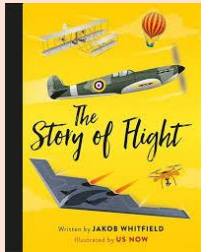
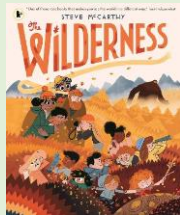
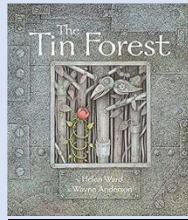
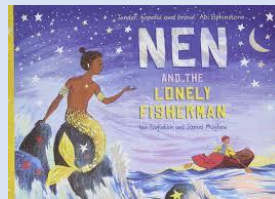


Woodlands Inspire Long Term Plan (A)

Autumn Term		Spring Term		Summer Term	
<u>Power of Reading</u>  • Information writing • Non-fiction writing • Diary writing • Recount • 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.	<u>Maths</u> Multiplication and Division Money / Decimals Working at R curriculum level: Multiplication and division: doubling Money: recognising coins Working at Y1 curriculum level: Multiplication and division: count in 2s, 5s Money: recognising coins and their value	<u>Maths</u> Length, Height and Weight Perimeter and Area Position and Direction Working at R curriculum level: Length, height and weight: understanding language used e.g. longer, shorter Position and direction: understanding 1 st , 2 nd , 3 rd . Using positional language	<u>Maths</u> Fractions Capacity and Temperature / Decimals / Volume Working at R curriculum level: Fractions: making a half, making a whole Statistics: grouping Capacity and Temperature: Using correct language Working at Y1 curriculum level: Fractions: finding a half, finding a quarter	<u>Maths</u> Time Statistics Working at R curriculum level: Time: Recognising numbers on the clock, periods of time Problem solving: apply mathematical knowledge to real life scenarios Working at Y1 curriculum level: Time: before and after, time to the hour Statistics: grouping

Woodlands Inspire 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	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 Y2 curriculum level: Multiplication and division: recognising groups, dividing by 2 and 5 Money: make the same amount, find the total, difference and give change. Working at Y3 curriculum level: Multiplication and division: using arrays, divide by 2, 5 and 10 and multiply by 3, 4, 8 Money: pounds and pence – add and subtract money. Working at Y4 curriculum level: Multiplication and division: multiply by 10/100, multiply by 6,9,7 Money: estimating money, convert pounds and pence Working at Y5 curriculum level: Multiplication and division: multiples, factors and prime numbers Money: decimals, adding and subtracting decimals, percentages	Working at Y1 curriculum level: Length, height and weight: comparing length and height. Introducing weight. Position and direction: describing turns and position. Working at Y2 curriculum level: Length, height and weight: measuring, comparing and ordering lengths. Position and direction: describing position, movements and turns. Working at Y3 curriculum level: Length, height and weight: adding and subtracting lengths and measuring perimeters. compare mass. Position and direction: describing position, movements and turns. Working at Y4 curriculum level: Length, height and weight: what is area? Position and direction: describing position, draw on a grid, move on a grid. Working at Y5 curriculum level: Length, height and weight: calculating area and perimeter. Position and direction: draw on a grid, translation of coordinates.	Capacity and Temperature: measuring mass and capacity Working at Y2 curriculum level: Fractions: make equal parts, recognise a third Capacity and Temperature: comparing mass and capacity. Recording temperatures. Working at Y3 curriculum level: Fractions: unit fractions, count in fractions Capacity and Temperature: adding and subtracting capacity, measure capacity and recording temperatures. Working at Y4 curriculum level: Fractions: Tenths and count in tenths, hundredths, making a whole Capacity and Temperature: adding and subtracting capacity. Recording temperatures. Working at Y5 curriculum level: Fractions: equivalent fractions, add and subtract fractions, making wholes, exploring fractions and equivalent fractions and fractions to decimals	Problem solving: apply mathematical knowledge to real life scenarios Working at Y2 curriculum level: Time: telling and writing time, o'clock, quarter past, half past and quarter to. Statistics: make tally charts, draw pictograms Problem solving: apply mathematical knowledge to real life scenarios Working at Y3 curriculum level: Time: months and years, hours in a day, 24-hour clock Statistics: interpret pictograms and draw bar charts Problem solving: apply mathematical knowledge to real life scenarios Working at Y4 curriculum level: Time: hours, minutes and seconds, days, months and years. Statistics: Interpret charts and introduce line graphs Problem solving: apply mathematical knowledge to real life scenarios Working at Y5 curriculum level: Time: converting time, timetables Converting units: measurement and converting units
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Woodlands Inspire Long Term Plan (A)

