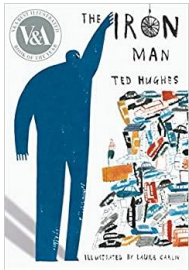

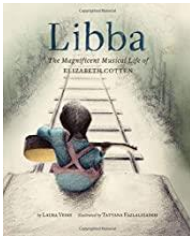

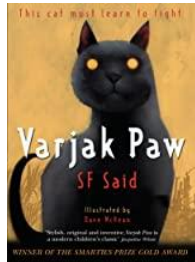
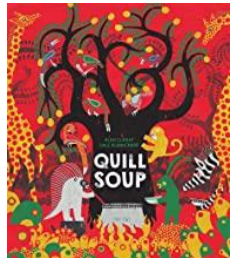


# Wootton St Peter's Primary School 2025 - 2026 Long Term Plan

## Jade Long Term Plan- 2025/26

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8 wks	8 wks	5 wks	6 wks	6 wks	8 wks
<b>Bronze age to Iron Age</b>	<b>The World</b>	<b>Railways</b>	<b>Settlements/ Land Use</b>	<b>Egyptians</b>	<b>Feast of flowers, fruits and seeds</b>
<b>The Iron Man</b> 	<b>The Wild</b> 	<b>Libba</b> 	<b>The Little Island</b> 	<b>Varjak Paw</b> 	<b>Quill Soup</b> 
<b>Archaeology field work on Forest school</b>  <b>Bronze casting</b>  <b>Earth Trust School Trip</b>	<b>Christmas games at the Christmas Fayre</b>	<b>STEAM museum trip</b>	<b>Mapping the village field work</b>	<b>Egyptian day/ workshop</b>	<b>Trying and making soup</b>
Summarise chapters  Describe using similes  Diary entry	Kenning    Letters	Describe something special to use with anecdotal responses   Non-chronological report	Story opening using conjunctions   Create a declaration of happiness	Recount  Poetry  Newspaper report	Dialogue  Play script  Persuasive speech

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<p>Debate and problem solving</p> <p>Letter of advice</p> <p>List poem using expanded noun phrase and synonyms</p> <p>Newspaper report</p>	<p>Diary</p>	<p>Biography</p> <p>Letter to relative</p> <p>Persuasive writing – advert</p> <p>Poetry or lyric writing</p> <p>Persuasive writing – letter of advice</p> <p>Debate</p>	<p>Diary entry</p> <p>Resolution to the story</p> <p>Using adverbs for effect</p> <p>Devise a rescue plan</p> <p>Design a bridge to specification and persuade the board of animals that it is the most suitable</p> <p>Compose a national anthem</p>	<p>Narrative from another point of view</p>	<p>Narrative – story ending and trickster tale</p>
<p>Explore kennings</p> <p>Understand vocabulary</p> <p>Form opinions</p> <p>Diary entry key features</p> <p>Summarise the story</p>	<p>Understand vocabulary</p> <p>Consider how language is used for effect</p> <p>Summarise chapters</p> <p>Newspapers layout and features</p> <p>Letters of advice – layout and features</p> <p>Poetry – If I were in charge of the world – Judith Viorst</p>	<p>The abolition of slavery</p> <p>The biography of Harriet Tubman featured in</p> <p>Fantastically Great Women Who Made History, Kate Pankhurst</p> <p>The biography of Frederick Douglass featured in Little Leaders: Exceptional Men in Black History, Vashti Harrison</p> <p>The biography of Olaudah Equiano featured in The People Awards, Lily Murray and Ana Alberio</p> <p>Segregation after the abolition of slavery</p>	<p>We Are All Born Free, Amnesty International (Frances Lincoln)</p> <p>Foxes: fact files and non-chronological report</p> <p>The Tricky Fox</p> <p>Instructions and explanation: Wallace and Gromit Great Contraptions</p> <p>Neil Gaiman Instructions</p>	<p>The Egyptian Cinderella</p> <p>You won't want to be Tutankhamun</p> <p>Eye witness Ancient Egypt</p>	<p>Trickster Tales</p> <p>Understand play script layout and features</p> <p>Other versions of Stone Soup</p> <p>African Tales – A Barefoot Collection – Gcina Mhlophe</p>

