recognise that files are saved on a server. - Understand the role of the server in a network when requesting a website. - Identify parts of a website's journey to reach your computer. - Recognise that routers connect to send information. - Understand that data is broken into packets.	- Identify Scratch as a coding application and explore its different code blocks. - Make predictions about what code blocks will do and test these ideas. - Create a simple animation by combining motion, speech and wait blocks. - Plan how to remix an existing animation by choosing which parts to change. - Alter and remix code to create a new version of an animation. - Test and debug animations to fix problems and improve the code. - Reflect on the changes made, explaining what worked well and what could be improved.	- Send a simple email with a subject plus 'To' and 'From' in the body of the text. - Edit an email. - Type in the email address correctly and send the email. - Add an attachment to an email. - Write an email using positive language, with an awareness of how it will make the recipient feel. - Recognise unkind behaviour online and know how to report it. - Offer advice to victims of cyberbullying. - Recognise when an email may be fake and explain how they know.
<u>ART/DT</u> <u>Prehistoric Art</u> Learning about how and why art was created thousands of years ago, making homemade paints from natural materials and replicating painting techniques from the past	<u>ART/DT</u> <u>Structures: Castles</u> Identify and learn about the key features of a castle, before designing and making a recycled material castle (structure).	<u>ART/DT</u> <u>Formal Elements</u> Exploring shape and tone - identifying shapes in everyday objects, using shapes as guidelines to draw accurately from observation, creating form and shape using wire and shading from light to dark
<u>Music</u> <u>South Africa</u> - Correctly label all staff notation features. - Share their ideas about South African music. - Play both Sheet music: Put on your gumboots! (tuned percussion part 1) and Sheet music: Put on your gumboots! (tuned percussion part 2) patterns accurately and in time. - Play both patterns accurately and in time. - Play the rhythmic pattern and sing the tune accurately and in time.	<u>Music</u> <u>Caribbean</u> - Name some of the key features of calypso music. Ability to sing the song accurately by the end of the lesson. - Sing the song accurately, and perform their news headline correctly in the appropriate gap. - Explain in simple terms why percussion instruments were important in Trinidad. - Play the sheet music: What's the story?: Tuned percussion part one.	<u>Music</u> <u>Jazz</u> - Explain what ragtime music is. - Play on the 'off beat' and sing a syncopated rhythm. - Play a call and then improvise a response. - Improvise or compose a scat singing performance with sounds and words. - Compose and play a jazz motif fluently, using swung quavers. - Play a swung rhythm using a tuned percussion instrument.

Woodlands Ignite Long Term Plan (A)

Create and perform an eight beat rhythm pattern.		- Recognise pairs of quavers on a musical score and the ability to play these in context. - Create a pentatonic improvisation using mainly one-beat notes.			
<u>Communication and Language</u> - Attention Autism - Turn taking activities - Asking and answering questions - Developing peer interaction - Making choices - TACPAC - SaLT		<u>Communication and Language</u> - Attention Autism - Turn taking activities - Asking and answering questions - Developing peer interaction - Making choices - TACPAC - SaLT		<u>Communication and Language</u> - Attention Autism - Turn taking activities - Asking and answering questions - Developing peer interaction - Making choices - TACPAC - SaLT	
<u>Personal Development</u> <u>Me and my relationships</u> - An email from Harold! - Different feelings - Under pressure <u>Cooking</u>	<u>Personal Development</u> <u>Valuing Difference</u> - That is such a stereotype! - Friend or acquaintance? - Islands <u>Cooking</u>	<u>Personal Development</u> <u>Keeping Myself Safe</u> - Picture wise - Medicines: check the label - Know the norms <u>Cooking</u>	<u>Personal Development</u> <u>Rights and Responsibilities</u> - In the news! - Safety in numbers - Why pay taxes? <u>Cooking</u>	<u>Personal Development</u> <u>Being my Best</u> - Harold's Seven Rs - My school community (1) - Basis first aid <u>Cooking</u>	<u>Personal Development</u> <u>Growing and Changing</u> - Preparing for changes at puberty - Secret or surprise? - Together <u>Cooking</u>
<u>RE</u> Judaism - Main beliefs - Places of worship - Holy books/teachings - Special places	<u>RE</u> Christianity - Main beliefs - Places of worship - Holy books/teachings - Special places	<u>RE</u> Hinduism - Main beliefs - Places of worship - Holy books/teachings - Special places	<u>RE</u> Buddhism - Main beliefs - Places of worship - Holy books/teachings - Special places	<u>RE</u> Islam - Main beliefs - Places of worship - Holy books/teachings - Special places	<u>RE</u> Sikhism - Main beliefs - Places of worship - Holy books/teachings - Special places .
<u>PE</u> - Football - Invasion Games - BEAM/OT	<u>PE</u> - Tag Rugby - Invasion Games - BEAM / OT	<u>PE</u> - Netball - Dance - BEAM / OT	<u>PE</u> - Hockey - Circuit Training - BEAM / OT	<u>PE</u> - Cricket - Tennis - BEAM / OT	<u>PE</u> - Athletics - Tennis - BEAM / OT

Woodlands Ignite Long Term Plan (B)

