



With thankfulness, courage and love, we strive to improve heart and mind  
**Sika Class - Year 5 and 6 Long Term Planning Overview 2024/2025**

Big Question	What am I thankful for in the world in which we live?		What inspires me to make courageous choices?		How do I contribute to a loving world?	
Values	Autumn Term		Spring Term		Summer Term	
Theme Days	Thankfulness		Courage		Love	
Experiences	Harvest		Being Brave		We Love Maths – Themed Week	
Experiences	Team Building Skills at Oxenwood	STEAM Railway Museum Bikeability – Y6	Harry Potter World		Oxenwood Residential trip Year 6 SATS	KS 2 Production Year 6 Transition Days and Meetings. Junior Good Citizen Salisbury Cathedral Sports Day
Special people	Charlie Mackesy	Isambard Brunel	Edvard Munch	JK Rowling	Banksy	Charles Darwin
Texts	The story of Isambard Kingdom Brunel: The Man who Built Britain by Amanda Mitchison	Ways into History: Brunel the great engineer by Sally Hewitt	Freedom for Bron by N. S. Blackman Beowulf by Michael Morpurgo	Harry Potter by JK Rowling	Harry Potter by JK Rowling	Charles Darwin On the Origin of the Species by Sabrina Radevo
Writing Genres in English	Biography Speech	Advertising Newspaper to inform	Reports Poetry Y6 Revision for SATS	Descriptive Y6 Revision for SATS	Narrative Essay Y6 Revision for SATS	Argument Newspaper Review of KS2 Production
<b>Maths</b> Maths: clearly sequenced, access for all, underpinned by mastery approach.	Place Value Addition and subtraction	Multiplication and division Fractions	Multiplication and division Fractions Decimals A	Area, perimeter and volume Decimals B Fractions, decimals and percentages.	Ratio Algebra Shape	Position and direction Statistics Converting units.
<b>History/Geography</b>	<b>Beyond 1066/Local History - Railways (Swindon to Hungerford)</b>		<b>Britain's settlement of the Anglo Saxons and the Scots</b>		<b>Geographical skills and fieldwork Oxenwood Trip to cover map skills</b>	
	<u>History skills to be taught:</u> Now about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. Know how to place historical events and people from the past societies and periods in a chronological framework. Know how Britain has had a major influence on the world	<u>Geography skills to be taught:</u> Locational knowledge – Name and locate counties and cities in the UK. Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	<u>History skills to be taught:</u> Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo Saxons	<u>Geography skills to be taught:</u> Geographical regions and identifying human and physical characteristics; key topographical features and land use patterns; and understand how some of these aspects have changed over time.	Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied <u>Skills to be taught:</u> Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Know what most of the Ordnance Survey symbols stand for. Know how to use six-figure grid references. Complete traffic survey and record on a graph.	

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<b>RE</b>	<b>Understanding Christianity: Creation</b> Creation and science – conflicting or complimentary.	<b>Understanding Christianity: Incarnation</b> Was Jesus the Messiah?	<b>Discovery R.E: Sikhism</b> How far would a Sikh go for his or her religion?	<b>Understanding Christianity: Salvation</b> What difference does the resurrection make to Christians?	<b>Discovery R.E: Sikhism</b> Are Sikh stories important today?	<b>Discovery R.E: Sikhism</b> What is the best way for a Sikh to show commitment to God?
	<b>P.S.H. E</b> Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and Changing
<b>Art</b>	<b>Pencil, ink, charcoal and pen – Charlie Mackesy</b> Use line, tone, or shape to draw observational detail or perspective. <b>Evaluation</b> Adapt and refine artwork considering constructive feedback and reflection.		<b>Paint – Edvard Munch</b> Use colour palettes and characteristics or an artistic movement or artist in artwork. <b>Evaluation.</b> Adapt and refine artwork considering constructive feedback and reflection		<b>Natural art – Banksy</b> Create art inspired by or giving an environmental message. <b>Evaluations.</b> Adapt and refine artwork considering constructive feedback and reflection.	
	<b>DT</b>		<b>Designing</b> Design purposeful functional, appealing products for themselves and other users based on design criteria. Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information, information, and communication technology.		<b>Making</b> Select from and use a range of tools and equipment to perform practical tasks. (for example, cutting, shaping, joining, and finishing) Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics.	
<b>Science</b>	<b>Physics: Light</b> How light travels Reflection Ray models of light <u>Skills to be taught:</u> Know how light travels	<b>Physics: Electricity</b> Electrical components Simple circuits Fuses and voltage <u>Skills to be taught:</u> Compare and give reasons for why components work	<b>Biology: Evolution and inheritance</b> Identical and non-identical off-spring Fossil evidence and evolution Adaptation and evolution <u>Skills to be taught:</u> Know how the Earth and living things have changed over time		<b>Biology: All living things and their habitats</b> Classification of living things and the reasons for it <u>Skills to be taught:</u>	<b>Biology: Animals including humans (circulatory system)</b> The circulatory system Water transportation Impact of exercise on body

