













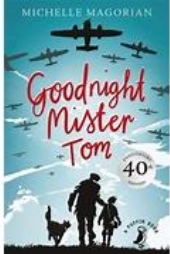
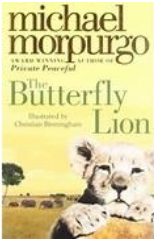

































Oxenhope C of E Primary School – Long Term Plan

Year	Class Name	Staff
Year 5	Elder Class	Heather Cooper

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Community		Growth		Love	
	 Social	 Cultural	 Moral	 Cultural	 Spiritual	 Cultural
British Value Focus	Democracy and Rule of Law		Individual Liberty		Mutual Respect and Tolerance	
 Social	 Moral		 Cultural		 Spiritual	
English	Skellig and Greek myths 	Coming home 	Room 13 	Jane Eyre 	Goodnight Mr Tom 	Butterfly Lion 
English Genre	Key writing genre – Myths and Legends Supplementary work – Character description, diary writing, setting descriptions, reports	Key writing genre – Poetry Supplementary work – setting description, letter, character comparison,	Key writing genre – Newspaper report Supplementary work – Instructions, recount, letter	Key writing genre – Diary entry Supplementary work – narratives (historical focus) Limerick	Key writing genre – Letter Supplementary work – persuasive writing, diaries, narrative using personification	Key writing genre – Non-chronological report. Supplementary work – Advertisements, biographies

Reading Focus	Skellig Cracking comprehension poetry.	Non-fiction – 100 things to know about space	Poetry – Autumn assessment text. Room 13	Dr Jekyll and Mr Hyde	Poetry – Spring assessment text Goodnight Mr Tom	Butterfly lion “Grandad Mandela”
	<p style="text-align: center;">Comprehension To continue to clarify unknown words and phrases using context and own prior knowledge To ask questions during reading to self-monitor understanding To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice</p> <p style="text-align: center;">Inference and Deduction To draw inferences from characters’ feelings, thoughts and motives To make predictions based on details stated and implied, justifying them in detail with evidence from the text</p> <p style="text-align: center;">Words in context To discuss vocabulary used by the author to create effect including figurative language To evaluate the use of authors’ language and explain how it has created an impact on the reader</p>					
Maths	Place value and number, four operations	Factions and geometry,	Place value and number, four operations	Factions and geometry,	Place value and number, four operations	Factions and geometry,
Science  Spiritual	Living things and their habitats – plants <i>Do plants reproduce?</i>	Earth and space <i>What is more important – the Earth or the Sun?</i>	Animals including humans <i>What are the stages of growing up?</i>  9 PC	Forces <i>What are the best shoes for Mrs Jones to wear on a slippery morning?</i>	Properties and changing materials <i>How can I keep Miss Cooper’s hot chocolate warm?</i>	Living things and their habitats – animals <i>What are the lifecycles of amphibians and insects? Build on knowledge of tadpoles and butterflies</i>
Art/Design  Cultural	Drawing – scale and perspective Picasso		Oil painting – Van Gogh <i>How can art support if your mental health is suffering? – Van Gogh</i>   9 PC		World War 2 Art	
Computing	Sharing information	Video Editing	Section in physical computing	Flat file databases	Vector Drawings	Selection in quizzes

