Oak Class LTP – 2024/25

| | Autumn | | | Spring | Summer | |
|-----------|--|--|--|---|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | Three Little Pigs The Promise | Rain Player Percy Jackson | The Lost Thing Freedom Bird | Beowulf Firebird | A Beautiful Lie Anne Frank | Strange Case of Origami Yoda |
| Maths | Calculating using knowledge of structures Multiples of 1,000 | Numbers up to 10,000,000 Draw, compose and decompose shapes | Multiplication and division Area, perimeter, position and direction | Fractions and percentages Statistics | SATS – Y6 Fractions Converting units Angles | Ratio and proportion Calculating using knowledge of structures Solving problems with two unknowns Order of operations Mean average |
| Science | Out of this World Materials Earth and Space | | Living, Growing and Changing Living Things British Science Week | | Engineering • Forces • Materials | |
| History | Stone Age and Bronze Age | | Events that shaped the modern world: Atlantic slave trade, Rosa Parks, Martin Luther King and the Bristol Bus Boys | | Ancient Greece | |
| Geography | Using four and six figure grid references Marine Biome | | Erosion and Depositio Management | n – Rivers, Coasts and | Fieldwork Investigation of the local areas physical and human geography | |
| Art | Drawing: Amazed by Architecture | | Painting: The Power of Love | | Collage and Texture: Cultural Tradition in Art | |
| DT | Master Practical Skills: Textiles | | Take Inspiration: Mechanisms | | Design, Make, Evaluate and Improve: Food | |
| Computing | Sharing information Identifying and exploring how information is shared | Video editing Planning, capturing, and editing video to produce a short film. | Selection in physical computing Exploring conditions and selection using a | Flat-file databases Using a database to order data and create charts to answer questions | Vector drawing Creating images in a drawing program by using | Selection in quizzes Exploring selection in programming to design and code an interactive quiz. |

Oak Class LTP – 2024/25

| | between digital systems. | | programmable microcontroller. | | | layers and groups of objects. | |
|--------|---|--|--|---|--|--|---|
| PE | Netball Health related exercise | Gymnastics Football | Orienteering Basketball | Swimming Benchball/Dodgeball Hockey | | Athletics Rounders | Dance Tri golf |
| French | Niveau Tricolor Module 1 | Niveau Tricolor Module 2 | Niveau Rogue Module 3 | Niveau Rogue Module 4 | | Niveau Tricolor Module 5 | Niveau Tricolor Module 6 |
| Music | Whole-class tuned perc Children will have the o musical instrument – th | pportunity to learn a | Madina tun nabi (Y5) Improvise over a drone sing in two parts, a round and accompany themselves with a beat, play a drone and chords. | Building a groove (Y5)Epoca (Y5) Understand how different instrumental patter, bass parts interact line and riff to create fit together and identify bodyEpoca (Y5) Understand not different to ward different to create texture and and identify body percussion and voices.Epoca (Y5) Understand not different to different to create texture and and identify different the percussion and voices. | | Ain't gonna let nobody (Y6) Improvise over chords C minor and G7, sing and play chords on tuned percussion and develop an understanding of the origins, history and social context of a song. | Play Children will have the opportunity to perform in a Key Stage performance as an ensemble. |
| RE | Creation and Science: Conflicting or complementary? | Thematic Why do some people believe in God and some people not? | Christianity Why do Christians believe Jesus was the Messiah? | Jews Why is the Torah so important for Jewish people? | | Christianity For Christians, what kind of king is Jesus? | Thematic How does faith help people when life gets hard? |
| PSHE | Me and My Relationships Assertiveness Cooperation Safe/unsafe touches Positive relationships | Valuing Differences Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping | Keeping myself safe Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) | Rights & ResponsibilityUnderstanding media bias,including social mediaCaring: communities and theenvironmentEarning and saving moneyUnderstanding democracy | | Being my Best Aspirations and goal setting Managing risk Looking after my mental health | Respect Yourself &Relationships & SexEducation (Growing &Changing)Coping with changesKeeping safeBody ImageSex educationSelf-esteem |