









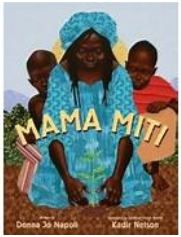
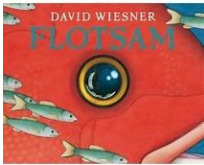
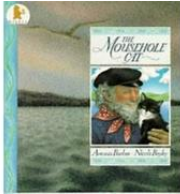
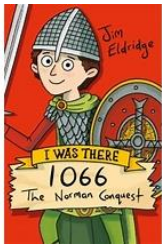

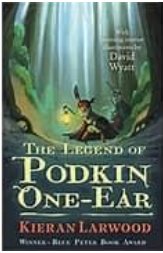
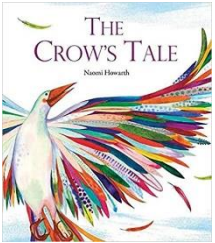




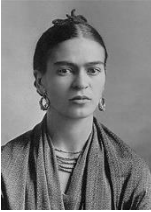






Oxenhope C of E Primary School – Long Term Plan













Year	Class Name	Staff
Year 4	Sycamore Class	Tia Lord-Jones







Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Community  Social  Cultural		Growth  Moral  Cultural		Love  Spiritual  Cultural	
British Value Focus  Social	Democracy and Rule of Law  Moral		Individual Liberty  Cultural		Mutual Respect and Tolerance  Spiritual	
English	Mama Miti 	Flotsam  The mousehole cat 	1066 the Norman Conquest 	How to train your dragon 	The legend of Podkin one ear 	The Crows Tale 
English Genre	Key writing genre – Narrative Supplementary work – descriptive poetry	Key writing genre – diary Supplementary work –poetry	Key writing genre – Non-fiction. Supplementary work – performance poetry (drama)	Key writing genre – Character descriptions Supplementary work – Narrative.	Key writing genre – non-chronological reports. Supplementary work – Persuasive writing	Key writing genre – persuasive letters Supplementary work – personification poems

Reading focus	Great Expectations	Poetry – “Please Mrs Butler” Cracking comprehension – fiction Cracking comprehension – non fiction	Non-fiction texts Poetry – Autumn assessment text.	Non-fiction Cracking comprehension – fiction	Poetry – Spring assessment text Nonfiction text – Mayans	Non-fiction Everest Adventure
	<p style="text-align: center;">Comprehension</p> <p style="text-align: center;">To continue to clarify unknown words and phrases using context and own prior knowledge</p> <p style="text-align: center;">To ask questions during reading to self-monitor understanding</p> <p style="text-align: center;">To discuss and compare texts from a wide variety of genres and writers</p> <p style="text-align: center;">To read for a range of purposes</p> <p style="text-align: center;">To identify themes and conventions in a wide range of books</p> <p style="text-align: center;">To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)</p> <p style="text-align: center;">To identify how language, structure and presentation contribute to meaning</p> <p style="text-align: center;">To identify main ideas drawn from more than one paragraph and summarise these</p> <p style="text-align: center;">Inference and deduction</p> <p style="text-align: center;">To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text</p> <p style="text-align: center;">To justify predictions from details stated and implied.</p> <p style="text-align: center;">Words in contexts</p> <p style="text-align: center;">Discuss vocabulary used to capture readers’ interest and imagination</p>					
Maths	Place value and numbers, addition and subtraction, fractions	Multiplication and division and geometry	Place value and numbers, multiplying by 10 and 100 and fractions	Four operations and geometry	Place value and four operations	Fractions geometry and measurement
Science  Spiritual	Sound <i>Can you ever have a truly silent night?</i>	States of matter <i>Can we ever run out of water?</i>	Animals including humans <i>Why do humans only grow two sets of teeth?</i> <i>Why do older people lose their teeth?</i>	Animals including humans <i>Who is top of the food chain?</i>	Living things and their habitats <i>Who should you feel sorry for the predator or the prey?</i>	Electricity <i>Can light pollute?</i>



Art/Design  Cultural		Chalk and charcoal - light and dark		Self-portrait Frida Carlo   9 PC	Sculpture - recycled El Anatsui   9 PC	
Computing	The internet	Audio Editing	Repetition in shapes	Data logging	Photo editing	Repetition in games
DT  Cultural	Food - Soup		Moving parts - pop-up book			Electronics - making a torch
Geography		To understand how water gets to the sea and what the water does. <i>Why is the sea salty?</i>  Spiritual		To understand where the Vikings came from and how they changed the Geography of England <i>Is all trade fair?</i>  Moral		To understand the key features that make up north America <i>Where should I go on holiday?</i>  Cultural
History  Cultural	To recognise what life was like for the Anglo- Saxons and compare it with what life is like now		To recognise the Viking and Anglo-Saxon struggle and identify the impact the Vikings had in Britton <i>What did the Vikings do for us?</i>		To understand Mayan civilisation <i>How were the Mayans different to us?</i>	

