

Exning Primary School Long-Term Plan 2026-2027

Eagles' Class

	A Journey through Exploration	The Battle for Equality	Mystical Maya	Planet Earth
	Autumn 1 & 2	Spring 1	Spring 2	Summer 1 & 2
English Reading	We will be reading and discussing Harry Potter and the Philosopher's Stone by JK Rowling and Once by Morris Gleitzman.	We will be reading and discussing The Infinite Lives of Maisie Day .	We will be reading and discussing Wolf Brother by Michelle Paver.	We will be reading and discussing The Secret Garden by Francis Hodgson Burnett..We will study <i>The Highwayman</i> by Alfred Noyes
English Writing	We will write adventure stories in response to <i>The Explorer</i> by Katherine Rundell and short stories inspired by Shaun Tan's <i>The Arrival</i> .	We will be writing persuasively, using plastic pollution as our stimulus. We will do lots of research and think carefully about our vocabulary choices.	We will write mysterious narrative stories inspired by <i>The Nowhere Emporium</i> . We will be writing playscripts for the Tiny Plays project.	We will be writing a biography on David Attenborough. We will be writing a letter from the perspective of one of the characters from <i>The Highwayman</i> by Alfred Noyes.
Maths	Reasoning with large whole integers, Integer addition & subtraction, Line graphs & timetables and Perimeter & area.	Fractions & decimals and angles.	Fractions & percentages and transformations.	Converting units of measure, Calculating with whole numbers & decimals, 2-D and 3-D shape, Volume and Problem solving.
Science	Children explore the movement of the celestial bodies in our Solar System, including the Earth and other planets and the Moon. They discover how the rotation of the Earth causes night and day and how sundials work. Pupils find out about the uses of satellites and the problem with Children will build on their knowledge of forces, explore gravity, air resistance and water resistance in more depth and consider the effect of these forces being unbalanced. They demonstrate key principles in the classroom and plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.	In our work on Light, we will: understand that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes; use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes; explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	Studying the human circulatory system, children learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They explore how lifestyle choices affect our health and use secondary sources to advise patients. Pupils devise their own investigation to look at the relationship between exercise and heart rate, applying their knowledge of variables and then analysing secondary data to understand fitness better.	We will be working scientifically to investigate and prove theories; investigate and research significant scientists and their discoveries. Children broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce classification keys to sort and identify organisms. Experimenting, analysing data and drawing conclusions to explore the relationship between the size of model asteroids and the size of the impact crater they create. They apply their understanding of gravity, air resistance and the Earth and space to make predictions and plan and carry out an enquiry. We will be learning about the changes in humans as they change and mature. We will learn about puberty and changes to females, males and both. This will include the menstrual cycle.
Art and Design	Taking inspiration from space exploration and the sci-fi genre, we will be focusing on retrofuturism and developing our skills in evaluating images and creating art through various drawing processes, including collagraph printmaking. Emphasis will be placed on the development of independent artistic skills and growing our abilities in generating, testing and refining ideas in sketchbooks.	We will be investigating self-portraits by a range of artists and the children will be using photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.		We will be investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.
Computing	We will explore coding (algorithms, writing and debug programs, sequencing), multimedia(plan and create for specific audience) and esafety.	We will be learning to create, use and analyse data. We will also revisit esafety.	Create and combine a mixture of media, recognising the contribution of each to achieve a particular outcome. e-safety.	We will be learning to work collaboratively on programs, as well as analysing and comparing them for purpose. We will also revisit esafety.
Design and Technology	We will design Christmas jumpers and cover the following skills: Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration); use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion); ensure products have a high quality finish, using art skills where appropriate.		We will understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed; understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms); understand and apply the principles of a healthy and varied diet; create and refine recipes, including ingredients, methods, cooking times and temperatures by designing and making omelettes.	
Geography	Identify countries, cities and continents of the world; identify the world's oceans, seas and areas of specific geographical features e.g. mountainous areas of Europe or the ice belt of Antarctica.			Describe and understand key aspects of mountains; describe and understand key aspects of rivers; Describe and understand key aspects of biomes and vegetation belts; describe and understand key aspects of economic activity including trade links; Ask and answer geographical questions about the physical and human characteristics of a location by looking at the UK and other areas of our natural world.
History	Select, use and analyse a range suitable sources of evidence, giving reasons for choices; use sources of information to form testable hypotheses about the past and justify their claims; use dates and terms accurately in describing events; we will study an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 (Explorers and Adventurers through history). We will focus on exploration of The Titanic; Polar exploration through Scott & Shackleton and modern day space exploration e.g. Tim Peake.	We will be learning about the experiences of men, women and children during the suffragette movement in 1920's.	In our work on the Maya, we will describe the social, ethnic, cultural or religious diversity of past society, including ideas, beliefs, attitudes and experiences of men, women and children and use sources of evidence to analyse what life was like for the Ancient Maya.	
French	We will be: Revising noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjective in the correct place. Using figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.	We will be: Learning to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases.	We will be: Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language.	We will be: Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs. Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases.
Music	We will be improving our singing skills and our listening skills to appreciate a range of music	We will be performing a range of music		We will be learning about how to read and write music
PE	We will be learning the skills of Invasion Games and swimming.	We will be learning the skills of gymnastics	We will be learning the skills of netball and tennis.	We will be learning the skills of Dance and Gymnastics, Netball and Net and Wall Games
PSHE	We will learn about rights and responsibilities in our lives and in the wider world. We will learn about personal safety, basic first aid and how to keep others safe.	We will learn about healthy and happy friendships and relationships.	We will learn about how to keep our bodies healthy. We will learn about substances and their effect on the body. We will recognise opportunities and develop the skills to make our own choices about food, understanding what might influence our choices and the benefits of eating a balanced diet	We will learn about puberty and reproduction.
RE	We will be exploring the big questions: What doesn't Christianity always look the same? and Why are some places in the world significant to believers?	We will be exploring the big question: Why do Abrahamic religions look different around the world?	We will be exploring the big question: Why is there suffering?	questions: Why is it better to be there in person? and Why is there suffering?