



Oaks 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, retelling of stories · Instructions · Non-chronological reports · Recounts · Persuasive texts · A range of poetry</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"> ❖ Ugi: Boy, Genius of the Stone Age - Raymond Briggs ❖ The Rhythm of the Rain - Grahame Baker-Smith 	<ul style="list-style-type: none"> ❖ The Lion and the Unicorn and Other Hairy Tales - Jane Ray ❖ King of the Sky - Nicola Davies 	<ul style="list-style-type: none"> ❖ Arthur and the Golden Rope - Joe Todd-Stanton ❖ Into the Forest - Anthony Browne
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: · Apply my growing knowledge of root words, prefixes and suffixes to read aloud new words. · Read further exception words considering unusual correspondences between spellings and sound. ❖ Comprehension, particular focus on: · Identify and draw ideas from more than 1 paragraph. · Summarise the main ideas of a text. · Ask questions to improve understanding of a text. · Explain the meaning of new words in context. · Draw inferences such as characters' feelings, thoughts and what motivates them. · Predict what might happen next with evidence from the text. · Identify how language, structure and presentation contribute to meaning. · Read books that are structured and read for a range of purposes. · Identify the theme of the book. · Discuss books read independently with a group 		
	<ul style="list-style-type: none"> ❖ Fantastic Mr. Fox - Roald Dahl 	<ul style="list-style-type: none"> ❖ The Wild Robot - Peter Brown 	<ul style="list-style-type: none"> ❖ Odd and the Frost Giants - Neil Gaiman



<p>Maths</p>	<p>Year 3:</p> <ul style="list-style-type: none"> ❖ Place Value ❖ Addition and Subtraction ❖ Multiplication and Division <p>Year 4:</p> <ul style="list-style-type: none"> ❖ Place Value ❖ Addition and Subtraction ❖ Area ❖ Multiplication and Division 	<p>Year 3:</p> <ul style="list-style-type: none"> ❖ Multiplication and Division ❖ Length and Perimeter ❖ Fractions ❖ Mass and Capacity <p>Year 4:</p> <ul style="list-style-type: none"> ❖ Multiplication and Division ❖ Length and Perimeter ❖ Fractions ❖ Decimals 	<p>Year 3:</p> <ul style="list-style-type: none"> ❖ Fractions ❖ Money ❖ Time ❖ Shape ❖ Statistics <p>Year 4:</p> <ul style="list-style-type: none"> ❖ Decimals ❖ Money ❖ Time ❖ Shape ❖ Statistics ❖ Position and Direction
<p>Science</p>	<ul style="list-style-type: none"> ❖ Forces and Magnets ❖ Lights and Shadows 	<ul style="list-style-type: none"> ❖ Rocks and Soils ❖ Classification and Changing Habitats 	<ul style="list-style-type: none"> ❖ Plant Reproduction
<p>Religious Education</p>	<ul style="list-style-type: none"> ❖ How does believing Jesus is their saviour inspire Christians to save and serve others? ❖ Why do Muslims call Muhammad the 'seal of the prophets'? 	<ul style="list-style-type: none"> ❖ How does the story of Rama and Sita inspire Hindus to follow their dharma? ❖ Why do Christians call themselves the 'body of Christ'? 	<ul style="list-style-type: none"> ❖ Why do Christians believe they are people on a mission? ❖ How do Sikhs put their beliefs about equality into practice?
<p>Art</p>	<ul style="list-style-type: none"> ❖ Gestural Drawing with Charcoal ❖ Working With Shape and Colour 	<ul style="list-style-type: none"> ❖ Telling Stories Through Drawing and Making ❖ Cloth, Thread and Paint 	<ul style="list-style-type: none"> ❖ Making Animated Drawings ❖ Using Natural Materials to Make Images
<p>Computing</p>	<ul style="list-style-type: none"> ❖ Coding ❖ Online Safety 	<ul style="list-style-type: none"> ❖ Spreadsheets ❖ Email 	<ul style="list-style-type: none"> ❖ Branching Databases ❖ Simulations ❖ Graphing ❖ Micro:bits



Design and Technology	❖ Electrical Systems- Simple circuits and switches	❖ Food- Healthy and varied diet- including a focus on a chef	❖ Mechanical Systems- Levers and linkages
Geography	❖ Who lives in Antarctica?	❖ Are all settlements the same?	❖ What are rivers and how are they used?
History	❖ Stone Age to Iron Age	❖ Roman Empire	❖ Anglo-Saxon to Viking
Languages	❖ Animals	❖ I Can ❖ Fruits	❖ Presenting Myself ❖ Family
Music	❖ Let Your Spirit Fly ❖ Glockenspiel- Stage 1	❖ Three Little Birds ❖ The Dragon Song	❖ Bringing Us Together ❖ Reflect, Rewind and Replay
PE	❖ Fundamentals ❖ Ball Skills ❖ OAA ❖ Football	❖ Dance ❖ Yoga ❖ Gymnastics ❖ Netball	❖ Swimming ❖ Cricket ❖ Athletics
PSHE	❖ Being Me in My World ❖ Celebrating Differences	❖ Dreams and Goals ❖ Healthy Me	❖ Relationships ❖ Changing Me