



Robin Class Long Term Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Myths and Legends. History Focus	Land of Kings and Queens History Focus	Earth and Beyond Geography Focus	Dinosaurs and Fossils History Focus	South America Amazon/Biomes/ Rainforest/Brazil Geography Focus	Investigating Coasts Geography Focus
English	Unit – Traditional Tales <i>'The Three Billy Goat's Gruff'</i>	Unit – Historical Stories The Knight Who Said No	Unit – Stories by significant authors Space Song Rocket Ride	Unit – Explanation Texts Oi Dinosaurs	Unit – Poems on a Theme Rumble in the Jungle	Unit- Sharing A Shell
Maths	Number, place value, length, weight, addition, subtraction, 2D and 3D shapes.	Sequencing, sorting, fractions, money and time.	Number, place value, weight, 2D and 3D shapes, counting and money, multiplication and division.	Length, weight, addition and subtraction, fractions, position and direction and time.	Number, place value, length, capacity, addition, subtraction, fractions, position, direction, time, 2D and 3D shapes.	Time, multiplication and division, subtraction, measurement, sorting.



<p>Science And DT</p>	<p>Light</p> <p>Crime lab investigations <i>A crime has been committed and the UK Crime Lab needs a team to analyse its evidence against six suspects. They need a team with mathematical prowess and a scientific line of attack. Could you be the team to tackle the mystery of the West Hollow High School laptop thief?</i></p> <ul style="list-style-type: none"> Investigate a range of simple light challenges (planning/fair testing/exploring) 	<p>Electricity</p> <ul style="list-style-type: none"> Investigate a range of simple electric circuit challenges (planning/fair testing/exploring) Investigate the effects of voltage and number of components on a working circuit (exploring/fair testing/pattern seeking) Explore resistance through the use of various components (exploring) Draw circuit diagrams (analysing secondary sources) Design and make a dimmer switch (problem solving/exploring) Design and create a light decoration circuit (exploring/problem solving) 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Make a classification system for sweets (sorting and classifying) Group animals, microorganisms and plants and identify 'odd ones out' (sorting and classifying) Observe, record and classify local area living things (exploring/sorting and classifying) Classify unusual 	<p>The Science of Sport</p> <ul style="list-style-type: none"> Identify characteristics of grass and create their own classification key for given grasses (classification) Identify and compare the properties of sports top materials (fair testing/exploring/pattern seeking) Identify the forces that can impact on a sports game and suggest how friction, air resistance and gravity can be exploited in 	<p>Animals including humans</p> <p>The Art of being Human <i>The link between the arts and science has always been a complex one, but you are going to create an exhibition of artwork that not only reflects the beautiful complexity of the human body but also acts as an accurate and informative presentation of the complex systems that help make us human. You will need to exhibit your art for others to see and learn from.</i></p>	<p>Evolution and Inheritance</p> <p>Game of Survival <i>Can you succeed in the Game of Survival? Take part in a series of challenges and see if you can accrue enough points to make it onto the Game of Survival leaders' board. You will need to have your evolutionary wits about you and a keen eye for the survival of the fittest.</i></p> <ul style="list-style-type: none"> Identify things that are inherited and things that are learned (exploring/analysing secondary sources) Explore variation through dog breeds (exploring)