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		<p>Little People, Big Dreams – Rosa Parks</p> <p>Her Story: 50 Women and Girls Who Shook The World, Katherine Halligan and Sarah Walsh</p> <p>Information texts layout and features</p> <p>Biographies layout and features</p> <p>Adverts in catalogues and online – layout and features</p> <p>Comprehension through song</p> <p>Poetry - Skimbleshanks the Railway Cat – TS Elliot</p>	<p>Diary entry layout and features</p> <p>Bridge features and designs</p> <p>Little People, Big Dreams: Zaha Hadid</p>		
<p>To revise grapheme to phoneme correspondents in line with the Y3/4 words</p> <p>To revise the understanding of adding suffixes</p> <p>To revise the understanding of creating plurals</p>		<p>To identify, understand and use prefixes</p> <p>To consolidate the use of the apostrophe</p> <p>To investigate word endings</p>		<p>To identify and use further prefixes and suffixes</p> <p>To revise the spelling of words which begin with silent letters</p> <p>To begin to explore homophones</p>	
Paragraphs	Paragraphs	Paragraphs	Paragraphs	Paragraphs	Paragraphs
Adverbs	Adverbs	Adverbs	Adverbs	Adverbs	Adverbs

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Prepositions	Present perfect <i>Past progressive</i>	Conjunctions	Conjunctions	Present perfect <i>Past progressive</i>	Present perfect <i>Past progressive</i>
Present perfect <i>Past progressive</i>	Headings and subheadings	Present perfect <i>Past progressive</i>	Present perfect <i>Past progressive</i>	Headings and subheadings	Headings and subheadings
<i>Expanded noun</i> phrases for description	<i>Full range of punctuation including</i> Inverted commas /speech marks for dialogue	Headings and subheadings	<i>Expanded noun</i> phrases for description	Verbs and adverbs for effect	<i>Full range of punctuation including</i> Inverted commas /speech marks for dialogue
Verbs and adverbs for effect		<i>Expanded noun</i> phrases for description	Verbs and adverbs for effect	<i>Third person</i>	
Nouns and pronouns for cohesion	<i>Expanded noun</i> phrases for description	Verbs and adverbs for effect	Nouns and pronouns for cohesion	<i>Standard English</i>	Verbs and adverbs for effect
<i>Third person</i>	Verbs and adverbs for effect	Nouns and pronouns for cohesion	<i>Third person</i>	<i>Adverbials for cohesion within and across paragraphs</i>	<i>Third person</i>
<i>Standard English</i>					

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<i>Fronted adverbials</i>  <i>Adverbials for cohesion within and across paragraphs</i>		Nouns and pronouns for cohesion	<i>Third person</i>	<i>Standard English</i>	<i>Apostrophes for possession and contraction</i>	<i>Standard English</i>  <i>Adverbials for cohesion within and across paragraphs</i>
		<i>Third person</i>	<i>Standard English</i>	<i>Fronted adverbials</i>		
		<i>Standard English</i>	<i>Fronted adverbials</i>	<i>Adverbials for cohesion within and across paragraphs</i>		
		<i>Adverbials for cohesion within and across paragraphs</i>	<i>Adverbials for cohesion within and across paragraphs</i>			
Place value  Addition and subtraction no exchange  Multiples of 2, 5 and 10	Place value number lines and estimates  Add and subtract across 10 and 100  Multiply and divide by 3,6 and 9	Place value compare and order numbers  Roman numerals  Add and subtract using formal written methods  Multiply by 10 and 100  Unit and non unit fractions	Place value rounding  Add and subtract 2 and 3 digit numbers  Multiply and divide by 4, 8,11 and 12	Place value rounding  Multiply and divide using written methods  Multiply by 7  Compare and order fractions, fractions on a number line	Reasoning about multiplication  Scaling  Correspondence problems  Equivalent fractions  Add and subtract fractons  Find fractions of a set of objects	

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					Convert mixed numbers and improper fractions
<b>Animals including humans (The Circle of Life)</b>	<b>Forces and Magnets</b>	<b>Sound</b>	<b>Living things and their habitats</b>	<b>Plants</b>	<b>LIVING THINGS AND THEIR HABITATS</b>
	<p style="text-align: center;">The World</p> <p>In this unit we look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their</p>		<p style="text-align: center;">Land Use</p> <p>This unit on land use provides children with the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where</p>		<p style="text-align: center;">Geography Skills</p> <p>This topic covers the core elements of the whole of the KS2 geography curriculum. We use the local environment of our school to develop geographical skills and knowledge specified in the National Curriculum.</p> <p>Rationale: Geography Skills is</p>