					Statistics: <i>use line graphs to solve problems</i> Problem solving: <i>apply mathematical knowledge to real life scenarios</i>
<u>Life Skills</u> <u>Independence</u>		<u>Life Skills</u> <u>Health and Wellbeing</u>		<u>Life Skills</u> <u>Exploring the wider world</u>	
<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. - Create and perform an eight beat rhythm pattern.		<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. - 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>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.	
<u>PE</u> Football Invasion Games Airjump	<u>PE</u> Tag Rugby Invasion Games Airjump	<u>PE</u> Netball Dance Airjump	<u>PE</u> Hockey Circuit Training Airjump	<u>PE</u> Cricket Tennis Airjump Swimming	<u>PE</u> Athletics Tennis Airjump Swimming

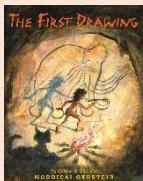
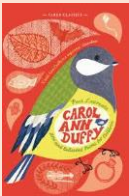
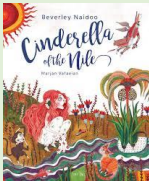
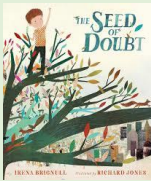
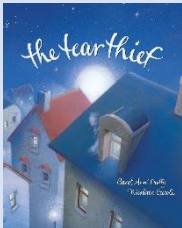
Woodlands Inspire Long Term Plan (A)

<u>Science</u> Year 3 – Rock detectives Year 4 – Good Vibrations Year 5- The Earth and Beyond Year 6 – Everything Changes	<u>Science</u> Year 3 – Amazing Bodies Year 4 – In a state Year 5- Feel the force Year 6 -Light up your world	<u>Science</u> Year 3 – The power of Forces Year 4 – Switched on Year 5- Get Sorted / Everyday Materials Year 6 -Body Pump	<u>Science</u> Year 3 – Can you see me? Year 4 – Where does all the food go? Year 5- Marvellous Mixtures / All Change! Year 6 – Nature Library	<u>Science</u> Year 3 – How does your garden grow? Year 4 – Who am i? Year 5- Circle of Life Year 6 – Danger! Low Voltage	<u>Science</u> Year 3 – How does your garden grow? Year 4 – Human Impact Year 5- Reproduction in plants and animals Year 6 -Body Health
<u>Computing</u> Year 3 –Computing Systems and Networks: Networks and the Internet Year 4 – Computing Systems and Networks: Collaborative Learning Year 5- Computing Systems and Networks: Search Engines Year 6 – Computing Systems and Networks: Bletchley Park	<u>Computing</u> Year 3 – Programming: Scratch Year 4 – Programming: Further Coding with Scratch Year 5- Programming: Music Year 6 -Programming: Intro to Python	<u>Computing</u> Year 3 – Computing Systems and Networks: Emailing Year 4 – Creating Media: Website Design Year 5- Data Handling: Mars Rover Year 6 -Data Handling: Big Data	<u>Computing</u> Year 3 – Computing Systems and Networks: Journey inside a computer Year 4 – Skills Showcase: HTML Year 5- Programming: Micro: bit Year 6 – Data Handling: Big Data	<u>Computing</u> Year 3 – Creating Media: Video Trailers Year 4 – Programming: Computational Thinking Year 5- Creating Media: Stop Motion & Animation Year 6 - Creating Media: History of Computers	<u>Computing</u> Year 3 – Data Handling: Comparison Cards Databases Year 4 – Data Handling: Investigating Weather Year 5- Data Handling: Mars Rover Year 6 -Skills Showcase: Inventing a product
<u>PSHE</u> Me and my Relationships	<u>PSHE</u> Valuing Difference	<u>PSHE</u> Keeping myself Safe	<u>PSHE</u> Rights and Responsibilities	<u>PSHE</u> Being my best	<u>PSHE</u> Growing and Changing
<u>MFL – French</u> Year 3 – Introduction of France, Greetings, Introducing Yourself + Age, Family Members Year 4 – Introduce other people, Telling the time, Using a French dictionary Year 5- Greeting, Time and Weather Year 6 – On Holiday	<u>MFL – French</u> Year 3 – Animals names, Numbers to 20, French Christmas Tradition Year 4 – Numbers 1-20, Alphabet, Letters to Santa Year 5- Places in town, Directions, Numbers 60-80 Year 6 – On Holiday	<u>MFL – French</u> Year 3 – Physical Descriptions of Pets, Colours, Hungry caterpillar story Year 4 – Classroom Objects, Dates and Birthdays, Weather and places in France Year 5- Family, The home, Daily Routines Year 6 – My House	<u>MFL – French</u> Year 3 – Days of the week, months, French carnival Year 4 – Household Items, Special Occasions, Including Easter Year 5- The Weekend, Activities and Hobbies Year 6 – My House	<u>MFL – French</u> Year 3 – Parts of the body, Descriptions of people, French stories Year 4 – Food preferences and prices, Numbers 41-59, Items of Clothing Year 5- Transport, Numbers up to 100 Year 6 - Consolidation	<u>MFL – French</u> Year 3 – Songs, Family members Year 4 – Animals, French Cities Year 5- Sports, Culture in the French, Language consolidation Year 6 - Consolidation
<u>History / Geography</u> Year 3 – The stone age Year 4 – Ancient Egyptians Year 5- The Anglo-Saxons	<u>History / Geography</u> Year 3 – Climate and Weather Year 4 – The Americas	<u>History / Geography</u> Year 3 – The Bronze Age, The Iron Age Year 4 – Roman Britain	<u>History / Geography</u> Year 3 – Our World Year 4 – Rivers and Water Cycles	<u>History / Geography</u> Year 3 – Local History Year 4 – Crime and Punishment	<u>History / Geography</u> Year 3 – Coasts Year 4 – Earthquakes and Volcanoes

