

North Wheatley Primary School Long Term Concept Plans 2025/26

	Autumn Community		Spring Hope		Summer Respect	
<i>Season Events</i>	Harvest, Diwali, Remembrance, Christmas, Hanukah,		New Year, World Book Day, Comic Relief, Mothers' Day, Safer Internet Day, Science Week, Chinese New Year		World Environment Day, Spring Clean Day, St. Peters & St. Pauls Day,	
	7 weeks (3 INSETS)	7 weeks	6 weeks	5 weeks	6 weeks (1 Bank Holiday)	8 weeks (1 INSET)
Education Visits or External Providers	Sheffield visit	Remembrance service			PGL Residential	Summer Productions Holocaust museum Water Aid Charity Event
English	Writing expectations focus (first 2 weeks) Non-chronological report- linked to science (habitats) Narrative- linked to the girl who walked on air	Poetry – remembrance Letter- industrial revolution (Victorian) Narrative- industrial revolution	Newspaper- Explanation- linked to science (electricity) Narrative- linked to Roman Boy.	Instruction: How to look after your money (linked to PSHE) Persuasion- Roman Empire Narrative/diary entry- members of the Roman Empire.	Discussion: linked to a topical issue. Narrative: linked to PSHE (Holocaust)	Recount- PGL Informal letter- thank you to PGL Formal letter- pupils as teachers' day Speeches- Leavers' speeches
Focus Texts - VIPERS	The Girl Who Walked on Air by Emma Carroll	The Girl Who Walked on Air by Emma Carroll	Roman Boy by Tony Bradman	Roman Boy by Tony Bradman	Holes by Louis Sachar	Holes by Louis Sachar
Effective Thinkers	Classroom rules Attention and listening Emotional control Respect Emotional Control	Responsibility Impulse control Organisation Acceptance Personal space Self-monitoring	Emotional control Impulse control Respect for themselves Respecting peers Working memory Safe and kind physical play	Impulse control No harsh language Task initiation Flexible thinking Conflict resolution Use of inside and outside voice	Classroom Rules Impulse Control Self-Monitoring Safe and Kind Physical Play Respect	Planning and Prioritising Emotional Control Conflict Resolution No harsh language Flexible Thinking Acceptance
Maths White Rose Maths	Place value 4 operations	Fractions Measure	Ratio Algebra Decimals	FDP Area, perimeter and volume Statistics	Shape Position and direction	Consolidation Problem solving

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Science	<u>Living things in their habitats</u> Classification – sorting, classifying and exploring characteristics. <i>Scientist focus: Maria Sibylla Merian</i>	<u>Evolution</u> Inheritance of characteristics between parents/offspring. Evolution of characteristics for survival and adaptation. <i>Scientist focus: Charles Darwin.</i>	<u>Electricity</u> How circuits are formed and how elements within the circuit can affect one another. Using symbols when drawing and labelling circuits accurately. <i>Scientist focus: Thomas Edison</i>	<u>Light</u> How light travels and appears to the naked eye. Reflection, refraction and rainbows. <i>Scientist focus: Isaac Newton</i>	<u>Forces</u> How rides and equipment use forces to move. How gravity can be used to create movement in machinery. <i>Scientist focus: Isaac Newton</i>	<u>Animals including humans</u> Circulatory system – what it includes and how it works. Recognising the impact of exercise and diet. How nutrients and water affect are transported and absorbed by animals. <i>Scientist focus: William Harvey</i>
Art and Design	<u>Painting & Collage & Printmaking.</u> Paint on new and varying surfaces. Work collaboratively to produce images Mass production-how industrial revolution took away creativity in society. William Morris and other members of the arts and crafts movement fought to keep the natural/ individual side of art and furniture going.		<u>3D design and digital media</u> Creating pinch pots based on still life observations of Roman artefacts. Develop their own knowledge of what different materials and techniques can offer the creative individual. Test ideas and collect experience and knowledge through research and trial and error.		<u>Drawing</u> Continue to use key practices as part of studies and project work (link to history-monarchs). Still life and portraiture chronology and significance of key pieces of art and their importance in history. How styles and techniques have changed over time to reflect trends and preferences in art.	