Autumn Term		Spring Term		Summer Term	
<u>Power of Reading</u>  • Diary writing • Continuation of the ending • Recount • Description writing • Debating • Role-play • Narrative writing • VIPERS • SLT	<u>Power of Reading</u>  • Drawing and annotating • Poetry • Narrative writing • Personal recounts • Information text - advice • Story mapping • Summary writing • VIPERS • SLT	<u>Power of Reading</u>  • Persuasive Letter • News report • Advert writing • Character description • Storytelling • Newspaper Article • Writing in Role • Comic Book Writing • VIPERS • SLT	<u>Power of Reading</u>  • Speaking and listening • Writing in role • Character description • Persuasive writing • Letter writing • Speech • Poetry • VIPERS • SLT	<u>Power of Reading</u>  • List poetry • Writing in role • Recount • Letter writing • Diary entry • Script writing • Menu • VIPERS • SLT	<u>Power of Reading</u>  • Speaking and listening • Writing in role • Letter writing • Narrative writing • Poetry • Role play • VIPERS • SLT
<u>Maths</u> Place Value and Number Working at R curriculum level: Recognising numbers to 10 Working at Y1 curriculum level: Within 20, one-to-one correspondence, sort/count objects, count forward/backwards, tens and ones, order numbers Working at Y2 curriculum level: Within 200, tens and ones with a part-whole model, representing numbers to 100, count in 2s,	<u>Maths</u> Addition and Subtraction Shape Working at R curriculum level: Addition and subtraction: adding one more. Shape: recognising 2D shapes, making patterns Working at Y1 curriculum level: Addition and subtraction: within 20. Shape: recognising 2D/3D shapes Working at Y2 curriculum level: Addition and	<u>Maths</u> Multiplication and Division Length, Height and Weight Perimeter and Area Working at R curriculum level: Multiplication and division: doubling Length, height and weight: understanding language used e.g. longer, shorter Working at Y1 curriculum level Multiplication and division: count in 2s, 5s	<u>Maths</u> Fractions / Decimals Money Working at R curriculum level: Fractions: making a half, making a whole Money: recognising coins Working at Y1 curriculum level: Fractions: finding a half, finding a quarter Money: recognising coins and their value Working at Y2 curriculum level: Fractions: make equal parts, recognise a third	<u>Maths</u> Time Position and Direction Working at R curriculum level: Time: Recognising numbers on the clock, periods of time Position and direction: understanding 1st, 2nd, 3rd. Using positional language Working at Y1 curriculum level: Time: before and after, time to the hour Position and direction: describing turns and position.	<u>Maths</u> Statistics Capacity and Temperature / Decimals / Volume Working at R curriculum level: Statistics: grouping Capacity and Temperature: Using correct language Problem solving: apply mathematical knowledge to real life scenarios Working at Y1 curriculum level: Statistics: grouping

Woodlands Ignite Long Term Plan (B)

5s and 10s, using a place value chart, Working at Y3 curriculum level: Within 1,000, compare numbers, number lines to 1,000, count in 50s, compare objects Working at Y4 curriculum level: Counting in 10s, 100s and 1,000s, round to the nearest 100, portioning, negative numbers, compare 4-digit numbers, count in 25s Working at Y5 curriculum level: Within 10,000, rounding to 10, 100, 10,000, numbers to a million, roman numerals, compare and order numbers	subtraction: fact families, add and subtract 10s Shape: sides and vertices, lines of symmetry Working at Y3 curriculum level: Addition and subtraction: using 2-digit and 3-digit numbers. Shape: Turns and angles Working at Y4 curriculum level: Addition and subtraction: multiples of a 100. Shape: compare angles Working at Y5 curriculum level: Addition and subtraction: 4-digit numbers Shape: measuring angles	Length, height and weight: comparing length and height. Introducing weight. Working at Y2 curriculum level: Multiplication and division: recognising groups, dividing by 2 and 5 Length, height and weight: measuring, comparing and ordering lengths. Working at Y3 curriculum level: Multiplication and division: using arrays, divide by 2, 5 and 10 and multiply by 3, 4, 8 Length, height and weight: adding and subtracting lengths and measuring perimeters. compare mass. Working at Y4 curriculum level: Multiplication and division: multiply by 10/100, multiply by 6,9,7 Length, height and weight: what is area? Working at Y5 curriculum level: Multiplication and division: multiples, factors and prime numbers Length, height and weight: calculating area and perimeter.	Money: make the same amount, find the total, difference and give change. Working at Y3 curriculum level: Fractions: unit fractions, count in fractions Money: pounds and pence - add and subtract money. Working at Y4 curriculum level: Fractions: Tenths and count in tenths, hundredths, making a whole Money: estimating money, convert pounds and pence Working at Y5 curriculum level: Fractions: equivalent fractions, add and subtract fractions, making wholes, exploring fractions and fractions to decimals Money: decimals, adding and subtracting decimals, percentages	Working at Y2 curriculum level: Time: telling and writing time, o'clock, quarter past, half past and quarter to. Position and direction: describing position, movements and turns. Working at Y3 curriculum level: Time: months and years, hours in a day, 24-hour clock Position and direction: describing position, movements and turns. Working at Y4 curriculum level: Time: hours, minutes and seconds, days, months and years. Recording temperatures. Position and direction: describing position, draw on a grid, move on a grid. Working at Y5 curriculum level: Time: converting time, timetables Position and direction: draw on a grid, translation of coordinates.	Capacity and Temperature: measuring mass and capacity Problem solving: apply mathematical knowledge to real life scenarios Working at Y2 curriculum level: Statistics: make tally charts, draw pictograms Capacity and Temperature: comparing mass and capacity. Recording temperatures Problem solving: apply mathematical knowledge to real life scenarios Working at Y3 curriculum level: Statistics: interpret pictograms and draw bar charts Capacity and Temperature: adding and subtracting capacity, measure capacity and recording temperatures. Problem solving: apply mathematical knowledge to real life scenarios Working at Y4 curriculum level: Statistics: Interpret charts and introduce line graphs Capacity and Temperature: adding and subtracting capacity.
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Woodlands Ignite Long Term Plan (B)