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	<ul style="list-style-type: none"> Investigate and demonstrate that light travels in straight lines (exploring) Investigate shadows and how they change as a result of light sources (Fair testing/exploring/pattern seeking) Investigate how light reflects (make a periscope) (exploring/problem solving) Explore split light (finding) 		<p>creatures and plants (sorting and classifying)</p> <ul style="list-style-type: none"> Design a 'new' creature that fits within a specific classification (sorting and classifying) Debate reasons for classifying living things as we do (sorting and classifying) 	<p>sports (fair testing/exploring/pattern seeking)</p> <ul style="list-style-type: none"> Investigate the impact of exercise on the human body and the impact of nutrition on sports performance (fair testing/exploring/pattern seeking) Identify the influence of inheritance and environmental factors on sports performance (analysing secondary sources) Design and create circuits to ensure 	<ul style="list-style-type: none"> Heart rates and physical exertion - a dramatic representation (observing over time/fair testing/exploring/pattern seeking) Circulatory system sculptures (analysing secondary sources/pattern seeking) Heartbeat sound installation (fair testing/exploring/pattern seeking) 	<ul style="list-style-type: none"> Identify features that support survival in a given environment (pattern seeking/exploring) Meet Darwin, Anning and Wallace and explore the role of fossils in scientific understanding of evolution (analysing secondary sources) Use the principles of biscuit evolution to animal and plant evolution (exploring/analysing secondary sources/pattern seeking)
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	<p>'rainbows') (exploring)</p> <ul style="list-style-type: none">• Investigate coloured light mixing (exploring/ problem solving)			<p>floodlights in a stadium are bright enough (fair testing/exploring /pattern seeking)</p>	<ul style="list-style-type: none">• Understanding the human body through history (analysing secondary sources)• Documentary on diet, exercise, drugs and lifestyle (fair testing, analysing secondary sources)- Plotting the journey of water and food (exploring/ analysing secondary sources)	
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Computing	Worked on continuously across the curriculum	Worked on continuously across the curriculum	Worked on continuously across the curriculum	Worked on continuously across the curriculum	Worked on continuously across the curriculum	Worked on continuously across the curriculum
PHSE	<p><u>Self Awareness</u></p> <p><u>W1 - Things we are good at</u></p> <p>I can respond with curiosity to stimuli about the ways in which I am special.</p> <p>I can respond with curiosity to stimuli about my family.</p> <p><u>W2 - Kind and unkind behaviours</u></p> <p>I can respond with curiosity to stimuli about what anger is and what being angry feels like.</p> <p>I can respond to stimuli about what feeling upset means.</p>	<p><u>Self-care, Support and Safety</u></p> <p><u>W1 - Taking care of ourselves</u></p> <p>I can respond to stimuli about the people who look after me.</p> <p><u>W2 - Keeping safe</u></p> <p>I can respond to stimuli about keeping physically safe.</p> <p>I can respond with curiosity to stimuli about the adults who are responsible for keeping me safe.</p> <p><u>W3 – Trust</u></p> <p>I can respond to stimuli about the different ways I can communicate with adults in school.</p>	<p><u>Managing Feelings</u></p> <p><u>W1,2,3 - Identifying and expressing feelings</u></p> <p>I can respond with curiosity to stimuli about different emotions.</p> <p>I can respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings.</p> <p><u>W4,5 - Managing strong feelings</u></p> <p>I can respond to stimuli about some of the different ways I can communicate my feelings and needs to others.</p>	<p><u>Changing and Growing</u></p> <p><u>W1 - Baby to adult</u></p> <p>I can respond with curiosity to prompting about babies, what they look like and how they behave; about how I have changed since I was a baby.</p> <p><u>W2 - Changes at puberty</u></p> <p>I can respond with curiosity to adult prompting of the names for body parts.</p> <p><u>W3 - Dealing with touch</u></p>	<p><u>Healthy Lifestyles</u></p> <p><u>W1 - Healthy Eating</u></p> <p>I can respond to different stimuli about what it means to be 'healthy'.</p> <p><u>W2,3 - Taking care of physical health</u></p> <p>I can respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.</p> <p><u>W4,5 - Keeping well</u></p> <p>I can respond to stimuli about the ways pain can affect different</p>	<p><u>The World I Live In</u></p> <p><u>W1 - Respecting differences between people</u></p> <p>I can respond to stimuli with awareness and curiosity about the physical differences between people.</p> <p><u>W2 - Jobs people do</u></p> <p>I can respond to stimuli about the different jobs adults in school do.</p> <p><u>W3 - Rules and laws</u></p> <p>I can respond to stimuli or adult modelling about the things I am allowed to do in school.</p>



