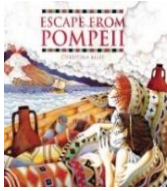
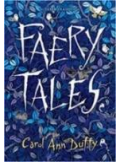
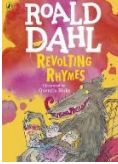
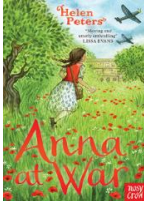
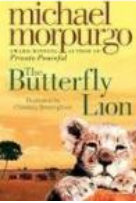


# Heptonstall J, I & N School

## Oak Class (UKS2) Cycle B Long Term Plan/Overview



| Area of Learning                                           |           | Autumn 1                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                    | Spring 1                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                  | Summer 1                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                       |
|------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Texts                                              |           | Escape from Pompeii – Christina Balit<br>                                                                                                                                                                            | Holes – Louis Sachar<br>  | Viking Boy – Tony Bradman<br>                                                                                                                                                                                   | Faery Tales – Carol-Ann Duffy<br>Revolting Rhymes – Roald Dahl<br>  | Anna at War – Helen Peters<br>                                                                                                                        | The Butterfly Lion – Michael Morgurgo<br>                                   |
| SPaG<br>Classroom secrets &<br>Grammarsaurus               |           | Fronted adverbial revision<br>Plural and possessive apostrophe<br>Synonyms & Antonyms<br>Relative clauses<br>Modal verbs                                                                                                                                                                              | Adverbs of possibility<br>Parenthesis<br>Tenses<br>Layout devices                                           | Word classes – subject/object<br>Subjunctive form<br>Formal & Informal<br>Colons & semi colons in lists                                                                                                                                                                                            | Active & Passive<br>Commas to clarify meaning<br>Cohesion<br>Linking ideas across paragraphs                                                                                                                                              | Colons, semi colons & dashes to mark boundaries between clauses<br>Hyphens                                                                                                                                                               | SPaG consolidation & revision                                                                                                                                  |
| English                                                    |           | Setting description<br>Eye-witness account<br>Persuasive letter/speech writing<br>Non chron report (volcanoes)                                                                                                                                                                                        | Playscript<br>Newspaper report<br>Balanced argument<br>Informal letter<br>Non-chron report (Survival Guide) | Diary entry<br>Setting description<br>Non-chron report (Vikings)<br>Poetry - Kennings                                                                                                                                                                                                              | Alternative/twisted ending for a fairytale<br>Own flipped fairy tale<br>Story writing extra chapter – After the happily ever after                                                                                                        | Setting description<br>Informal letter<br>Diary entry                                                                                                                                                                                    | Diary entry<br>Non-chron report<br>Balanced argument                                                                                                           |
| Spelling<br>Essential<br>Spelling<br>and word<br>knowledge | Primary 6 | Intro; fruit, struct<br>Prefix inter<br>family<br>divide<br>ough letter string<br>c and sc as /s/<br>prefixes sym- and sys-                                                                                                                                                                           | cret<br>Suffix -ous<br>temper<br>cess<br>sper<br>fin<br>Prefix pro-                                         | cogn<br>port (meaning carry)<br>port (harbour)<br>spect<br>Hyphens<br>que letter string                                                                                                                                                                                                            | velop<br>ident<br>Prefixes con- and cor-<br>Prefix com-                                                                                                                                                                                   | commun<br>gest<br>Prefixes contra- and contro-<br>cord<br>Store/staur<br>Prefix ex-<br>Prefix ex -                                                                                                                                       | Words ending -rass<br>Additional morphemes; equip, age, bargain<br>Additional morphemes; neighbour, physic, shoulder                                           |
|                                                            | Primary 7 | Intro; ward, light<br>termine<br>hind<br>sci<br>medi<br>sign<br>preci                                                                                                                                                                                                                                 | fic<br>par<br>sol<br>sacr<br>Homophones<br>crit<br>dict                                                     | fer<br>vary<br>leg<br>Words containing ua and ui<br>Prefixes oc- and op-<br>Prefixes ag-, ap- and at-                                                                                                                                                                                              | ie letter string<br>Silent letters b, h and ch<br>Silent letters g, k and n<br>ei letter string                                                                                                                                           | Suffixes -ant/-ance and -ent/-ence<br>Suffix -ous<br>Suffix -ial<br>Suffixes -able and -ible<br>cure<br>judice<br>Prefixes cata- and cate-                                                                                               | am<br>parl<br>numbers                                                                                                                                          |
| Mathematics<br>WRMH                                        |           | Number; Place Value 3 wks<br>Number; Addition & Subtraction 1 wk<br>Number; Multiplication & Division A 2 wks<br>Number Fractions A 2 wks                                                                                                                                                             | Number; Fractions A 2 wks<br>Number; Multiplication & Division B 3 wks<br>Number; Fractions B 2 wk          | Number; Decimals A 2 wks<br>Measurement; Area, Perimeter & Volume 2 wks<br>Number; Decimals B 2 wks                                                                                                                                                                                                | Number FDP 2 wks<br>Ratio 1.5 wks<br>Algebra 1.5 wk                                                                                                                                                                                       | Geometry; Shape 3 wks<br>Geometry; Position & Direction 2 wks<br>Statistics 1 wk                                                                                                                                                         | Statistics 1 wk<br>Measurement 2 wks<br>Revise, revisit, Consolidation & Extend 3 wks                                                                          |
| Science                                                    |           | Biology<br>Circulatory system/Diet, Drug & Lifestyle Y6                                                                                                                                                                                                                                               | Biology<br>Living things and their habitats Y5                                                              | Physics<br>Forces and mechanisms Y5                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                           | Biology<br>Evolution and inheritance Y6                                                                                                                                                                                                  | Physics<br>Electricity Y6                                                                                                                                      |