				Problem solving: <i>apply mathematical knowledge to real life scenarios</i> Working at Y5 curriculum level: Statistics: <i>use line graphs to solve problems</i> Converting units: <i>measurement and converting units</i> Problem solving: <i>apply mathematical knowledge to real life scenarios</i>
<u>Topic</u> <u>Ancient Age</u> We will be learning about who the first Ancient civilisations were, where they settled in the world and why they chose that particular place. We will explore what their family life was like, how they communicated their life, their religion, traditions and beliefs, who ruled these civilisations, their tombs- how they were built, why they were built and the process of making a mummy! We will investigate the treasures and paintings left behind in these tombs and how this can tell us about life in the past.		<u>Topic</u> <u>The Rainforest</u> In Vanishing Rainforests, we will be learning about how diverse, wonderful and unique our rainforests are as well as what we need to do to ensure their survival. Did you know that rainforests once covered 14% of our world's surface? Now sadly they cover between 3-4% of the world. Why are they vanishing? We will explore the plant world to find out the answers to critical real-life problems. If we don't act soon, it could be too late!		<u>Topic</u> <u>Superheroes</u> Some people have made such a big difference in the world that their impact on our lives can still be felt today. In this unit we will be learning about people from various walks of life that their ideas or achievements have singled them out from others. Some of them are more famous and recognised than others, but do you think you need to be famous to have an impact on and change the world? What could we do to make a difference? Let's find out!
<u>Science</u> <u>Can you see me?</u> • To identify that light is needed to see and that dark is the absence of light. • Investigate mirrors and reflections. • To identify what causes and affects shadows, • To recognise how light can be dangerous to us.		<u>Science</u> <u>How does your garden grow (Plants)?</u> • To identify the parts and their functions of different plants. • To understand what leaves are and their purpose. • To look at roots and how they differ in different plants and their role within water transportation. • The main stages of a plants flowering life.		<u>Science</u> <u>How does your garden grow (Plants)?</u> • To identify the parts and functions of flowers. • To understand how pollination works. • To identify what helps our flowers flourish. • To recognise different species of plants and how their features differ. • To determine why bees are so important to our ecosystem and how we can help and protect them.
<u>Computing</u> Journey inside the computer		<u>Computing</u> Video Trailers		<u>Computing</u> Database

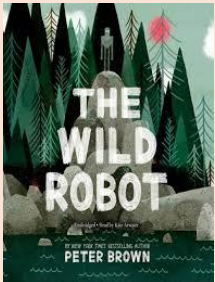
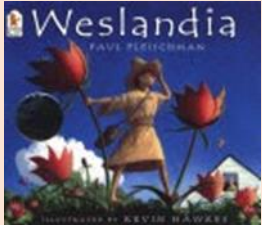
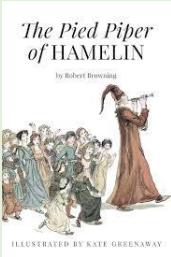
Woodlands Ignite Long Term Plan (B)

- Recognise inputs and outputs and that the computer sends and receives information. - Explain that the parts of a laptop work together and the purpose of each part. - Explain what an algorithm is. - Suggest what memory is for inside a computer. - Make comparisons between different types of computer.	- Describe the purpose of a trailer. - Create a storyboard for a book trailer. - Consider camera angles when taking photos or videos. - Import videos and photos into film editing software. - Record sounds and add these to a video. - Add text to a video. - Incorporate transitions between images. - Evaluate their own and others' trailers.	- Explain what is meant by field, record and data. - Compare paper and computerised databases. - Put values into a spreadsheet. - Sort, filter and interpret data in a spreadsheet. - Create a graph. - Explain the purpose of visual representations of data.
<u>ART/DT</u> <u>Cooking and Nutrition - eating seasonally</u> Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.	<u>ART/DT</u> <u>Shadow Puppets</u> Design, drawing, craft, painting and art appreciation - creating puppets, drawing from observation, learning the difference between a tint and a shade and creating a version of a cartoon drawn by a famous illustrator	<u>ART/DT</u> <u>Textiles - Cushions</u> Learn and apply two new sewing techniques - cross-stitch and appliqué. Utilise these new skills to design and make a cushion.
<u>Music</u> <u>Rock and Roll</u> - Perform the hand jive hand actions in sequence and in time with the music. - Sing in tune and perform their actions in time. - Play the notes of the walking bass in the correct sequence. - Independently play their part with some awareness of the other performers.	<u>Music</u> <u>Ballads</u> - Identify the key features of a ballad. - Perform a ballad using actions. - Sing in time and in tune with a song and incorporate actions. - Retell a summary of an animation's story. - Write a verse with rhyming words which tell part of a story. - Perform their lyrics fluently and with actions.	<u>Music</u> <u>Samba and Carnival</u> - Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. - Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. - Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). - Play their break in time with the rest of their group and play in the correct place in the piece. - Play in time and with confidence; accurately playing their break.

