

## Juniper Long Term Plan 2024-2025

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Magic and Wonder	From Mystery to Discovery	Overcoming Adversity	Dreams and Curiosity	Let's Grow	Confidence and Caution
Literacy		Literacy		Literacy	
<p><b>Writing</b></p> <p><b>The First Drawing</b></p>  <p>To write our own historical narratives, character descriptions and diaries.</p> <p><b>Skara Brae</b></p>  <p>To write holiday brochures, fact files, and diary entries of a Neolithic person living at Skara Brae.</p>	<p><b>Writing</b></p> <p><b>Nen and the Lonely Fisherman</b></p>  <p>To write our own narrative based on a familiar structure, 'Lonely Hearts' adverts and messages in a bottle.</p> <p><b>Leon the Place Between</b></p>  <p>To write our own versions of fantasy narratives, setting descriptions, thought bubbles and dialogues.</p>	<p><b>Writing</b></p> <p><b>Cloud Tea Monkeys</b></p>  <p>To write a non-chronological report, 'how to' guides (instructions), letters and discussion.</p> <p><b>Black Dog Fiction</b></p>	<p><b>Writing</b></p> <p><b>The BFG</b></p>  <p>To write our own fantasy adventure story, descriptions, 'How To' guides letters.</p> <p><b>Sparky</b></p>  <p>To write a narrative including dialogue about an unusual friendship, catalogue pages, speech bubbles and discussions using dialogue.</p>	<p><b>Writing</b></p> <p><b>The Tin Forest</b></p>  <p>To write a persuasive information leaflet, postcards giving advice, diaries and setting descriptions.</p> <p><b>The Last Garden</b></p>  <p>To write extended narratives, setting descriptions, dialogues, and online responses.</p>	<p><b>Writing</b></p> <p><b>Jim, A Cautionary Tale</b></p>  <p>To write narrative poems, warning tannoy announcements and alternative endings.</p> <p><b>Frindleswyld</b></p>  <p>To write a narrative sequel, birds-eye view descriptions and introductions, characters and setting.</p>

<b>Spelling Focus</b> 1. The /ow/ sound spelled 'ou.' 2. The /u/ sound spelled 'ou.' 3. Spelling Rule: The /i/ sound spelled with a 'y.' 4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' 5. Words with endings that sound like /ch/ is often spelled -'ture' unless the root word ends in (t)ch. 6. Challenge words 7. Challenge words 8. Assessment	<b>Spelling Focus</b> 1. Words with the prefix 're' 're-' means 'again' or 'back.' 2. The prefix 'dis-' which has a negative meaning. 3. The prefix 'mis-' another prefix with negative meanings. 4. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. 5. Adding suffixes beginning with vowel letters to words of more than one syllable. 6. Challenge words	<b>Spelling Focus</b> 1. The long vowel /a/ sound spelled 'ai' 2. The long /a/ vowel sound spelled 'ei.' 3. The long /a/ vowel sound spelled 'ey.' 4. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. 5. Homophones – words which have the same pronunciation but different meanings and/or spellings. 6. Challenge Words	<b>Spelling Focus</b> 1. The /l/ sound spelled '-al' at the end of words. 2. The /l/ sound spelled '-le' at the end of words. 3. Adding the suffix '-ly' when the root word ends in 4. '-le' then the '-le' is changed to '-ly.' 5. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' 6. Adding the suffix -ly. 7. Words which do not follow the rules. 8. Challenge Words	<b>Spelling Focus</b> 1. Words ending in '-er' when the root word ends in (t)ch. 2. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. 3. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' 4. These words are French in origin. 5. Words with the /s/ sound spelled 'sc' which is Latin in its origin. 6. Homophones: Words which have the same pronunciation but different meanings and/or spellings. 7. Challenge Words	<b>Spelling Focus</b> 1. The suffix '-sion' pronounced /ʒən/ 2. Revision – spelling rules we have learned
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<p><b>Comprehension</b></p> 	<p><b>Comprehension</b></p> 	<p><b>Comprehension</b></p> 	<p><b>Comprehension</b></p> 	<p><b>Comprehension</b></p> 	<p><b>Comprehension</b></p> 
<p><b>Grammar Focus</b>  W1 Formation of nouns using a range of prefixes   T1 Introduction to paragraphs as a way to group related material</p>	<p><b>Grammar Focus</b>  T2 Headings and subheadings to aid presentation   P1 Introduction to inverted commas to punctuate direct speech</p>	<p><b>Grammar Focus</b>  W2 Use of form a or an according to whether the next word begins with a consonant or a vowel</p>	<p><b>Grammar Focus</b>  S1 Expressing time, place and cause using conjunctions</p>	<p><b>Grammar Focus</b>  W3 Word families based on common words, showing how words are related in form and meaning</p>	<p><b>Grammar Focus</b>  T3 Use of the present perfect form of verbs, instead of the simple past</p>