	<p><u>W3 - Playing and working together</u></p> <p>I can respond to an adult modelling how I can show I am ready to participate in an activity.</p> <p>I can respond with curiosity to modelling of 'good listening'.</p> <p>I can respond to 'taking turns' as modelled by both adults and peers.</p> <p><u>W4 - People who are special to us</u></p> <p>I can respond with anticipation to stimuli depicting people who are special to me.</p> <p><u>W5 - Getting on with others</u></p> <p>I can respond to stimuli about different feelings</p>	<p>I can respond to stimuli about ways of asking for help.</p> <p>I can respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.</p> <p><u>W4 - Keeping safe online</u></p> <p>I can respond with curiosity to adult modelling of different ways that people communicate with each other.</p> <p><u>W5 - Public and Private</u></p> <p>I can respond to stimuli about things that belong to me.</p> <p>I can respond to stimuli about what is meant by the word private.</p> <p>I can respond to stimuli about things I might do with other people and</p>		<p>I can respond with interest to stimuli about different kinds of daily physical contact I experience.</p> <p>I can respond to adult modelling/visual stimuli for how to show through my responses if I am unhappy or uncomfortable with the way someone is touching me.</p> <p><u>W4,5 - Different types of relationships</u></p> <p>I can respond to stimuli about some of the different kinds of relationships there are within families.</p>	<p>parts of my body and how I can communicate to someone that I am in pain.</p> <p>I can respond with curiosity to stimuli about the people who help me when I am feeling unwell.</p>	<p><u>W4 - Taking care of the environment</u></p> <p>I can respond to stimuli which demonstrates the ways in which I am cared for by trusted adults.</p> <p>I can respond to stimuli about the different pets people have and ways of caring for them.</p> <p><u>W5 - Belonging to a community</u></p> <p>I can respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith).</p> <p><u>W6 – Money</u></p> <p>I can respond with curiosity to stimuli about what money looks like.</p> <p>I can respond with curiosity to stimuli about different items that shops sell.</p> <p>I can respond with curiosity to stimuli about</p>
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	myself or others may experience.	things I would do on my own.				some of the uses of money.
RE	Faith Days	Faith Days	Faith Days	Faith Days	Faith Days	
History	<p>Greek and Roman Myths and Legends</p> <ul style="list-style-type: none"> - Explore Greek Mythology and all of the Gods - Learn about Medusa and turning people into stone - Introduce Roman mythology and their Gods and the legend of Romulus and Remus - Explore Atlantis. - Learn about mythical creatures such as mermaids, unicorns, dragons and trolls 	<p>Land of Kings and Queens</p> <p>The Tudors</p> <p>Look more in depth at the lives and rulings of some of Britain's most famous kings and queens. Discover the huge changes they made and how this impacted on the environment and people. Learn about the daily lives of both the rich and poor under the reign of Henry VIII, Elizabeth I and Victoria. Explore the crime and punishment under each monarch and find out about the daily lives of</p>		<p>Dinosaurs and Fossils (History Focus)</p> <p>Journey back through time to find out about these gigantic creatures that used to walk the earth. What types of Dinosaurs were there, were did they live and what did they eat? How do we know that Dinosaurs existed? Become Palaeontologists and uncover/create your own Dino bones and fossils.</p>		



		these rulers and what experiences/ Accomplishments they had.		Dig deep underground to unearth the rocks, soils and fossils that live down there. Explore how fossils are made, how soil is formed and what groups of rocks there are. Find out about the purposes of different types of rocks and soils and experiment, carry out surveys to become rock detectives. Dig deeper into the history of fossils		