Woodlands Inspire Long Term Plan (A)

Year 6 -The Maya Civilisation	Year 5- Changes in our local environment Year 6 -South America: The Amazon	Year 5- The Vikings Year 6 -The Ancient Greeks	Year 5- Europe: A study of an alpine region Year 6 -Global Warming and Climate Change: Protecting the environment	Year 5- Journeys Year 6 – The impact of War	Year 5- Journeys Trade Year 6 -Our World is our Future
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Woodlands Inspire 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: <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</i>	<u>Maths</u> Multiplication and Division Money / Decimals Working at R curriculum level: <i>Multiplication and division: doubling</i> Working at Y1 curriculum level: <i>Multiplication and division: count in 2s, 5s</i> Working at Y2 curriculum level: <i>Multiplication and division: recognising groups, dividing by 2 and 5</i>	<u>Maths</u> Length, Height and Weight Perimeter and Area Position and Direction Working at R curriculum level: <i>Length, height and weight: understanding language used e.g. longer, shorter</i> Working at Y1 curriculum level: <i>Length, height and weight: comparing length</i>	<u>Maths</u> Fractions Capacity and Temperature / Decimals / Volume 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>	<u>Maths</u> Time Statistics 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> Statistics: <i>grouping</i> Problem solving: <i>apply mathematical knowledge to real life scenarios</i>

Woodlands Inspire 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	Money: make the same amount, find the total, difference and give change. Working at Y3 curriculum level: Multiplication and division: using arrays, divide by 2, 5 and 10 and multiply by 3, 4, 8 Money: pounds and pence - add and subtract money. Working at Y4 curriculum level: Multiplication and division: multiply by 10/100, multiply by 6,9,7 Money: estimating money, convert pounds and pence Working at Y5 curriculum level: Multiplication and division: multiples, factors and prime numbers Money: decimals, adding and subtracting decimals, percentages	and height. Introducing weight. Position and direction: describing turns and position. Working at Y2 curriculum level: Length, height and weight: measuring, comparing and ordering lengths. Position and direction: describing position, movements and turns. Working at Y3 curriculum level: Length, height and weight: adding and subtracting lengths and measuring perimeters. compare mass. Position and direction: describing position, movements and turns. Working at Y4 curriculum level: Length, height and weight: what is area? Position and direction: describing position, draw on a grid, move on a grid. Working at Y5 curriculum level: Length, height and weight: calculating area and perimeter. Position and direction: draw on a grid, translation of coordinates.	Capacity and Temperature: measuring mass and capacity Working at Y2 curriculum level: Fractions: make equal parts, recognise a third Capacity and Temperature: comparing mass and capacity. Recording temperatures. Working at Y3 curriculum level: Fractions: unit fractions, count in fractions Capacity and Temperature: adding and subtracting capacity, measure capacity and recording temperatures. Working at Y4 curriculum level: Fractions: Tenths and count in tenths, hundredths, making a whole Capacity and Temperature: adding and subtracting capacity. Recording temperatures. Working at Y5 curriculum level: Fractions: equivalent fractions, add and subtract fractions, making wholes, exploring fractions and equivalent fractions and fractions to decimals	Working at Y2 curriculum level: Time: telling and writing time, o'clock, quarter past, half past and quarter to. Statistics: make tally charts, draw pictograms Problem solving: apply mathematical knowledge to real life scenarios Working at Y3 curriculum level: Time: months and years, hours in a day, 24-hour clock Statistics: interpret pictograms and draw bar charts Problem solving: apply mathematical knowledge to real life scenarios Working at Y4 curriculum level: Time: hours, minutes and seconds, days, months and years. Statistics: Interpret charts and introduce line graphs Problem solving: apply mathematical knowledge to real life scenarios Working at Y5 curriculum level: Time: converting time, timetables Converting units: measurement and converting units Statistics: use line graphs to solve problems
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Woodlands Inspire Long Term Plan (B)