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	<p>understanding of time zones.</p> <p>Rationale: This unit builds on KS1 units in which children have identified countries around the world and the North and South Poles. It serves as an introduction to deeper investigation of 'Our Earth' in UKS2.</p>		<p>different types of farming activities occur within the UK.</p> <p>Rationale: This unit complements the Settlement unit in Year A of LSK2. It feeds into more precise map work in the Summer term's 'Geography Skills' topic.</p> <p>This unit's land use specific focus also feeds into work in UKS2 around food and farming.</p>		<p>used an overall introduction to the subject in Years 3 and 4. It complements our other geography focused topics for UKS2, for example comparing our local area with Greece or South America.</p>
Bronze age to Iron age		Railways		Egyptians	
pinch pots	<p>Nature collages</p> <p>Natural art</p>	<p>Kandinsky</p> <p>Guitars by Pablo Picasso, Georges Braque, Juan Gris</p>	<p>Architecture: Famous Buildings and Architects</p>	Investigating Patterns and Art of Africa	

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Creating bronze Build Stonehenge Make a round house	Magnetic Game	Pitched instruments			Cooking - soup
Gospel (UC)  What Kind of World did Jesus want?	Christmas (DRE)  Has Christmas lost its true meaning?	Hinduism (DRE)  Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Easter (DRE)  Forgiveness  What is 'good' about Good Friday?	Kingdom of God (UC)  When Jesus left, what was the impact of Pentecost?	Hinduism (DRE)  Pilgrimage to the River Ganges  Would visiting the River Ganges feel special to a non-Hindu?
Greetings  Feelings  Animals and their characters	Colours  Nikolaus-Tag  Christmas in Germany	Fruit and expressing likes/ dislikes  Clothes	Food and drink  Body parts	Numbers and birthdays  Asking questions	Weather  The yearly cycle
Computer Systems – connecting computers  Rationale: Learners will develop their understanding of digital devices, with an initial focus on	Computer systems and networks – the internet  Rationale: Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World	(ICT: Online safety) Safer Internet Day  Animation – Stop frame animation  Rationale: Learners will use a range of techniques to create a stop-frame animation	Creating media – Audio production  Rationale: Learners will identify the input device (microphone) and output devices (speaker or	Programming – Sequencing sounds  Rationale: This unit explores the concept of sequencing in programming	Programming - events and actions in programs  Rationale: This unit explores the links between events and actions, while consolidating prior learning relating to



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<p>inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p> <p>This unit progresses learners' knowledge and understanding of technology by focusing on digital and non-digital devices, from KS1 units exploring technology and IT systems around us. It introduces the</p>	<p>Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p>This unit progresses students' knowledge and understanding of networks from that developed earlier in the term. In UKS2, they will continue to develop their knowledge and understanding of computing systems and understand how search engines work via the internet and the world wide web.</p>	<p>using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> <p>This unit progresses students' knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations. Following this unit, learners will further develop their video editing skills in UKS2.</p>	<p>headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p> <p>This unit progresses students' knowledge</p>	<p>through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured</p>	<p>sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of <b>Pen</b> blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p>
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concept of computers connected together as a network. Following this unit, learners will explore the internet as a network of networks.			and understanding of creating media, by focusing on the recording and editing of sound to produce a podcast. Following this unit, learners will explore combining audio with video in the 'Video editing' unit in UKS2.	manner. Learners also apply stages of program design through this unit.  This unit builds on prior experience of programming, including floor robots, Scratch and ScratchJr.	This unit builds on prior experience of programming, including floor robots, sequencing, Scratch and ScratchJr.
Recorders	Recorders	Recorders  Ukulele	Recorders	Recorders	Recorders  African drumming
Hockey	Basketball and Netball	Futsal, Handball and winter sports  Swimming	Tag rugby	Striking, fielding and rackets  May pole dancing	Athletics/ sports day
<b>SCARF – Me and My Relationships (Y4)</b>	<b>SCARF – Valuing Differences (Y4)</b>	<b>SCARF – Keeping Safe (Y4)</b>	<b>SCARF – Rights and Respect (Y4)</b>	<b>SCARF – Being my Best (Y4)</b>	<b>SCARF – Growing and Changing (Y4)</b>