	<i>What can we learn from the Anglo-Saxons?</i>					
Languages (Phonics/ MFL)  Cultural	Spanish speaking countries, greetings, name, recap colours, days or the week, months of the year, numbers to 20		My family, where do you live, questions about houses, who do you lie with, pets, clothes recap, writing sentences		Food, hobbies, time, in my town/city, masculine and feminine and plurals	
Music Charanga  Cultural	Mama Mia Flutes	Glockenspiel 1 Flutes	Glockenspiel 2 Flutes <i>Can you make music if you are deaf? - Beethoven</i>   9 PC	Mama Mia Flutes	Glockenspiel 1 Flutes <i>Can the arts help you overcome your difficulties?</i> - <i>Bill Withers - Speech impediment profound stutter</i>   9 PC	Glockenspiel 2 Flutes
PE  Cultural  9 PC	Dance Hockey	Football <i>When is your support for your team not ok? - Racism, fan violence, abuse</i>   9 PC	Multi skills Coordination Team Building	Basketball Rugby <i>Can you play sport if you are Dysphasic?</i> <i>Ellis George</i>   9 PC	Sports Day prep Team Building	Cricket Multi Games

		Multi-skills Spatial Awareness				
<p>PSHE and Relationships education</p> <p>SCARF</p>  Spiritual  Social  Cultural  Moral  9 PC	<p>Healthy relationships, listening to feelings, bullying, assertive skills</p> <p><i>Are you pleased with your behaviour towards others?</i></p>	<p>Recognising and celebrating difference (including religions and cultural difference) understanding and challenging stereotypes</p> <p><i>Should we have the same expectations in life?</i></p>	<p>Managing risk, understand the norms of drug use (cigarettes and alcohol use) influences, online safety</p> <p><i>Do the benefits of using screens outweigh the negatives?</i></p>	<p>Making a difference (different ways of helping others and the environment), media influence, decisions about spending money</p> <p><i>Should you believe everything you read online?</i></p>	<p>Having choices and making decisions about my health, taking care of my environment, my skills and interests</p> <p><i>Are my choices always healthy?</i></p>	<p>Body changes during puberty, managing difficult feelings, relationships including marriage</p> <p><i>What does 'getting married' really mean?</i></p>
<p>RE</p>  Spiritual	<p>Local places of worships and their beliefs</p>	<p>What are the deeper meaning of festivals?</p>	<p>What is the trinity?</p>	<p>What does it mean to be a Sikh in Brittan today?</p>	<p>When Jesus left what next?</p>	<p>How and why do believers show their commitment?</p>



Social



Cultural



Moral



9 PC

Collective worship and Get Togethers



Spiritual



Social



Moral




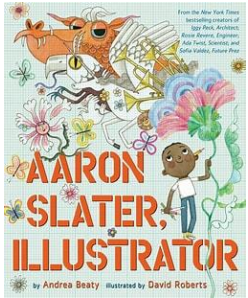

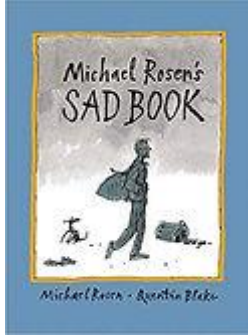








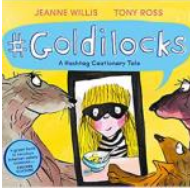
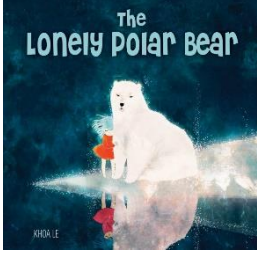
Cultural




















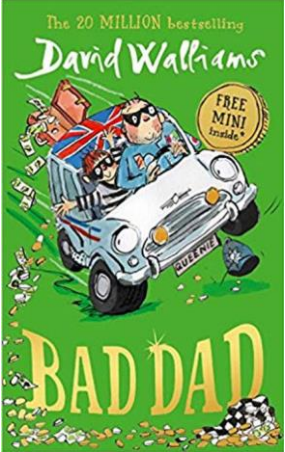




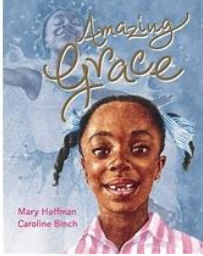


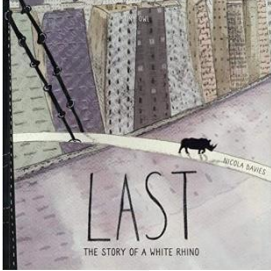


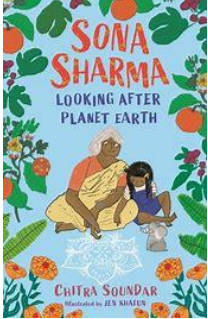



9 PC

The early church
 What is community?
 Love your neighbour as yourself
 Singing
 Celebration get togethers
 How can we help people across the world?
 Social injustice project launch
 The good Samaritan
 Helping those in need
 The story of Zacchaeus
 What does service look like in a school community?
 How did Jesus serve others?
 Reflections
 Queen Elizabeth 11
 Farming and the community