					Problem solving: apply mathematical knowledge to real life scenarios
<u>Life Skills</u> <u>Independence</u>		<u>Life Skills</u> <u>Health and Wellbeing</u>		<u>Life Skills</u> <u>Exploring the wider world</u>	
<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>Art and Design Skills: 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.	
<u>PE</u> Football Invasion Games Airjump	<u>PE</u> Tag Rugby Invasion Games Airjump	<u>PE</u> Netball Dance Airjump	<u>PE</u> Hockey Circuit Training Airjump	<u>PE</u> Cricket Tennis Airjump Swimming	<u>PE</u> Athletics Tennis Airjump Swimming
<u>Science</u> Year 3 – Rock detectives	<u>Science</u> Year 3 – Amazing Bodies	<u>Science</u>	<u>Science</u> Year 3 – Can you see me?	<u>Science</u>	<u>Science</u>

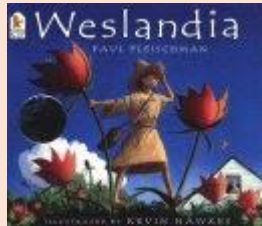
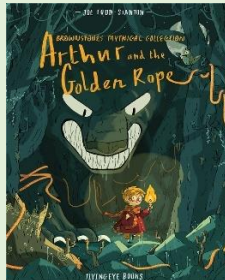
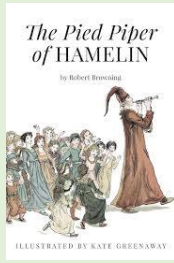
Woodlands Inspire Long Term Plan (B)

Year 4 – Good Vibrations Year 5- The Earth and Beyond Year 6 – Everything Changes	Year 4 – In a state Year 5- Feel the force Year 6 -Light up your world	Year 3 – The power of Forces Year 4 – Switched on Year 5- Get Sorted / Everyday Materials Year 6 -Body Pump	Year 4 – Where does all the food go? Year 5- Marvellous Mixtures / All Change! Year 6 – Nature Library	Year 3 – How does your garden grow? Year 4 – Who am i? Year 5- Circle of Life Year 6 – Danger! Low Voltage	Year 3 – How does your garden grow? Year 4 – Human Impact Year 5- Reproduction in plants and animals Year 6 -Body Health
<u>Computing</u> Year 3 –Computing Systems and Networks: Networks and the Internet Year 4 – Computing Systems and Networks: Collaborative Learning Year 5- Computing Systems and Networks: Search Engines Year 6 – Computing Systems and Networks: Bletchley Park	<u>Computing</u> Year 3 – Programming: Scratch Year 4 – Programming: Further Coding with Scratch Year 5- Programming: Music Year 6 -Programming: Intro to Python	<u>Computing</u> Year 3 – Computing Systems and Networks: Emailing Year 4 – Creating Media: Website Design Year 5- Data Handling: Mars Rover Year 6 -Data Handling: Big Data	<u>Computing</u> Year 3 – Computing Systems and Networks: Journey inside a computer Year 4 – Skills Showcase: HTML Year 5- Programming: Micro: bit Year 6 – Data Handling: Big Data	<u>Computing</u> Year 3 – Creating Media: Video Trailers Year 4 – Programming: Computational Thinking Year 5- Creating Media: Stop Motion & Animation Year 6 - Creating Media: History of Computers	<u>Computing</u> Year 3 – Data Handling: Comparison Cards Databases Year 4 – Data Handling: Investigating Weather Year 5- Data Handling: Mars Rover Year 6 -Skills Showcase: Inventing a product
<u>PSHE</u> Me and my Relationships	<u>PSHE</u> Valuing Difference	<u>PSHE</u> Keeping myself Safe	<u>PSHE</u> Rights and Responsibilities	<u>PSHE</u> Being my best	<u>PSHE</u> Growing and Changing
<u>MFL – French</u> Year 3 – Introduction of France, Greetings, Introducing Yourself + Age, Family Members Year 4 – Introduce other people, Telling the time, Using a French dictionary Year 5- Greeting, Time and Weather Year 6 – On Holiday	<u>MFL – French</u> Year 3 – Animals names, Numbers to 20, French Christmas Tradition Year 4 – Numbers 1-20, Alphabet, Letters to Santa Year 5- Places in town, Directions, Numbers 60-80 Year 6 – On Holiday	<u>MFL – French</u> Year 3 – Physical Descriptions of Pets, Colours, Hungry caterpillar story Year 4 – Classroom Objects, Dates and Birthdays, Weather and places in France Year 5- Family, The home, Daily Routines Year 6 – My House	<u>MFL – French</u> Year 3 – Days of the week, months, French carnival Year 4 – Household Items, Special Occasions, Including Easter Year 5- The Weekend, Activities and Hobbies Year 6 – My House	<u>MFL – French</u> Year 3 – Parts of the body, Descriptions of people, French stories Year 4 – Food preferences and prices, Numbers 41-59, Items of Clothing Year 5- Transport, Numbers up to 100 Year 6 - Consolidation	<u>MFL – French</u> Year 3 – Songs, Family members Year 4 – Animals, French Cities Year 5- Sports, Culture in the French, Language consolidation Year 6 - Consolidation
<u>History / Geography</u> Year 3 – The stone age Year 4 – Ancient Egyptians Year 5- The Anglo-Saxons Year 6 -The Maya Civilisation	<u>History / Geography</u> Year 3 – Climate and Weather Year 4 – The Americas Year 5- Changes in our local environment	<u>History / Geography</u> Year 3 – The Bronze Age, The Iron Age Year 4 – Roman Britain Year 5- The Vikings Year 6 -The Ancient Greeks	<u>History / Geography</u> Year 3 – Our World Year 4 – Rivers and Water Cycles Year 5- Europe: A study of an alpine region	<u>History / Geography</u> Year 3 – Local History Year 4 – Crime and Punishment Year 5- Journeys Year 6 – The impact of War	<u>History / Geography</u> Year 3 – Coasts Year 4 – Earthquakes and Volcanoes Year 5- Journeys Trade