| Geography                                                  |           | Extreme earth                                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                                                                                                                    | Trade and resources                                                                                                                                                                                                                       |                                                                                                                                                                                                                                          | Biomes                                                                                                                                                         |
| History                                                    |           |                                                                                                                                                                                                                                                                                                       | Crime and punishment                                                                                        | Vikings                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                           | World War 2                                                                                                                                                                                                                              |                                                                                                                                                                |
| RE<br>Locally agreed syllabus                              |           | 6.1 How do Sikhs show commitment?                                                                                                                                                                                                                                                                     |                                                                                                             | 6.3 How does growing up bring responsibilities?                                                                                                                                                                                                                                                    | 6.2 What do Christians believe about Jesus' death and resurrection?                                                                                                                                                                       | 6.4 How do Jews remember the Kings and Prophets in worship and life?                                                                                                                                                                     |                                                                                                                                                                |
| Computing<br>Purple Mash Scheme<br>Yr 5 online safety      |           | Self-image and Identity 1 week<br>Online Relationships 3 weeks<br>Networks (6) 4 weeks<br>Online Bullying - Anti bullying week + 3 wks<br>Databases (5) 4 weeks                                                                                                                                       |                                                                                                             | Online Reputation 1 week<br>Spreadsheets (5) 6 weeks<br>Health, Wellbeing and Lifestyle 2 weeks<br>Copyright and Ownership 1 week                                                                                                                                                                  |                                                                                                                                                                                                                                           | Managing Online Information 4 weeks<br>Spreadsheets (6) 6 weeks<br>Privacy and Security 2 weeks                                                                                                                                          |                                                                                                                                                                |
| Art<br>Access art                                          |           | Drawing and sketchbooks<br>2D Drawing to 3D Making<br>Artists: Lubaina Himid and Claire Harrup                                                                                                                                                                                                        | Print, colour, collage<br>Activism<br>Artists: Luba Lukova, Faith Ringgold and Shepard Fairey               | Working in three dimensions<br>Brave Colour<br>Artists: Olafur Eliasson, Yinka Ilori, Morag Myerscough and Liz West                                                                                                                                                                                | Print, surface, texture<br>Exploring Identity<br>Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu and Mike Barrett                                                                                                       | Working in three dimensions<br>Take a Seat<br>Artist: Yinka Ilori                                                                                                                                                                        | Collaboration and community<br>Shadow Puppets<br>Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga and Thomas Witte |
| DT<br>Kapow                                                |           | Electrical systems<br>Steady hand game                                                                                                                                                                                                                                                                | Structure<br>Playgrounds                                                                                    | Textiles<br>Waistcoats                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                           | Mechanical systems<br>Automata toys                                                                                                                                                                                                      |                                                                                                                                                                |
| Music<br>Music Express                                     |           | We've got rhythm – rhythmic devices and structure<br>Step One: Exploring time signatures and performing together<br>Step Two: Performing rhythms expressively – solo and in small groups<br>Step Three: Performing polyrhythms with expression<br>Step Four: Organising rhythmic ideas in a structure |                                                                                                             | Musical effects and mood<br>Step One: Improvising and exploring vocal and instrumental effects<br>Step Two: Using harmony to create mood and atmosphere<br>Step Three: Exploring musical styles and performance skills<br>Step Four: Composing and performing music to create moods and atmosphere |                                                                                                                                                                                                                                           | Celebrating songs<br>Step One: Investigating song ingredients<br>Step Two: Exploring scales and sequences<br>Step Three: Playing and creating chord sequences and basslines<br>Step Four: Composing and performing music for an occasion |                                                                                                                                                                |

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|                                         |                                                                                    |                          |                                                             |                                                                 |                                                                         |                                                                                      |
|-----------------------------------------|------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| PSHE<br>Jigsaw                          | Being Me in My World                                                               | Celebrating Difference   | Dreams and Goals                                            | Healthy Me                                                      | Relationships                                                           | Changing me                                                                          |
| PE<br>PE Planning                       | Games (Invasion – Netball 5 and 6)<br><i>Games (Invasion – Basketball 5 and 6)</i> | Forest school<br>Dance 6 | Games<br>(Target games – Dodgeball 5 and 6)<br>Gymnastics 6 | Forest school<br><i>Games</i><br><i>(Invasion – Football 6)</i> | OAA 5 and 5<br><i>Games</i><br><i>(Net &amp; Wall – Tennis 5 and 6)</i> | Forest school<br><i>Games</i><br><i>(Striking &amp; Fielding – Rounders 5 and 6)</i> |
| MFL<br>French – Twinkl Planit<br>scheme | Let's visit a French town                                                          | Let's go shopping        | This is France                                              | All in a day                                                    | Our precious planet                                                     | More to explore                                                                      |