



Woodlands Long Term Plan 2025-2026

	Autumn	Spring	Summer
English	<p><u>Writing</u> A range of genres including: · Diaries · Letters · Narratives - including setting and character descriptions · Instructions · Non-chronological reports · Recounts · Persuasive texts · Balanced arguments/discussions · Newspaper articles · Information leaflets · A range of different of poetry - including rhyming, haikus, tankas, acrostic, kennings, palindrome</p> <p><u>SPAG</u></p> <ul style="list-style-type: none"> ❖ Spelling - using Phonics where appropriate, developing spelling skills by explicitly teaching the set rules outlined in the National Curriculum. ❖ Punctuation - discrete lessons to support teaching of punctuation within writing so that children feel confident with applying a range of increasingly complex punctuation. ❖ Grammar - discrete lessons to reinforce teaching of grammar within writing. Particular focus on using the correct terminology for different concepts. <p><u>Spoken Language</u> Regular use of Spoken Language to inspire writing. · Developing skills, such as volume, expression and intonation, and confidence when speaking in a range of contexts.</p>		
	<ul style="list-style-type: none"> ❖ Running on Empty - S E Durrant, Rob Biddulph ❖ The Adventures of Odysseus - Hugh Lupton & Daniel Morden, Christina Balit 	<ul style="list-style-type: none"> ❖ Rooftoppers-Katherine Rundell ❖ Being Me (Poetry Collection)- Curated by Liz Brownlee, Matt Goodfellow and Roger Stevens 	<ul style="list-style-type: none"> ❖ Curiosity: The Story of a Mars Rover - Markus Motum ❖ Tales from the Caribbean - Trish Cooke, Joe Lillington
Guided Reading	<p>Reading - studying a range of texts through whole class reading, guided reading and individual reading. Building skills in the areas of:</p> <ul style="list-style-type: none"> ❖ Decoding, including: · Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. (Y5/6) ❖ Comprehension, particular focus on: · Discuss meanings and themes of different texts. (Y5/6) · Explaining how structure and presentation contribute to the meaning of texts. (Y5/6) · Predicting what might happen based on the details from the text and information I have deduced. (Y5/6) · Asking relevant questions to develop understanding (Y5/6) · Inferring meanings, beginning to justify them with evidence from the text. (Y5/6) · Making comparisons within and between texts (Y5/6) · Exploring the meaning of words in context (Y5/6) · Discussing and evaluating how authors use language, including figurative language, considering impact 		



	on the reader. (Y5/6) · Providing reasoned justifications for own views. (Y5/6) · Participating in discussions about books, building on own and others' ideas and challenging views. (Y5/6)		
	❖ Brightstorm - Vishti Hardy	❖ Letters From The Lighthouse - Emma Carroll	❖ The Legend of Podkin One Ear - Kieran Larwood
Maths	<p>Year 5:</p> <ul style="list-style-type: none"> ❖ Place Value ❖ Addition and Subtraction ❖ Multiplication and Division ❖ Fractions <p>Year 6:</p> <ul style="list-style-type: none"> ❖ Place Value ❖ Addition, Subtraction, Multiplication and Division ❖ Fractions ❖ Converting Units 	<p>Year 5:</p> <ul style="list-style-type: none"> ❖ Multiplication and Division ❖ Fractions ❖ Decimals and Percentages ❖ Perimeter and Area ❖ Statistics <p>Year 6:</p> <ul style="list-style-type: none"> ❖ Ratio ❖ Algebra ❖ Decimals ❖ Fractions, Decimals and Percentages ❖ Area, Perimeter and Volume ❖ Statistics 	<p>Year 5:</p> <ul style="list-style-type: none"> ❖ Shape ❖ Position and Direction ❖ Decimals ❖ Negative Numbers ❖ Converting Units ❖ Volume <p>Year 6:</p> <ul style="list-style-type: none"> ❖ Shape ❖ Position and Direction ❖ Consolidation
Science	<ul style="list-style-type: none"> ❖ Life Cycles and Reproduction ❖ Unbalanced Forces 	<ul style="list-style-type: none"> ❖ Classifying: Big and Small ❖ Circuits, Batteries and Switches 	<ul style="list-style-type: none"> ❖ Evolution and Inheritance ❖ Human Timeline
Religious Education	<ul style="list-style-type: none"> ❖ How do Christians show their belief that Jesus is God incarnate? ❖ How does tawhid create a sense of belonging to the Muslim community? 	<ul style="list-style-type: none"> ❖ How do questions about Brahman and atman influence the way a Hindu lives? ❖ How do the 'Heroes of faith' encourage Christians today? 	<ul style="list-style-type: none"> ❖ Should believing in the resurrection change how Christians view life and death? ❖ Why do Humanists say happiness is the goal of life?
Art	<ul style="list-style-type: none"> ❖ Typography and Maps ❖ Making Monotypes 	<ul style="list-style-type: none"> ❖ Set Design ❖ Mixed Media Land and City Scapes 	<ul style="list-style-type: none"> ❖ Architecture- Dream Big or Small ❖ Fashion Design
Computing	<ul style="list-style-type: none"> ❖ Coding ❖ Online Safety 	<ul style="list-style-type: none"> ❖ Spreadsheets ❖ Databases 	<ul style="list-style-type: none"> ❖ Game Creator ❖ 3D modelling ❖ Concept Maps



Design and Technology	❖ Food- Celebrating culture and seasonality	❖ Electrical Systems- more complex switches	❖ Mechanical Systems- Pulleys or gears- including a focus on an engineer
Geography	❖ Why do populations change?	❖ Why do oceans matter?	❖ Can I carry out independent fieldwork enquiry?
History	❖ Ancient Greece	❖ World War II	❖ Civil Rights Movement
Languages	❖ Fruit ❖ Vegetables	❖ Weather ❖ Family	❖ Clothes ❖ At School
Music	❖ Whole Class Ensemble Teaching- Brass	❖ Whole Class Ensemble Teaching- Brass	❖ Whole Class Ensemble Teaching- Brass
PE	❖ Football ❖ Netball ❖ Rugby ❖ OAA	❖ Dance ❖ Hockey ❖ Gymnastics ❖ Basketball	❖ Cricket ❖ Rounders ❖ Athletics ❖ Tennis
PSHE	❖ Being Me in My World ❖ Celebrating Differences	❖ Dreams and Goals ❖ Healthy Me	❖ Relationships ❖ Changing Me