Woodlands Inspire Long Term Plan (B)

	Year 6 -South America: The Amazon		Year 6 -Global Warming and Climate Change: Protecting the environment		Year 6 -Our World is our Future
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Woodlands Inspire Long Term Plan (C)

Autumn Term		Spring Term		Summer Term	
<u>Power of Reading</u>  • Information writing • 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>  • 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	<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	<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	Length, height and weight: understanding language used e.g. longer, shorter 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: recognising coins and their value 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>
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<u>Life Skills</u> <u>Independence</u>		<u>Life Skills</u> <u>Health and Wellbeing</u>		<u>Life Skills</u> <u>Exploring the wider world</u>	
<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. - 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.		<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. - 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.		<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. - 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>PE</u> Football Invasion Games	<u>PE</u> Tag Rugby Invasion Games	<u>PE</u> Netball Dance	<u>PE</u> Hockey Circuit Training	<u>PE</u> Cricket Tennis	<u>PE</u> Athletics Tennis

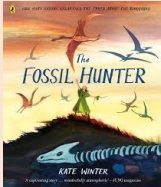
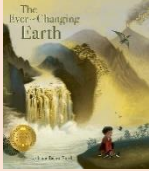
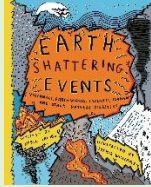
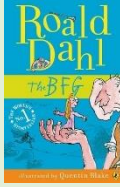
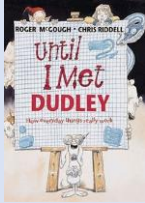
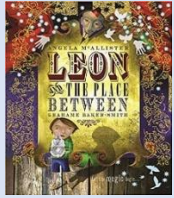
Woodlands Inspire Long Term Plan (C)