<p>DT</p>  <p>Cultural</p>		<p>Construction - wooden bug hotel</p>		<p>Food - Healthy muffins design (own recipe)</p>		<p>Textile - African animal toy</p>
<p>Geography</p>		<p>To understand the change and growth of Oxenhope</p> <p><i>Why are maps and information about the landscape important for the future?</i></p>  <p>Social</p>		<p>To identify similarities and differences between the countries of the British Empire.</p> <p><i>Are all countries like Britain?</i></p>  <p>Cultural</p>		<p>To discover how people live in Africa</p> <p><i>Do all people in Africa live in the desert?</i></p>  <p>Cultural</p>  <p>Social</p>
<p>History</p>  <p>Cultural</p>	<p>Ancient Greeks</p> <p><i>What was ancient Greek culture like?</i></p>		<p>Tudors</p> <p><i>Were all Tudors rich royalty?</i></p>		<p>WW2</p> <p><i>What started WW2?</i></p>	
<p>Languages (Phonics/ MFL)</p>	<p>Numbers to 30, conversational questions, Spanish song, teach es - it's</p>		<p>Wider family, conversational questions, animals, description of animals and clothing</p>		<p>Conversational language ie I eat, I would like. Utensils, food, hobbies and why you like you like your hobbies, weather</p>	
<p>Music <i>Charanga</i></p>  <p>Cultural</p>	<p>Livin' on a prayer</p>	<p>Classroom Jazz 1</p> <p><i>How could you play the drums if you were deaf?</i></p>   <p>9 PC</p> <p><i>Evelyn Glennie</i></p>	<p>Make you feel my love</p>	<p>Fresh prince of Belair</p> <p><i>How could you play an instrument if you were blind?</i></p>   <p>9 PC</p> <p><i>Stevie Wonder</i></p>	<p>Dancing in the street</p>	<p>Reflect rewind and replay</p>
<p>PE</p>  <p>Cultural</p>	<p>Gymnastics Swimming</p>	<p>Football Swimming</p> <p><i>Why should pregnant women exercise?</i></p>	<p>Rugby Swimming</p>	<p>Basket Ball Athletics</p>	<p>Sports Day Prep Dance</p>	<p>Cricket Multi Games</p>

	<p>Do you have to be tall to be a good swimmer?</p> <p>Ellie Simmons</p>   <p>9 PC</p>	  <p>9 PC</p>				
<p>PSHE</p> <p>SCARF / Relationships</p>  <p>Spiritual</p>  <p>Moral</p>  <p>Social</p>  <p>Cultural</p>  <p>9 PC</p>	<p>Feelings, friendship skills including compromise, assertive skills, cooperation, recognising emotional needs</p> <p>What could I do to help the world change for the better this week?</p>	<p>Recognising and celebrating difference, including religion and cultural, influence and pressure of social media</p> <p>Can kindness change the world?</p>	<p>Managing risk, including online safety, norms around use of legal drugs (tobacco, alcohol) decision making skills</p> <p>How do you want to be seen online?</p>	<p>Rights and responsibilities and relating to my health, making a difference, decisions about lending borrowing and spending</p> <p>Why is it important to save?</p>	<p>Growing independence and taking responsibility, keeping myself healthy, media awareness and safety, my community</p> <p>Can you trust information written in newspapers, magazines or the internet?</p>	<p>Managing difficult feelings, managing change, how my feelings help keep me safe, getting help</p> <p>Can you always trust yourself?</p>
<p>RE</p>  <p>Spiritual</p>  <p>Social</p>  <p>Cultural</p>  <p>Moral</p>  <p>9 PC</p>	<p>What does it mean if God is holy and loving?</p>	<p>Was Jesus the Messiah?</p>	<p>What would Jesus do?</p>	<p>What did Jesus do to save human beings?</p>	<p>What will make Oxenhope a more respectful place?</p>	<p>What does it mean for Muslims to follow God?</p>

Collective worship and Get Togethers



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

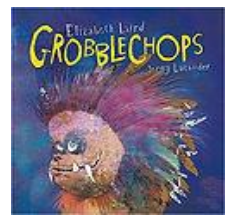
Stand Alone Weeks



Diversity Week –
What unites us ?