Diwali
 5 Pillars of Islam
 Songs of Praise
 Firework safety
 Singing
 Celebration get togethers
 Reflections

<p>Stand Alone Weeks</p>  <p>9 PC</p>		<p>Diversity Week –</p>  <p><i>Should you try and blend in with your friends?</i></p> <p>Anti- Bullying week –</p> <p><i>When we find things hard what can we do?</i></p>  <p>Social</p>		<p>Mental Health Awareness Week</p>   <p>Social</p> <p>Christian Aid Week</p>  <p>Moral</p>	<p>Smile week</p>  <p>My culture my world – through assembly/homework and presentation</p>   <p>Cultural</p>	
<p>Special Days</p>  <p>Spiritual</p>  <p>Social</p>  <p>Moral</p>	<ul style="list-style-type: none"> • Harvest • McMillian coffee morning – charity work • Black History Month – through an assembly 	<ul style="list-style-type: none"> • Children in Need • Christmas Service • Christmas Light switch on and sing • KS1 Nativity • Year 1 parent's assembly • Christmas Jumper Day • Christmas Parties 	<ul style="list-style-type: none"> • Online safety day  <ul style="list-style-type: none"> • World Book Day • Comic Relief • Chinese New Year – through an assembly 	<ul style="list-style-type: none"> • Easter Service • Earth Day • Easter performance 	<ul style="list-style-type: none"> • Coronation Event • Pride Month • Earth Day  <ul style="list-style-type: none"> • Spanish Day 	<ul style="list-style-type: none"> • Sponsored Walk • Career Day

 <p>Cultural</p>  <p>9 PC</p>		<ul style="list-style-type: none"> • Remembrance day – through an assembly • Christingle – through an assembly 				
<p>Projects</p>	<p>Social injustice project Harvest collection</p>  <p>Spiritual</p>  <p>Moral</p>	<p>Social injustice project</p>  <p>Spiritual Water Aid Project</p>		<p>Environment project linked to Earth Day</p>  <p>Social</p>  <p>Moral</p>	<p>If you are going to be anything, be kind</p>  <p>Moral</p>	
<p>Assessment</p>		<p>Reading Maths GPS NFER</p>		<p>Reading Maths GPS NFER</p>		<p>Reading Maths GPS NFER</p>
<p>Trips and Visitors</p> <p><i>Trips and or visitors with dates not yet confirmed</i></p> <p><i>Bradford music service band assembly</i></p> <p><i>Parkside and Oakbank musicians</i></p>	<p>Visit to local churches</p>  <p>Spiritual</p>	<p>Bible week visit</p>  <p>Spiritual</p> <p>Singing at Lindisfarne Care Home</p>  <p>Moral</p>  <p>Social</p> <p>Travelling Panto</p>	<p>Royal Armouries - Viking Workshop</p>  <p>Cultural</p>		<p>Ingleborough Residential - 3 days</p>  <p>Cultural</p>  <p>Spiritual</p>	

		 Cultural Winter wonderland  Cultural				
Class Reader	<p>Bad Dad</p>   Moral	<p>Opal Plumstead</p>   Cultural  Moral		<p>Amazing Grace</p>   Social  Cultural	<p>The last white rino</p>   Social  Spiritual	<p>Sona Sharma looking after planet earth</p>   Cultural  Spiritual  Social
Safeguarding curriculum We have many opportunities to teach safeguarding to all our children throughout the year, particularly through PSHCE and	<p>Induction</p> <p>Rules and class charter – why do we need rules?</p> <p>Private Pants</p> <p>Behaviour policy</p> <p>School safeguarding systems – getting help</p>	<p>Firework safety</p> <p>Stranger danger – Halloween</p> <p>Road Safety – be safe be seen</p> <p>Anti- Bullying</p> <p>Diversity</p>	<p>Online safety</p> <p>Being safe at home – inc emotionally safe</p> <p>Private Pants</p> <p>Listening to instinct – my tummy feels funny</p> <p>Oral Health</p>	<p>My rights and responsibilities</p> <p>Healthy choices</p> <p>Stranger danger – out and about</p> <p>Gaming and social media – age appropriate</p>	<p>Be safe in the sun</p> <p>Water safety</p> <p>Private Pants</p> <p>Playing outside – touching things, strangers, finding help, road safety</p> <p>Food/Cooking safety</p>	<p>Transition</p> <p>Safeguarding procedures for the next year group</p> <p>Feelings and emotions about change</p>

<p>safeguarding messages are continuously reinforced.</p> <p>This section identifies extra year group specific opportunities. These are taught as stand-alone activities or whole school assemblies.</p>	<p>Play time and lunch times</p> <p>Classroom safety</p> <p>Home time routines</p> <p>Acceptable use of mobile phones</p>	<p>Medicines which help us - link to flu immunisations</p> <p>Rough play</p> <p>Attendance - every school day counts</p> <p>Consent</p>	<p>Cyber security</p>			<p>Routines and expectations</p>
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