<u>Science</u> Year 3 – Rock detectives Year 4 – Good Vibrations Year 5- The Earth and Beyond Year 6 – Everything Changes	<u>Science</u> Year 3 – Amazing Bodies Year 4 – In a state Year 5- Feel the force Year 6 -Light up your world	<u>Science</u> Year 3 – The power of Forces Year 4 – Switched on Year 5- Get Sorted / Everyday Materials Year 6 -Body Pump	<u>Science</u> Year 3 – Can you see me? Year 4 – Where does all the food go? Year 5- Marvellous Mixtures / All Change! Year 6 – Nature Library	<u>Science</u> Year 3 – How does your garden grow? Year 4 – Who am i? Year 5- Circle of Life Year 6 – Danger! Low Voltage	<u>Science</u> Year 3 – How does your garden grow? Year 4 – Human Impact Year 5- Reproduction in plants and animals Year 6 -Body Health
<u>Computing</u> Year 3 –Computing Systems and Networks: Networks and the Internet Year 4 – Computing Systems and Networks: Collaborative Learning Year 5- Computing Systems and Networks: Search Engines Year 6 – Computing Systems and Networks: Bletchley Park	<u>Computing</u> Year 3 – Programming: Scratch Year 4 – Programming: Further Coding with Scratch Year 5- Programming: Music Year 6 -Programming: Intro to Python	<u>Computing</u> Year 3 – Computing Systems and Networks: Emailing Year 4 – Creating Media: Website Design Year 5- Data Handling: Mars Rover Year 6 -Data Handling: Big Data	<u>Computing</u> Year 3 – Computing Systems and Networks: Journey inside a computer Year 4 – Skills Showcase: HTML Year 5- Programming: Micro: bit Year 6 – Data Handling: Big Data	<u>Computing</u> Year 3 – Creating Media: Video Trailers Year 4 – Programming: Computational Thinking Year 5- Creating Media: Stop Motion & Animation Year 6 - Creating Media: History of Computers	<u>Computing</u> Year 3 – Data Handling: Comparison Cards Databases Year 4 – Data Handling: Investigating Weather Year 5- Data Handling: Mars Rover Year 6 -Skills Showcase: Inventing a product
<u>PSHE</u> Me and my Relationships	<u>PSHE</u> Valuing Difference	<u>PSHE</u> Keeping myself Safe	<u>PSHE</u> Rights and Responsibilities	<u>PSHE</u> Being my best	<u>PSHE</u> Growing and Changing
<u>RE</u> Year 3 – What makes a building Sacred? Year 4 – What do we know is right and wrong? Year 5- Wo is to blame if we do wrong? Year 6 – Why do we need suffering in the world?		<u>RE</u> Year 3 – Can anywhere be sacred? Year 4 – Why does there have to be good and bad in the world? Year 5- Is commitment the same as sacrifice? Year 6 – Why do we need suffering in the world? / Year 6 – Why don't we all get on?		<u>RE</u> Year 3 – What happens if we do wrong? Year 4 – Is there evidence of God? Year 5- Why do Christians worship in different ways? Year 6 – Why don't we all get on?	
<u>MFL – French</u> Year 3 – Introduction of France, Greetings, Introducing Yourself + Age, Family Members Year 4 – Introduce other people, Telling the time, Using a French dictionary	<u>MFL – French</u> Year 3 – Animals names, Numbers to 20, French Christmas Tradition Year 4 – Numbers 1-20, Alphabet, Letters to Santa Year 5- Places in town, Directions, Numbers 60-80	<u>MFL – French</u> Year 3 – Physical Descriptions of Pets, Colours, Hungry caterpillar story Year 4 – Classroom Objects, Dates and Birthdays,	<u>MFL – French</u> Year 3 – Days of the week, months, French carnival Year 4 – Household Items, Special Occasions, Including Easter Year 5- The Weekend, Activities and Hobbies	<u>MFL – French</u> Year 3 – Parts of the body, Descriptions of people, French stories Year 4 – Food preferences and prices, Numbers 41-59, Items of Clothing	<u>MFL – French</u> Year 3 – Songs, Family members Year 4 – Animals, French Cities Year 5- Sports, Culture in the French, Language consolidation

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Year 5- Greeting, Time and Weather Year 6 – On Holiday	Year 6 – On Holiday	Weather and places in France Year 5- Family, The home, Daily Routines Year 6 – My House	Year 6 – My House	Year 5- Transport, Numbers up to 100 Year 6 - Consolidation	Year 6 - Consolidation
<u>History / Geography</u> Year 3 – The stone age Year 4 – Ancient Egyptians Year 5- The Anglo-Saxons Year 6 -The Maya Civilisation	<u>History / Geography</u> Year 3 – Climate and Weather Year 4 – The Americas Year 5- Changes in our local environment Year 6 -South America: The Amazon	<u>History / Geography</u> Year 3 – The Bronze Age, The Iron Age Year 4 – Roman Britain Year 5- The Vikings Year 6 -The Ancient Greeks	<u>History / Geography</u> Year 3 – Our World Year 4 – Rivers and Water Cycles Year 5- Europe: A study of an alpine region Year 6 -Global Warming and Climate Change: Protecting the environment	<u>History / Geography</u> Year 3 – Local History Year 4 – Crime and Punishment Year 5- Journeys Year 6 – The impact of War	<u>History / Geography</u> Year 3 – Coasts Year 4 – Earthquakes and Volcanoes Year 5- Journeys Trade Year 6 -Our World is our Future