Woodlands Ignite Long Term Plan (B)

<u>Communication and Language</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT		<u>Communication and Language</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT		<u>Communication and Language</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT	
<u>Personal Development</u> <u>Me and my relationships</u> • Friends are special • <u>Thunks</u> • <u>Dan's dare</u> <u>Cooking</u>	<u>Personal Development</u> <u>Valuing Difference</u> • Our friends and neighbours • Let's celebrate our differences • Zeb <u>Cooking</u>	<u>Personal Development</u> <u>Keeping Myself Safe</u> • Super Searcher • Help or harm? • Alcohol and cigarettes: the facts <u>Cooking</u>	<u>Personal Development</u> <u>Rights and Responsibilities</u> • Earning money • Harold's environmental project • Let's tidy up! <u>Cooking</u>	<u>Personal Development</u> <u>Being my Best</u> • For or against? • I am fantastic! • Top talents <u>Cooking</u>	<u>Personal Development</u> <u>Growing and Changing</u> • Secret or surprise? • My changing body • Basic first aid <u>Cooking</u>
<u>RE</u> Judaism • Main beliefs • Places of worship • Holy books/teachings • Special places	<u>RE</u> Christianity • Main beliefs • Places of worship • Holy books/teachings • Special places	<u>RE</u> Hinduism • Main beliefs • Places of worship • Holy books/teachings • Special places	<u>RE</u> Buddhism • Main beliefs • Places of worship • Holy books/teachings • Special places	<u>RE</u> Islam • Main beliefs • Places of worship • Holy books/teachings • Special places	<u>RE</u> Sikhism • Main beliefs • Places of worship • Holy books/teachings • Special places •
<u>PE</u> • Football • Invasion Games • BEAM/OT	<u>PE</u> • Tag Rugby • Invasion Games • BEAM / OT	<u>PE</u> • Netball • Dance • BEAM / OT	<u>PE</u> • Hockey • Circuit Training • BEAM / OT	<u>PE</u> • Cricket • Tennis • BEAM / OT	<u>PE</u> • Athletics • Tennis • BEAM / OT

Woodlands Ignite Long Term Plan (C)

Autumn Term		Spring Term		Summer Term	
<u>Power of Reading</u>  • Information writing • Persuasive writing - speeches • Diary writing • Continuation of the ending • Recount • Description writing • Debating • Role-play • VIPERS - SLT	<u>Power of Reading</u>  • Drawing and annotating • Role on the wall and characterisation • Information texts • Narrative writing • Personal recounts • Information text - advice • Story mapping • VIPERS • SLT	<u>Power of Reading</u>  • Persuasive Letter • Free Verse Poetry • Script writing • Storytelling • Newspaper Article • Writing in Role • Letter Writing - formal • Kenning • Book Trailer Narration • Comic Book Writing • VIPERS - SLT	<u>Power of Reading</u>  • Speaking and listening • Writing in role • Character description • Persuasive writing • Letter writing • Narrative writing • Setting descriptions • VIPERS • SLT	<u>Power of Reading</u>  • List poetry • Writing in role • Personal recount • Letter writing • Alternative narrative writing • Script writing • Chronological report • VIPERS - SLT	<u>Power of Reading</u>  • VIPERS • Speaking and listening • Writing in role • Character description • Setting description • Diary entry • Role on the wall • Narrative writing • Poetry • Autobiography writing • Role play • VIPERS - SLT
<u>Maths</u> Place Value and Number Working at R curriculum level: Recognising numbers to 10 Working at Y1 curriculum level: Within 20, one-to-one correspondence, sort/count objects, count forward/backwards, tens and ones, order numbers	<u>Maths</u> Addition and Subtraction Shape Working at R curriculum level: Addition and subtraction: adding one more. Shape: recognising 2D shapes, making patterns	<u>Maths</u> Multiplication and Division Length, Height and Weight Perimeter and Area Working at R curriculum level: Multiplication and division: doubling Length, height and weight: understanding language used e.g. longer, shorter	<u>Maths</u> Fractions / Decimals Money Working at R curriculum level: Fractions: making a half, making a whole Money: recognising coins Working at Y1 curriculum level: Fractions: finding a half, finding a quarter Money: recognising coins and their value	<u>Maths</u> Time Position and Direction Working at R curriculum level: Time: Recognising numbers on the clock, periods of time Position and direction: understanding 1st, 2nd, 3rd. Using positional language	<u>Maths</u> Statistics Capacity and Temperature / Decimals / Volume Working at R curriculum level: Statistics: grouping Capacity and Temperature: Using correct language