Geography			<p>Earth and Beyond (Geography Focus)</p> <p>Blast off into space and learn about the planets, the roles of the sun and the moon and how this has an impact on Earth. Find out</p>		<p>South. America Amazon/Biomes/Rainforest/Brazil (Geography Focus) Locate Brazil on a map, globe etc and begin to explore some of the physical and</p>	<p>Investigating Coasts (Geography Focus)</p> <p>Discover the world's famous coasts, whilst finding out about how they are formed. Explore the physical and human geography of these</p>



			<p>about significant historical people including Neil Armstrong and his story. Explore the solar system as you find out about past space expeditions and more recent space travel. Build model rockets and moon buggy's and explore how these have changed over time.</p>		<p>human geography including the many tourist attractions that the country has to offer. Explore Rio de Janeiro and why it is called the city of two halves. Discover the lives of the Brazilian people and look at the cultures and traditions. Then journey into the depths of the Amazonian Rainforest to discover who and what lives there Explore the difference between the climates/wildlife/people in the big cities and that of the rainforest.</p>	<p>amazing features and become an adventurer and walk the widest coasts. Explore what coasts are and how they are formed. Learn about how they are constantly changing due to the weather and human impact and also what is done to protect them. Look further into the process of erosion and how caves and stacks are formed by this. Find out about cliffs and some disasters that have been caused by erosion. Find and locate some of the most famous coastal features and explore different types of beaches within the UK – looking at both physical and human geography of these areas and comparing them.</p>
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Music	Charanga music SEND scheme Unit 1 – Introducing instruments Unit 2 – Exploring instruments	Charanga music SEND scheme Unit 3 – Choosing instruments Unit 4- Introducing swaying	Charanga music SEND scheme Unit 5 – Introducing march Unit 6- Introducing loud and quiet	Charanga music SEND scheme Unit 7 – Contrast Unit 8- Imitation	Charanga music SEND scheme Unit 9 – Waltz Unit 10- March	Charanga music SEND scheme Unit 11 – Loud and quiet Unit 12- Boogie train
PE	Fundamental Movement Skills	Gymnastics	Dance	Games	.Games	Athletics
Art	<u>Drawing/ digital media</u> <ul style="list-style-type: none"> • <i>L S Lowry</i> • <i>Patrick Caulfield</i> • <i>Twombly</i> • <i>Erin Case</i> • <i>Rosamen Kman</i> <i>Kari Alkmann</i> Using a viewfinder Draw 2D and 3D objects Uses a graphics package to manipulate images Using artists work as a model	<u>Painting</u> <ul style="list-style-type: none"> • <i>Monet</i> • <i>Seurat</i> • <i>Cezanne</i> • <i>Turner</i> <i>Jessica Warboys</i> Portraying weather/ time of day Explore different paints: washes, poster paint, oil Explore complementary colours, mixing secondary colours	<u>Printing</u> <ul style="list-style-type: none"> • <i>Warhol</i> • <i>Robert Rauschenberg</i> Simple stencils, repeating patterns Making print blocks, overprinting 2 colours with polystyrene sheets repeating patterns, using 3+ colour layers/work into prints with media	<u>Collage</u> <ul style="list-style-type: none"> • <i>Grayson Perry</i> • <i>Peter Blake</i> Mixed media decorative collage Add collage to a painted, printed or drawn using a range of media (magazines, paper, rubbings etc)	<u>Textiles</u> <ul style="list-style-type: none"> • <i>Matisse</i> <i>Patchwork quilts</i> Cut, stick, stitch and join a range of fabrics Create a repeating pattern Experiment with batik techniques Develop skills in cutting, stitching and joining	<u>Sculpture</u> <ul style="list-style-type: none"> • <i>Gormley</i> • <i>Giacometti</i> • <i>Peter Voulkos</i> Working with clay or mod rock to create something for a purpose (cup, candle holder etc) Working with clay or wire/ pipe cleaners to create culpral object (consider form, decoration etc)



	Consider perspective Present work using software e.. photostory, powerpoint Import images					
Outdoor Learning	Den Building Local history walks.	Nature Walks Wildlife Action Award	Woodland activities	Wildlife Action Award Outdoor Art	Wildlife Action Award Den building	Local walks comparing houses and local environment