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Computing	<u>Computer Science</u> Pupils can write precise algorithms when programming and decompose code for effect debugging.	<u>Information technology</u> Pupils understand how to organise text, format text and select the best application to suit a purpose. application for a purpose.	<u>Digital Literacy</u> Pupils evaluate digital content and explain how to make choices whilst recognising the Information that they may need to check the validity.	<u>Computer Science</u> Pupils understand both the values and the dangers of a computational network.	<u>Information technology</u> They are able to publish their documents online regularly and discuss the audience and purpose.	<u>Digital Literacy</u> Pupils understand the value of strong and secure passwords and know what to do if a password has been stolen.
Design and Technology		<u>Cooking and nutrition</u> Victoria Christmas Exploring traditions of Christmas – designing and making food, crackers, gifts, decorations. <i>End point – Victorian Christmas party.</i>		<u>Structures</u> Apply their understanding of how to strengthen, stiffen and reinforce structures Designing and building Roman structures using knowledge of Roman architecture and design. Applying knowledge of structures to strengthen their own designs.	<u>Mechanical systems</u> Explore mechanisms such as gears and pulleys to make a create moving ‘toys’ – knowledge linked to science: forces.	
Geography	<u>Geographical skills and fieldwork</u> Understanding key aspects of human geography Local study of Sheffield including fieldwork and exploring maps.		<u>Locational knowledge</u> Can identify the significance of Prime/ Greenwich, meridian and times zones (including day and night). Link to a country which has the same time zone as the UK		<u>Human and physical processes</u> Can describe and understand the water cycle. Use knowledge to talk about natural disasters relating to water.	

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History		<u>Continuity and change</u> Victorians - Industrial revolution. Local study – how did Sheffield changed during the Industrial Revolution and what has the lasting effect been on the city today?		<u>Diversity</u> What was the Roman Empire and how was this different in different countries within the empire? How did people's experiences influence history?		<u>Significance</u> Monarchs and monarchy_since 1066. How has the monarchy changed? Who has made the biggest impact in history? Research project: personal research about a chosen Monarch that each pupil would like to find out more about.
Music		<u>Appreciation</u> Victorian classical music – discussion of preferences, mood, character, themes. Identify key composers from the era and compare these to one another.		<u>Composition</u> Tuned instruments. Revisit written notation to support playing tuned instruments. Learning to play tuned instruments using basic notation to learn how to play. Explore using technology to compose.		<u>Performance</u> Pupils breathe in the correct place when singing and can confidently perform as part of a harmony or lead. Pupils perform in solo and an ensemble as part of a polished performance. <i>End point: summer production.</i>

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MFL	<u>Communication</u> Presenting myself	<u>Communication</u> Do you have a pet?	<u>Communication</u> At the Tearoom At the Café At the Restaurant	<u>Literacy</u> Planets	<u>Identity</u> At School	<u>Literacy</u> At the Weekend
PSHE/RSE	Relationships		Living in the Wider World		Health and Wellbeing	
	<u>Relationships- safe relationships</u> Attraction to others; Romantic relationships; Civil partnership and marriage. Recognising and managing pressure; Consent in different situations.	<u>Relationships- respecting ourselves and others</u> Expressing opinions and respecting other points of view, including discussing topical issues.	<u>Living in a wider world- media literacy and digital resilience</u> Evaluating media sources; Sharing things online. How can we be sure that we are being safe online?	<u>Living in a wider world- money and work</u> Influences and attitudes to money; Money and financial risks How can we ensure that we manage our money appropriately?	<u>Health and wellbeing-physical health and mental wellbeing</u> What affects mental health and ways to take care of it; Managing change, loss and bereavement; Managing time online.	<u>Health and wellbeing- growing and changing/ keeping safe</u> Human reproduction and birth; Increasing independence; Managing transition. Keeping personal information safe; Regulations and choices; Drug use and the law; Drug use and the media.
Physical Education	<u>Outdoor Adventurous Activity</u> Communication and tactics	<u>Gymnastics</u> Matching and Mirroring	<u>Dance</u> Prejudice and Discrimination	<u>Invasion Games</u> Hockey	<u>Net/Wall Games</u> Tennis	<u>Health related exercise</u> Fitness and the cardio system
	<u>Invasion Games</u> Basketball	<u>Invasion Games</u> Handball	<u>Invasion Games</u> Dodge ball	<u>Athletics</u> Athletics	<u>Athletics</u> Competitions	<u>Striking and fielding</u> Rounders

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	CCD: Community			CCD: Hope		CCD: Respect	
	<u>Identity</u>	<u>Deity</u>	<u>Symbols and symbolism</u>	<u>Deity</u>	<u>Symbols and symbolism</u>	<u>Identify</u>	<u>Identify</u>
Religious Education	Learn about the importance of inter-faith cooperation. Know about the statistics of religions in the local area, country, nation and world.	Learn about two contemporary examples of members of different faith communities.	Learn about at least two examples of major faith based global aid and development charities.	Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.	Pupils will learn to reflect upon big questions and human values and behaviour.	Learn about the pre-war Jewish life and the persecution and discrimination on Jewish people living in Germany in the 1930's.	What are the long-lasting impacts of the Holocaust?