Woodlands Inspire 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: 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 Money / Decimals Working at R curriculum level: Multiplication and division: doubling Money: recognising coins Working at Y1 curriculum level: Multiplication and division: count in 2s, 5s Money: recognising coins and their value Working at Y2 curriculum level: Multiplication and division: recognising groups, dividing by 2 and 5	<u>Maths</u> Length, Height and Weight Perimeter and Area Position and Direction Working at R curriculum level: Length, height and weight: understanding language used e.g. longer, shorter Position and direction: understanding 1st, 2nd, 3rd. Using positional language Working at Y1 curriculum level: Length, height and weight: comparing length	<u>Maths</u> Fractions Capacity and Temperature / Decimals / Volume Working at R curriculum level: Fractions: making a half, making a whole Statistics: grouping Capacity and Temperature: Using correct language Working at Y1 curriculum level: Fractions: finding a half, finding a quarter Capacity and Temperature: measuring mass and capacity	<u>Maths</u> Time Statistics Working at R curriculum level: Time: Recognising numbers on the clock, periods of time Problem solving: apply mathematical knowledge to real life scenarios Working at Y1 curriculum level: Time: before and after, time to the hour Statistics: grouping

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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	Money: make the same amount, find the total, difference and give change. Working at Y3 curriculum level: Multiplication and division: using arrays, divide by 2, 5 and 10 and multiply by 3, 4, 8 Money: pounds and pence - add and subtract money. Working at Y4 curriculum level: Multiplication and division: multiply by 10/100, multiply by 6,9,7 Money: estimating money, convert pounds and pence Working at Y5 curriculum level: Multiplication and division: multiples, factors and prime numbers Money: decimals, adding and subtracting decimals, percentages	and height. Introducing weight. Position and direction: describing turns and position. Working at Y2 curriculum level: Length, height and weight: measuring, comparing and ordering lengths. Position and direction: describing position, movements and turns. Working at Y3 curriculum level: Length, height and weight: adding and subtracting lengths and measuring perimeters. compare mass. Position and direction: describing position, movements and turns. Working at Y4 curriculum level: Length, height and weight: what is area? Position and direction: describing position, draw on a grid, move on a grid. Working at Y5 curriculum level: Length, height and weight: calculating area and perimeter. Position and direction: draw on a grid, translation of coordinates.	Working at Y2 curriculum level: Fractions: make equal parts, recognise a third Capacity and Temperature: comparing mass and capacity. Recording temperatures. Working at Y3 curriculum level: Fractions: unit fractions, count in fractions Capacity and Temperature: adding and subtracting capacity, measure capacity and recording temperatures. Working at Y4 curriculum level: Fractions: Tenths and count in tenths, hundredths, making a whole Capacity and Temperature: adding and subtracting capacity. Recording temperatures. Working at Y5 curriculum level: Fractions: equivalent fractions, add and subtract fractions, making wholes, exploring fractions and equivalent fractions and fractions to decimals	Problem solving: apply mathematical knowledge to real life scenarios Working at Y2 curriculum level: Time: telling and writing time, o'clock, quarter past, half past and quarter to. Statistics: make tally charts, draw pictograms Problem solving: apply mathematical knowledge to real life scenarios Working at Y3 curriculum level: Time: months and years, hours in a day, 24-hour clock Statistics: interpret pictograms and draw bar charts Problem solving: apply mathematical knowledge to real life scenarios Working at Y4 curriculum level: Time: hours, minutes and seconds, days, months and years. Statistics: Interpret charts and introduce line graphs Problem solving: apply mathematical knowledge to real life scenarios Working at Y5 curriculum level: Time: converting time, timetables Converting units: measurement and converting units
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Woodlands Inspire Long Term Plan (D)

					Statistics: <i>use line graphs to solve problems</i> Problem solving: <i>apply mathematical knowledge to real life scenarios</i>
<u>Life Skills</u> <u>Independence</u>		<u>Life Skills</u> <u>Health and Wellbeing</u>		<u>Life Skills</u> <u>Exploring the wider world</u>	
<u>ART/DT</u> <u>Digital World: Mindful Moments 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 Picture Tells a Story:</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. - 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.	
<u>PE</u> Football Invasion Games	<u>PE</u> Tag Rugby Invasion Games	<u>PE</u> Netball Dance	<u>PE</u> Hockey Circuit Training	<u>PE</u> Cricket Tennis	<u>PE</u> Athletics Tennis
<u>Science</u>	<u>Science</u>	<u>Science</u>	<u>Science</u>	<u>Science</u>	<u>Science</u>

Woodlands Inspire Long Term Plan (D)