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<b>Magic and Wonder</b>	<b>From Mystery to Discovery</b>	<b>Overcoming Adversity</b>	<b>Dreams and Curiosity</b>	<b>Let's Grow</b>	<b>Confidence and Caution</b>
<b>Maths</b>		<b>Maths</b>		<b>Maths</b>	
<b>WRM Block –</b> Place Value	<b>WRM Block –</b> Addition & Subtraction	<b>WRM Block –</b> Multiplication & Division	<b>WRM Block –</b> Fractions	<b>WRM Block –</b> Fractions	<b>WRM Block –</b> Shape
<b>WRM Block –</b> Addition & Subtraction	<b>WRM Block –</b> Multiplication & Division	<b>WRM Block –</b> Length and Perimeter	<b>WRM Block –</b> Mass and Capacity	<b>WRM Block –</b> Money Time	<b>WRM Block –</b> Statistics
<b>Science</b>		<b>Science</b>		<b>Science</b>	
Rocks & Soils	Scientific Inquiry	Animals Including Humans	Forces and Magnets	Plants	Light and Shadows
<b>Humanities - History</b>		<b>Humanities - History/Geography</b>		<b>Humanities - Geography</b>	
<b>The Stone Age</b> – What was new about the new Stone Age?	<b>The Bronze Age and the Iron Age</b> – Which was more impressive: the Bronze Age or the Iron Age?	<b>Climate Zones</b>	<b>Local History</b> – Why should we preserve our locality?	<b>North America</b>	<b>South America</b>
<b>RE</b>		<b>RE</b>		<b>RE</b>	
<b>Understanding Christianity</b> – What kind of world did Jesus want?	<b>Understanding Christianity</b> - People of God - What is it like to follow God?	<b>Sikhism</b> - How do Sikhs put their beliefs about equality into practice? How does the teaching of the gurus move Sikhs from dark to light? How is faith expressed in Sikh communities and traditions?	<b>Understanding Christianity</b> - Why do Christians call the day Jesus died 'Good Friday'?  <b>Salvation:</b> Why do Christians call the day Jesus died 'Good Friday'?	<b>Understanding Christianity - Gospel:</b> For Christians, what was the impact of Pentecost?  <b>Understanding Christianity</b> - When Jesus left, what was the impact of Pentecost?	<b>Islam</b> How does a Muslim show their submission and obedience to Allah?  How do festivals and worship show what matters to Muslims?

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PSHE		PSHE		PSHE	
Well-being	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic well being Transition
Computing		Computing		Computing	
Computing Systems & Networks: Networks and the internet E-Safety	Programming: Scratch  E-Safety	Computing Systems & Networks: Emailing E-Safety	Computing Systems & Networks: Journey inside of a computer E-Safety	Creating Media: Video trailers  E-Safety	Data handling: Comparison card databases  E-Safety
PE		PE		PE	
Tag Rugby (PS) Netball (teacher)	Gymnastics (PS) Handball (teacher)	Dance unit 1 (PS) Hockey (teacher)	Football (PS) OAA (teacher)	Football (PS) Athletics (teacher)	Sports day practice until 25.06.25 Tennis from 25.06.25-18.07.25) (PS) Swimming
French		French		French	
Getting to know you	All about me	Food glorious food	Family and friends	Our school	Time
Music		Music		Music	
Ballads	Developing Singing Technique	Pentatonic melodies and composition	Creating Compositions in Response to Animation	Jazz	Traditional instruments and improvisation

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Art & Design		Art & Design		Art & Design	
Painting and mixed media: Pre-historic painting	3D Sculpture: Abstract shape			Drawing: Growing artists	
DT		DT		DT	
	Cooking and Nutrition: Prehistoric Food	Digital World: Wearable technology	Structures: Constructing a castle		
Enrichment		Enrichment		Enrichment	
Stone Age woman visits school	Pantomime		Local Walk	Faith Tour	