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Working at Y2 curriculum level: Within 200, tens and ones with a part-whole model, representing numbers to 100, count in 2s, 5s and 10s, using a place value chart, Working at Y3 curriculum level: Within 1,000, compare numbers, number lines to 1,000, count in 50s, compare objects Working at Y4 curriculum level: Counting in 10s, 100s and 1,000s, round to the nearest 100, portioning, negative numbers, compare 4-digit numbers, count in 25s Working at Y5 curriculum level: Within 10,000, rounding to 10, 100, 10,000, numbers to a million, roman numerals, compare and order numbers	Working at Y1 curriculum level: Addition and subtraction: within 20. Shape: recognising 2D/3D shapes Working at Y2 curriculum level: Addition and subtraction: fact families, add and subtract 10s Shape: sides and vertices, lines of symmetry Working at Y3 curriculum level: Addition and subtraction: using 2-digit and 3-digit numbers. Shape: Turns and angles Working at Y4 curriculum level: Addition and subtraction: multiples of a 100. Shape: compare angles Working at Y5 curriculum level: Addition and subtraction: 4-digit numbers Shape: measuring angles	Working at Y1 curriculum level Multiplication and division: count in 2s, 5s Length, height and weight: comparing length and height. Introducing weight. Working at Y2 curriculum level: Multiplication and division: recognising groups, dividing by 2 and 5 Length, height and weight: measuring, comparing and ordering lengths. Working at Y3 curriculum level: Multiplication and division: using arrays, divide by 2, 5 and 10 and multiply by 3, 4, 8 Length, height and weight: adding and subtracting lengths and measuring perimeters. compare mass. Working at Y4 curriculum level: Multiplication and division: multiply by 10/100, multiply by 6,9,7 Length, height and weight: what is area? Working at Y5 curriculum level: Multiplication and division: multiples, factors and prime numbers Length, height and weight: calculating area and perimeter.	Working at Y2 curriculum level: Fractions: make equal parts, recognise a third Money: make the same amount, find the total, difference and give change. Working at Y3 curriculum level: Fractions: unit fractions, count in fractions Money: pounds and pence - add and subtract money. Working at Y4 curriculum level: Fractions: Tenths and count in tenths, hundredths, making a whole Money: estimating money, convert pounds and pence Working at Y5 curriculum level: Fractions: equivalent fractions, add and subtract fractions, making wholes, exploring fractions and equivalent fractions and fractions to decimals Money: decimals, adding and subtracting decimals, percentages	Working at Y1 curriculum level: Time: before and after, time to the hour Position and direction: describing turns and position. Working at Y2 curriculum level: Time: telling and writing time, o'clock, quarter past, half past and quarter to. Position and direction: describing position, movements and turns. Working at Y3 curriculum level: Time: months and years, hours in a day, 24-hour clock Position and direction: describing position, movements and turns. Working at Y4 curriculum level: Time: hours, minutes and seconds, days, months and years. Recording temperatures. Position and direction: describing position, draw on a grid, move on a grid. Working at Y5 curriculum level: Time: converting time, timetables Position and direction: draw on a grid, translation of coordinates.	Problem solving: apply mathematical knowledge to real life scenarios Working at Y1 curriculum level: Statistics: grouping Capacity and Temperature: measuring mass and capacity Problem solving: apply mathematical knowledge to real life scenarios Working at Y2 curriculum level: Statistics: make tally charts, draw pictograms Capacity and Temperature: comparing mass and capacity. Recording temperatures Problem solving: apply mathematical knowledge to real life scenarios Working at Y3 curriculum level: Statistics: interpret pictograms and draw bar charts Capacity and Temperature: adding and subtracting capacity, measure capacity and recording temperatures. Problem solving: apply mathematical knowledge to real life scenarios Working at Y4 curriculum level:
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					Statistics: <i>Interpret charts and introduce line graphs</i> Capacity and Temperature: adding and subtracting capacity. Problem solving: <i>apply mathematical knowledge to real life scenarios</i> Working at Y5 curriculum level: Statistics: <i>use line graphs to solve problems</i> Converting units: <i>measurement and converting units</i> Problem solving: <i>apply mathematical knowledge to real life scenarios</i>
<u>Topic</u> Exploring Outside Geographers and explorers estimate that there are over one million islands on earth! We will be learning about the islands of the world, how they are formed, what life is like on some islands, as well as some of the threats to people's lives and their unique cultures. We will explore how islands range hugely in shape, size, location and climate but that they are all surrounded by water. As almost one in ten people on earth live on an island, let's explore what some islands are like across the globe! Can you imagine what life would be like to live on a small island?		<u>Topic</u> Our Communities We all belong to different communities - groups of people that come together for different reasons such as sports, interest groups, learning groups etc. We will be thinking and learning more about how our own communities are made up and sharing how we contribute towards our communities and how we can support and work with others to become valuable contributors to the communities we are a part of. We will be learning how important it is to respect each other's' different communities.		<u>Topic</u> Weather and Climate We will be learning about the changing nature of planet Earth, and how these changes cause earthquakes and volcanoes. We will be exploring how we, as humans, can try to protect each other from natural disasters, but also how we can be inspired by and learn to live with the ever-present dangers. How does the changing Earth shape where you live?	
<u>Science</u> <u>Good Vibrations</u> • identify how sounds are made, associating some of them with something vibrating		<u>Science</u> <u>In a State</u> • compare and group materials together, according to whether they are solids, liquids or gases		<u>Science</u> <u>Switched On</u> • identify common appliances that run on electricity	

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• recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.	• 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not 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 or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.
<u>Computing</u> <u>Collaborative Learning</u> Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools.	<u>Computing</u> Further Coding with Scratch Creating a simple script in Scratch, using decomposition and understanding what variables are, this unit provides new lessons, teacher skills videos and pupil videos that support confident coding in the classroom.	<u>Computing</u> <u>Website Design</u> Developing their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages.
<u>ART/DT</u> <u>Sculpture</u> Learning about the works of inspirational sculptors, creating 3D works of art, working with recycled materials and making collages.	<u>ART/DT</u> <u>Cooking and Nutrition: Adapting A Recipe</u> Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.	<u>ART/DT</u> <u>Art and Design Skills</u> Developing: design, drawing, craft, painting skills - creating an optical illusion print, making a plate in the famous willow pattern, carving soap, still life drawing, painting and Every Picture Tells a Story Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages mixing colours in the style of Paul Cézanne and learning about the role of a 'curator'
<u>Music</u> <u>Film Music:</u> • Identify different instruments to describe how music evokes different emotions. • Identify pitch, tempo and dynamics, and use these to explain and justify their answers.	<u>Music</u> <u>Musicals:</u> • Explain what musical theatre is and be able to recall at least three features of this kind of music. • Categorise songs as action songs or character songs.	<u>Music</u> <u>Looping and Remixing</u> • Perform a looped body percussion rhythm; keeping in time with their group. • Use loops to create a whole piece of music, ensuring that the different aspects of music work together.