Anti-Bullying week –
How can we be brave to celebrate us?
 **Social**

Mental Health Awareness Week






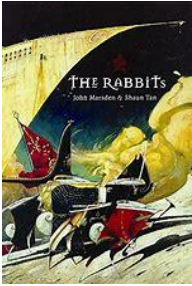



















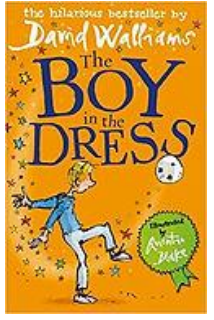

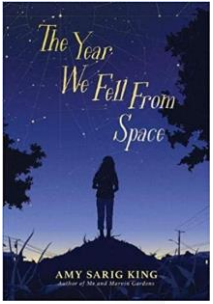

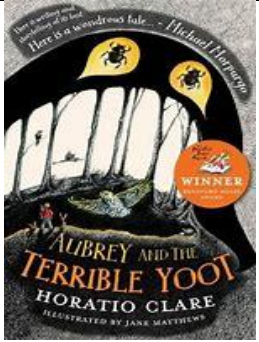





Social
Christian Aid Week
Moral

Smile week



My culture my world –
through assembly/
homework/presentation
I am Jazz
Cultural

<p>Special Days</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; text-align: center;">  Spiritual </div> <div style="width: 50%; text-align: center;">  Social </div> <div style="width: 50%; text-align: center;">  Cultural </div> <div style="width: 50%; text-align: center;">  Moral </div> <div style="width: 100%; text-align: center; margin-top: 10px;">  9 PC </div> </div>	<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 • Remembrance day - through an assembly • Christingle - though an assembly 	<ul style="list-style-type: none"> • Online safety day • World Book Day • Comic Relief • Chinese New Year - through an assembly 	<ul style="list-style-type: none"> • Easter Service • Earth Day • Easter performance • Earth day 	<ul style="list-style-type: none"> • Coronation Event • Pride Month • Spanish Day 	<ul style="list-style-type: none"> • Sponsored Walk • Career Day
<p>Projects</p>	<p>Social injustice Project</p> <div style="text-align: center;">  Spiritual Harvest collection </div> <div style="text-align: center; margin-top: 10px;">  Moral </div>	<p>Social injustice project</p> <div style="text-align: center;">  Spiritual </div>		<p>Environment project linked to Earth Day</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Moral </div> <div style="text-align: center;">  Social </div> </div>	<p>If you are going to be anything, be kind</p> <div style="text-align: center;">  Moral </div>	
<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>Swimming</p> <div style="text-align: center;">  Cultural </div>	<p>Bible week Visit</p> <div style="text-align: center;">  Spiritual Swimming </div> <div style="text-align: center; margin-top: 10px;">  Cultural Travelling Panto </div>	<p>Cyber PCSO - cyber bullying</p> <div style="text-align: center;">  Moral </div> <p>Swimming</p> <div style="text-align: center; margin-top: 10px;">  Cultural Sport for schools </div>	<p>Bronte Parsonage</p> <div style="text-align: center;">  Cultural </div>		<p>African Drumming Workshop</p> <div style="text-align: center;">  Cultural </div>

		 Cultural Winter wonderland  Cultural	 Cultural			
Class Reader		  Social	  Spiritual	  Moral	  Social	  Cultural
Safeguarding curriculum We have many opportunities to teach safeguarding to all our children throughout the year, particularly through PSHCE and safeguarding messages are continuously reinforced. This section identifies extra year group specific opportunities. These are taught as stand-alone activities or whole school assemblies.	Induction Rules and class charter – <i>why do we need rules?</i> Private Pants Behaviour policy School safeguarding systems – getting help Play time and lunch times Classroom safety Home time routines Acceptable use of mobile phones Water Safety	Firework safety Stranger danger – Halloween Road Safety – be safe be seen Anti- Bullying Diversity Medicines which help us – link to flu immunisations Rough play Attendance – every school day counts Puberty Consent	Online safety Being safe at home – inc emotionally safe Private Pants Listening to instinct – my tummy feels funny Oral Health	My rights and responsibilities Healthy choices Stranger danger – out and about Gaming and social media – age appropriate Cyber security	Be safe in the sun Water safety Private Pants Playing outside – touching things, strangers, finding help, road safety Food/Cooking safety	Transition Safeguarding procedures for the next year group Feelings and emotions about change Routines and expectations