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| | Exning Primary School Long-Term Plan 2025-2026 | | | | |
| | Kestrels' Class | | | | |
| | From Stones to Swords | Race Across the World | All Roads Lead to Rome | A United Kingdom | |
| | Autumn 1 | Autumn 2 | Spring 1&2 | Summer 1 & 2 | |
| English Reading | We will be reading <i>I Was a Rat</i> by Phillip Pullman and <i>Butterfly Lion</i> by Micheal Morpurgo. | We will be reading <i>The Train to Impossible Places</i> by P.G. Bell | We will be reading <i>Dream Variations</i> by Langston Hughes, <i>Something Told the Wild Geese</i> by Rachel Field and <i>The Witches</i> | We will be reading <i>The Lion, The Witch and the Wardrobe</i> by C.S. Lewis and <i>Cloud Busting</i> by Malorie Blackman. | |
| English Writing | We will be writing our own narratives based on 'Stone Age Boy' by Satoshi Kitamura. We will be creating persuasive house adverts for Skara Brae. | We will be exploring the poem 'Still I Rise' by Maya Angelou. We will be exploring creative writing. | We will be writing narrative based on the text 'Hortense and the Shadow'. We will be writing diary entries as if we were Romans. We will also be writing newspaper reports based on historical events during the Roman times. | We will be writing narratives based on 'The Princess and the Pea'. We will be writing non-chronological reports about an area of the UK. | |
| Maths | Reasoning with large numbers, addition and subtraction, multiplication and division and discreet and continuous data. | Reasoning with large numbers, addition and subtraction, multiplication and division and discreet and continuous data. | Calculating with multiplication and division, fractions, time, decimals, area and perimeter. | Solving measure and money problems, shape and symmetry. Position and Direction, patterns and sequences, 3D shape. | |
| Science | We will be learning about rocks, fossils and soils. | We will be learning about simple forces, including magnets. | We will be learning about light, shadows and reflection. We will also construct simple electrical circuits and learn about conductors and insulators. | We will be grouping, identifying and classifying living things, studying food chains, habitats and life cycles. | |
| Art and Design | We will learning about painting in mixed media and developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. | We will learning about drawing and using mechanical engravings as a starting point to develop an awareness of proportion, composition and pattern in drawing. | We will be learning about sculpture and 3D and exploring how different materials can be shaped and joined and learning about techniques used by artists. We will use the flora and fauna of tropical rainforests as a starting point to study the fabric of nature and experiment with craft and design. | We will be learning about drawing and exploring tone, texture and proportion to create realistic drawings. | |
| Computing | Online safety, Computing Systems Network and Programming | We will be learning about computing systems and networks and collaborative learning. | We will be learning about coding with Scratch and creating media and website design. | We will be learning about HTML, computational thinking and data handling | |
| Design and Technology | We will be adapting a recipe to make Christmas biscuits and learning how to create and use fastenings in textiles. | We will be designing a mindful moment timer and how to create stable frame structures. | We will be investigating electrical systems and making torches. | We will be investigating mechanical systems and making a slingshot car. | |
| Geography | | We will be locating the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. We will understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North America | | We will be naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | |
| History | We will be learning about the Stone Age, Bronze Age and the Iron Age. | | We will be learning about the Roman Empire and its impact on Britain. | We will be conducting a local history study | |
| French | We will be learning how to describe physical appearances in French and about clothing. | We will be learning about numbers in French, calendars and birthdays. | We will be learning about weather in French and the water cycle. | We will be learning about French food and the Eurovision song contest. | |
| Music | We will be learning how to play the clarinet. | We will be learning how to play the clarinet. | We will be learning how to play the clarinet. | We will be learning how to play the clarinet. | |
| PE | We will be exploring dance, football, fundamentals of PE and sportshall athletics. | We will be exploring dance, football, fundamentals of PE and sportshall athletics. | We will be learning about ball skills, gymnastics, netball and outdoor adventurous activities. | We will be learning about tennis, cricket, athletics, tennis and rounders. | |
| PSHE | We will be learning about families and relationships. | We will be learning about health and wellbeing and online safety. | We will be learning about human citizenship and the changing body. | We will be learning about economic wellbeing. | |
| RE | We will be interpreting and using art to express beliefs about spirituality, inner self and the soul. We will be using resources from different religions, faiths and belief systems to help us identify the key ideas. | We will be looking at water's symbolic use and how it is used in many different ceremonies and rituals by different people in their religion, faith or belief system. | We will be exploring the different ways scriptures are used in different religions, faiths and belief systems, as well as what this shows about the value placed upon them and why this might be. We will be considering Jesus' life and the significance of his death and resurrection. This unit will use resources from different religions (with particular focus on Christianity and Judaism), faiths and belief systems to help us identify the key ideas. | We will continue our study of symbolism to explore why fire is used in ceremonies and remembrance by different religions, faiths and belief systems. We will be exploring the significance and history of the Bible and investigating its importance and relevance to Christians, as well as wider religions, faiths and belief systems, today. | |