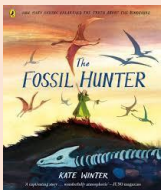
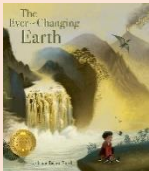
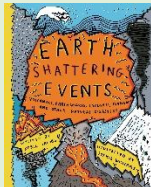
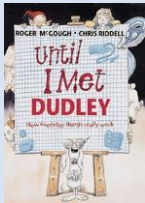
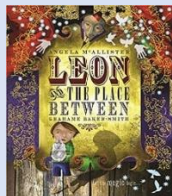
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• Give reasonable and thought-out suggestions for what different graphic scores represent. • Use their body, voice and instruments to create sounds to represent a given theme. • Create a musical score to represent a composition. • Interpret their graphic score and performing their composition appropriately with their group. • Create sounds that relate to the scene of a film.		• Select appropriate existing music for their scene to tell the story of a journey. • Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.		• Play the first section of 'Somewhere Over the Rainbow' with accuracy. • Choose a suitable fragment of music and be able to play it along to the backbeat. • Perform a piece with some structure and two different loops.	
<u>Communication and Language</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT		<u>Communication and Language</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT		<u>Communication and Language</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT	
<u>Personal Development</u> <u>Me and my relationships</u> • Human machines • OK or not ok? (Part 1) • OK or not ok? (Part 2) <u>Cooking</u>	<u>Personal Development</u> <u>Valuing Difference</u> • Can you sort it? • What would I do? • The people we share our world with <u>Cooking</u>	<u>Personal Development</u> <u>Keeping Myself Safe</u> • Danger, risk or hazard? • How dare you! • Keeping ourselves safe <u>Cooking</u>	<u>Personal Development</u> <u>Rights and Responsibilities</u> • Who helps us stay healthy and safe? • It's your right • How do we make a difference? <u>Cooking</u>	<u>Personal Development</u> <u>Being my Best</u> • What make me ME • Making choices • SCARF hotel <u>Cooking</u>	<u>Personal Development</u> <u>Growing and Changing</u> • Moving house • My feelings are all over the place! • All change! <u>Cooking</u>
<u>RE</u> Judaism • Main beliefs • Places of worship • Holy books/teachings • Special places	<u>RE</u> Christianity • Main beliefs • Places of worship • Holy books/teachings • Special places	<u>RE</u> Hinduism • Main beliefs • Places of worship • Holy books/teachings • Special places	<u>RE</u> Buddhism • Main beliefs • Places of worship • Holy books/teachings • Special places	<u>RE</u> Islam • Main beliefs • Places of worship • Holy books/teachings • Special places	<u>RE</u> Sikhism • Main beliefs • Places of worship • Holy books/teachings • Special places

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<u>PE</u> • Football • Invasion Games • BEAM/OT	<u>PE</u> • Tag Rugby • Invasion Games • BEAM / OT	<u>PE</u> • Netball • Dance • BEAM / OT	<u>PE</u> • Hockey • Circuit Training • BEAM / OT	<u>PE</u> • Cricket • Tennis • BEAM / OT	<u>PE</u> • Athletics • Tennis • BEAM / OT
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Woodlands Ignite Long Term Plan (D)

Autumn Term		Spring Term		Summer Term	
<u>Power of Reading</u>  • Information writing • Diary writing • Recount • Description writing • Debating • Role-play • Information texts • VIPERS • SLT	<u>Power of Reading</u>  • Explanation texts • List poetry • Narrative writing • Personal recounts • Information text • Informal Letters • Story mapping • VIPERS • SLT	<u>Power of Reading</u>  • Persuasive Letter • Script writing • Information Text • Newspaper Article • Writing in Role • Speaking and listening • Letter Writing - formal • VIPERS • SLT	<u>Power of Reading</u>  • Recount writing • Writing in role • Character description • Persuasive writing • Instruction writing • Narrative writing • Setting descriptions • VIPERS • SLT	<u>Power of Reading</u>  • Explanation text • Personal recount • Letter writing • Alternative narrative writing • Script writing • Chronological report • VIPERS • SLT	<u>Power of Reading</u>  • Persuasive writing • Speaking and listening • Writing in role • Character description • Setting description • Speech • Role play • VIPERS • SLT
<u>Maths</u> Place Value and Number Working at R curriculum level: <i>Recognising numbers to 10</i> Working at Y1 curriculum level: <i>Within 20, one-to-one correspondence, sort/count objects, count forward/backwards, tens and ones, order numbers</i> Working at Y2 curriculum level: <i>Within 200, tens and ones with a part-whole model, representing numbers to 100, count in 2s,</i>	<u>Maths</u> Addition and Subtraction Shape Working at R curriculum level: <i>Addition and subtraction: adding one more.</i> Working at Y1 curriculum level: <i>Addition and subtraction: within 20.</i> Working at Y2 curriculum level: <i>Addition and subtraction: within 20.</i> Shape: <i>recognising 2D shapes, making patterns</i> Working at Y1 curriculum level: <i>Addition and subtraction: within 20.</i> Shape: <i>recognising 2D/3D shapes</i> Working at Y2 curriculum level: <i>Addition and subtraction: within 20.</i>	<u>Maths</u> Multiplication and Division Length, Height and Weight Perimeter and Area Working at R curriculum level: <i>Multiplication and division: doubling</i> Working at Y1 curriculum level: <i>Length, height and weight: understanding language used e.g. longer, shorter</i> Working at Y2 curriculum level: <i>Multiplication and division: count in 2s, 5s</i>	<u>Maths</u> Fractions / Decimals Money Working at R curriculum level: <i>Fractions: making a half, making a whole</i> Working at Y1 curriculum level: <i>Fractions: finding a half, finding a quarter</i> Working at Y2 curriculum level: <i>Fractions: make equal parts, recognise a third</i>	<u>Maths</u> Time Position and Direction Working at R curriculum level: <i>Time: Recognising numbers on the clock, periods of time</i> Working at Y1 curriculum level: <i>Time: before and after, time to the hour</i> Working at Y2 curriculum level: <i>Time: before and after, time to the hour</i> Position and direction: <i>describing turns and position.</i>	<u>Maths</u> Statistics Capacity and Temperature / Decimals / Volume Working at R curriculum level: <i>Statistics: grouping</i> Working at Y1 curriculum level: <i>Statistics: grouping</i> Working at Y2 curriculum level: <i>Statistics: grouping</i>