Year 3 – Rock detectives Year 4 – Good Vibrations Year 5- The Earth and Beyond Year 6 – Everything Changes	Year 3 – Amazing Bodies Year 4 – In a state Year 5- Feel the force Year 6 -Light up your world	Year 3 – The power of Forces Year 4 – Switched on Year 5- Get Sorted / Everyday Materials Year 6 -Body Pump	Year 3 – Can you see me? Year 4 – Where does all the food go? Year 5- Marvellous Mixtures / All Change! Year 6 – Nature Library	Year 3 – How does your garden grow? Year 4 – Who am i? Year 5- Circle of Life Year 6 – Danger! Low Voltage	Year 3 – How does your garden grow? Year 4 – Human Impact Year 5- Reproduction in plants and animals Year 6 -Body Health
<u>Computing</u> Year 3 –Computing Systems and Networks: Networks and the Internet Year 4 – Computing Systems and Networks: Collaborative Learning Year 5- Computing Systems and Networks: Search Engines Year 6 – Computing Systems and Networks: Bletchley Park	<u>Computing</u> Year 3 – Programming: Scratch Year 4 – Programming: Further Coding with Scratch Year 5- Programming: Music Year 6 -Programming: Intro to Python	<u>Computing</u> Year 3 – Computing Systems and Networks: Emailing Year 4 – Creating Media: Website Design Year 5- Data Handling: Mars Rover Year 6 -Data Handling: Big Data	<u>Computing</u> Year 3 – Computing Systems and Networks: Journey inside a computer Year 4 – Skills Showcase: HTML Year 5- Programming: Micro: bit Year 6 – Data Handling: Big Data	<u>Computing</u> Year 3 – Creating Media: Video Trailers Year 4 – Programming: Computational Thinking Year 5- Creating Media: Stop Motion & Animation Year 6 - Creating Media: History of Computers	<u>Computing</u> Year 3 – Data Handling: Comparison Cards Databases Year 4 – Data Handling: Investigating Weather Year 5- Data Handling: Mars Rover Year 6 -Skills Showcase: Inventing a product
<u>PSHE</u> Me and my Relationships	<u>PSHE</u> Valuing Difference	<u>PSHE</u> Keeping myself Safe	<u>PSHE</u> Rights and Responsibilities	<u>PSHE</u> Being my best	<u>PSHE</u> Growing and Changing
<u>MFL – French</u> Year 3 – Introduction of France, Greetings, Introducing Yourself + Age, Family Members Year 4 – Introduce other people, Telling the time, Using a French dictionary Year 5- Greeting, Time and Weather Year 6 – On Holiday	<u>MFL – French</u> Year 3 – Animals names, Numbers to 20, French Christmas Tradition Year 4 – Numbers 1-20, Alphabet, Letters to Santa Year 5- Places in town, Directions, Numbers 60-80 Year 6 – On Holiday	<u>MFL – French</u> Year 3 – Physical Descriptions of Pets, Colours, Hungry caterpillar story Year 4 – Classroom Objects, Dates and Birthdays, Weather and places in France Year 5- Family, The home, Daily Routines Year 6 – My House	<u>MFL – French</u> Year 3 – Days of the week, months, French carnival Year 4 – Household Items, Special Occasions, Including Easter Year 5- The Weekend, Activities and Hobbies Year 6 – My House	<u>MFL – French</u> Year 3 – Parts of the body, Descriptions of people, French stories Year 4 – Food preferences and prices, Numbers 41-59, Items of Clothing Year 5- Transport, Numbers up to 100 Year 6 - Consolidation	<u>MFL – French</u> Year 3 – Songs, Family members Year 4 – Animals, French Cities Year 5- Sports, Culture in the French, Language consolidation Year 6 - Consolidation
<u>History / Geography</u> Year 3 – The stone age Year 4 – Ancient Egyptians Year 5- The Anglo-Saxons Year 6 -The Maya Civilisation	<u>History / Geography</u> Year 3 – Climate and Weather Year 4 – The Americas Year 5- Changes in our local environment	<u>History / Geography</u> Year 3 – The Bronze Age, The Iron Age Year 4 – Roman Britain Year 5- The Vikings Year 6 -The Ancient Greeks	<u>History / Geography</u> Year 3 – Our World Year 4 – Rivers and Water Cycles Year 5- Europe: A study of an alpine region	<u>History / Geography</u> Year 3 – Local History Year 4 – Crime and Punishment Year 5- Journeys Year 6 – The impact of War	<u>History / Geography</u> Year 3 – Coasts Year 4 – Earthquakes and Volcanoes Year 5- Journeys Trade

Woodlands Inspire Long Term Plan (D)

	Year 6 -South America: The Amazon		Year 6 -Global Warming and Climate Change: Protecting the environment		Year 6 -Our World is our Future
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