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5s and 10s, using a place value chart, Working at Y3 curriculum level: Within 1,000, compare numbers, number lines to 1,000, count in 50s, compare objects Working at Y4 curriculum level: Counting in 10s, 100s and 1,000s, round to the nearest 100, portioning, negative numbers, compare 4-digit numbers, count in 25s Working at Y5 curriculum level: Within 10,000, rounding to 10, 100, 10,000, numbers to a million, roman numerals, compare and order numbers	subtraction: fact families, add and subtract 10s Shape: sides and vertices, lines of symmetry Working at Y3 curriculum level: Addition and subtraction: using 2-digit and 3-digit numbers. Shape: Turns and angles Working at Y4 curriculum level: Addition and subtraction: multiples of a 100. Shape: compare angles Working at Y5 curriculum level: Addition and subtraction: 4-digit numbers Shape: measuring angles	Length, height and weight: comparing length and height. Introducing weight. Working at Y2 curriculum level: Multiplication and division: recognising groups, dividing by 2 and 5 Length, height and weight: measuring, comparing and ordering lengths. Working at Y3 curriculum level: Multiplication and division: using arrays, divide by 2, 5 and 10 and multiply by 3, 4, 8 Length, height and weight: adding and subtracting lengths and measuring perimeters. compare mass. Working at Y4 curriculum level: Multiplication and division: multiply by 10/100, multiply by 6,9,7 Length, height and weight: what is area? Working at Y5 curriculum level: Multiplication and division: multiples, factors and prime numbers Length, height and weight: calculating area and perimeter.	Money: make the same amount, find the total, difference and give change. Working at Y3 curriculum level: Fractions: unit fractions, count in fractions Money: pounds and pence - add and subtract money. Working at Y4 curriculum level: Fractions: Tenths and count in tenths, hundredths, making a whole Money: estimating money, convert pounds and pence Working at Y5 curriculum level: Fractions: equivalent fractions, add and subtract fractions, making wholes, exploring fractions and fractions to decimals Money: decimals, adding and subtracting decimals, percentages	Working at Y2 curriculum level: Time: telling and writing time, o'clock, quarter past, half past and quarter to. Position and direction: describing position, movements and turns. Working at Y3 curriculum level: Time: months and years, hours in a day, 24-hour clock Position and direction: describing position, movements and turns. Working at Y4 curriculum level: Time: hours, minutes and seconds, days, months and years. Recording temperatures. Position and direction: describing position, draw on a grid, move on a grid. Working at Y5 curriculum level: Time: converting time, timetables Position and direction: draw on a grid, translation of coordinates.	Capacity and Temperature: measuring mass and capacity Problem solving: apply mathematical knowledge to real life scenarios Working at Y2 curriculum level: Statistics: make tally charts, draw pictograms Capacity and Temperature: comparing mass and capacity. Recording temperatures Problem solving: apply mathematical knowledge to real life scenarios Working at Y3 curriculum level: Statistics: interpret pictograms and draw bar charts Capacity and Temperature: adding and subtracting capacity, measure capacity and recording temperatures. Problem solving: apply mathematical knowledge to real life scenarios Working at Y4 curriculum level: Statistics: Interpret charts and introduce line graphs Capacity and Temperature: adding and subtracting capacity.
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Woodlands Ignite Long Term Plan (D)

					Problem solving: <i>apply mathematical knowledge to real life scenarios</i> Working at Y5 curriculum level: Statistics: <i>use line graphs to solve problems</i> Converting units: <i>measurement and converting units</i> Problem solving: <i>apply mathematical knowledge to real life scenarios</i>
<u>Topic</u> <u>Prehistoric World</u> Dinosaurs lived millions of years ago - long before people lived on Earth. No one has ever seen a dinosaur so how do we know anything about them? Fossil evidence and dinosaur bones provide our only clues. We will be learning about what dinosaurs looked like, what they ate and what might have happened to them in the end.		<u>Topic</u> <u>Our World</u> All living things - plants, animals and people - have a home or somewhere to live that we call a 'habitat'. A habitat can be huge like the ocean or small like a leaf. To survive, living things need to live in places that meet their needs. What do living things need to survive? How do different habitats provide for their needs? We will need to be scientists and geographers in order to answer these questions.		<u>Topic</u> <u>Exploring Materials</u> We will be learning about the hundreds of different materials that are used to make everyday objects. We will need to be scientists to test the properties of different materials. Some materials absorb water; some are magnetic, and some allow electricity to pass through them. But with so many different materials to choose from, how do we decide which to use?	
<u>Science</u> <u>Where does all the food go?</u> • Understand different food and the nutritional value. • Understand what happens within the eating process. • To identify how food is broken down. • Investigate the importance of teeth and their functions so that we can understand how to look after them.		<u>Science</u> <u>Who am I?</u> • To classify living things. • To identify living things within an environment. • To know the characteristics of both invertebrates and vertebrates. • To comment on lifecycles.		<u>Science</u> <u>Human Impact</u> • To identify different changes in the environment. • To survey litter. • To collect and present data. • Identify impacts upon animals, food chains and habitats.	
<u>Computing</u> <u>HTML</u> • Recognise the role of HTML in a web page.		<u>Computing</u> <u>Computational Thinking</u> • Understand that problems can be solved more easily using computational thinking.		<u>Computing</u> <u>Investigating Weather</u>	

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• Add text between the heading and paragraph tags. • Explore a web page using the inspect tool. • Explain how they altered the HTML to create their posters. • Alter the basic elements within a web page using the inspect tool. • Replace the text and images in a webpage.	• Recognise decomposition, abstraction, algorithm design and pattern recognition as key computational thinking skills. • Explain how decomposition and abstraction simplify problem-solving. • Identify patterns in problems and use them to solve problems. • Design clear algorithms and justify their choices. • Create logical sequences of steps to complete a task or project. • Use computational thinking skills to code, refine and evaluate their work.	• Search the web efficiently to find temperatures of different cities and record this accurately. • Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use. • Design an automated machine that uses selection to respond to sensor data. • Search for and record weather forecast information in a spreadsheet and explain how this data is collected. • Create a video which includes weather forecast information.
<u>ART/DT</u> <u>Digital World - Mindful moment Timers</u> Explore what is meant by mindfulness and write design criteria to fulfil a brief to develop a programmed product for timing a mindful moment.	<u>ART/DT</u> <u>Every Story Tells a Picture</u> Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages mixing colours in the style of Paul Cézanne and learning about the role of a 'curator' and abstract art inspired by the work explored	<u>ART/DT</u> <u>Structure - Pavilions</u> Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.
<u>Music</u> <u>Blues</u> • Name three key features of blues music. • Sing in tune, using vocal expression to convey meaning. • Explain what a chord is and play the chord of C sixteen times. • Play the 12-bar blues correctly. • Play the notes of the blues scale in the correct order, ascending and descending. • Play a selection of blues scale notes out of order in their own improvisation.	<u>Music</u> <u>South and West Africa</u> • Sing using the correct pronunciation and with increasing confidence. • Play a chord with two notes, remaining in time. • Maintain their part in a performance with accuracy. • Play the more complicated rhythms in time and with rests. • Create an eight beat break and play this in the correct place.	<u>Music</u> <u>Baroque</u> • Define some key features of Baroque music, including recitative, canon, ground bass and fugue. • Take part in a vocal improvisation task based on Baroque recitative. • Play several parts of a canon using staff notation, with or without letter names. • Compose a ground bass melodic ostinato. • Notate a ground bass pattern using staff notation.

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				- Name some well-known Baroque composers and describe what musical features they were known for. - Learn a fugue part by reading staff notation, with or without note names. - Perform a fugue.	
<u>Communication and Language</u> - Attention Autism - Turn taking activities - Asking and answering questions - Developing peer interaction - Making choices - TACPAC - SaLT		<u>Communication and Language</u> - Attention Autism - Turn taking activities - Asking and answering questions - Developing peer interaction - Making choices - TACPAC - SaLT		<u>Communication and Language</u> - Attention Autism - Turn taking activities - Asking and answering questions - Developing peer interaction - Making choices - TACPAC - SaLT	
<u>Personal Development</u> <u>Me and my relationships</u> - As a rule - Looking after our special people - How can we solve this problem?	<u>Personal Development</u> <u>Valuing Difference</u> - Respect and Challenge - Family and Friends - My community	<u>Personal Development</u> <u>Keeping Myself Safe</u> - Safe or Unsafe - Danger or Risk? - The Risk Robot	<u>Personal Development</u> <u>Rights and Responsibilities</u> - Helping each other to stay safe - Our helpful volunteers - Can Harold afford it?	<u>Personal Development</u> <u>Being my Best</u> - Derek cooks dinner! - Poorly Harold - Body team work	<u>Personal Development</u> <u>Growing and Changing</u> - Relationship tree - Body space - None of your business!
<u>Cooking</u>	<u>Cooking</u>	<u>Cooking</u>	<u>Cooking</u>	<u>Cooking</u>	<u>Cooking</u>
<u>RE</u> Judaism - Main beliefs - Places of worship - Holy books/teachings - Special places	<u>RE</u> Christianity - Main beliefs - Places of worship - Holy books/teachings - Special places	<u>RE</u> Hinduism - Main beliefs - Places of worship - Holy books/teachings - Special places	<u>RE</u> Buddhism - Main beliefs - Places of worship - Holy books/teachings - Special places	<u>RE</u> Islam - Main beliefs - Places of worship - Holy books/teachings - Special places	<u>RE</u> Sikhism - Main beliefs - Places of worship - Holy books/teachings - Special places
<u>PE</u> - Football - Invasion Games - BEAM/OT	<u>PE</u> - Tag Rugby - Invasion Games - BEAM / OT	<u>PE</u> - Netball - Dance - BEAM / OT	<u>PE</u> - Hockey - Circuit Training - BEAM / OT	<u>PE</u> - Cricket - Tennis - BEAM / OT	<u>PE</u> - Athletics - Tennis - BEAM / OT