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	<p>Know and demonstrate how we see objects Know why shadows have the same shape as the object that casts them Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. <u>Focus Skill:</u> Planning scientific enquiries to answer own questions (inc. recognising and controlling variables)</p>	<p>and do not work in a circuit Draw circuit diagrams using correct symbols Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. <u>Focus skill:</u> Taking measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.</p>	<p>Know how fossils can be used to find out about the past Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) Know how animals and plants are adapted to suit their environment Link adaptation over time to evolution Know about evolution and can explain what it is <u>Focus skills:</u> Explain degree of trust in results. Identify and evaluate scientific evidence that has been used to support or refute ideas.</p>	<p>Classify living things into broad groups according to observable characteristics and based on similarities and differences Know how living things have been classified Give reasons for classifying plants and animals in a specific way. <u>Focus skill</u> Report and present findings from enquiries. Including conclusions and causal relationships, in oral and written forms such as displays and other presentations, using scientific language.</p>	<p><u>Skills to be taught:</u> Identify and name the main parts of the human circulatory system Know the function of the heart, blood vessels and blood Know the impact of diet, exercise, drugs and lifestyle on health Know the ways in which nutrients and water are transported in animals, including humans <u>Focus skills:</u> Use test results to make predictions to set up further comparative and fair tests.</p>	
<b>Computing</b>	<b>Computing systems and network.</b>		<b>Creating media, A</b>		<b>Creating media B</b>	
	<b>YEAR 5: Systems and network</b> Recognising IT systems in the works and how some can enable searching on the internet.	<b>YEAR 6: Communication and collaboration</b> Exploring how data is transferred by working collaboratively online.	<b>YEAR 5: Video production</b> Planning and capturing and editing video to produce a short film.	<b>YEAR 6: Webpage creation</b> Designing and creating webpages, considering copyright, aesthetics and navigation.	<b>YEAR 5: Introduction to vector graphics</b> Creating images in a a drawing program by using layers and groups of objects.	<b>YEAR 6: 3D Modelling</b> Planning, developing, and evaluation 3D computer models of physical objects.
	<b>Online Safety:</b> Pupils should be taught to use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <u>Skills to be taught:</u> Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable					
<b>Music</b>	<b>Charanga English Model Music Curriculum scheme:</b> Melody and Harmony in Music	<b>Charanga English Model Music Curriculum scheme:</b> Sing and play in different styles	<b>Charanga English Model Music Curriculum scheme:</b> Composing and cords	<b>Charanga English Model Music Curriculum scheme:</b> Enjoying musical styles	<b>Charanga English Model Music Curriculum scheme:</b> Freedom to improvise	<b>KS 2 Performance</b>
<b>P. E</b>	<b>Competitive games</b>	<b>Outdoor Adventurous Activities</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Competitive games Outdoor Adventurous Activities</b>	<b>Athletics</b>



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	<p><b>FACE to support the teaching of competitive sports throughout the year.</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending <u>Skills to be taught:</u> Combine own work with that of others • sequences to specific timings <b>Evaluate</b> <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> <u>Skills to be taught:</u> Know which sports they are good at and find out how to improve further</p>					
M.F.L Taught by Mme Zebedee	<p><b>Greetings:</b> recap and extend <b>Nationalities, countries, directions</b> Recap adjectives Recap prepositions Recap au/à la etc. Recap commands <b>Greetings:</b> recap and extend <b>Clothing</b> Third person recap Adjective ending agreements</p>	<p><b>Greetings:</b> recap and extend <b>Nationalities, countries, directions</b> Recap adjectives Recap prepositions Recap au/à la etc. Recap commands <b>Greetings:</b> recap and extend <b>Clothing</b> Third person recap Adjective ending agreements</p>	<p><b>Food/drink</b> Return to cultural aspect, opinions Recap and extend opinions Je voudrais Phonics 'oi', 'in', 'on', 'om', 'ch', 'ou' Apply all knowledge and develop links between schools/ with secondary school through project work- <b>French holiday brochure</b> competition Phonics 'a', 'h', 'ouill', 'qu' Numbers 1-100 <b>Paris</b></p>	<p><b>Food/drink</b> Return to cultural aspect, opinions Recap and extend opinions Je voudrais Phonics 'oi', 'in', 'on', 'om', 'ch', 'ou' Apply all knowledge and develop links between schools/ with secondary school through project work- <b>French holiday brochure</b> competition Phonics 'a', 'h', 'ouill', 'qu' Numbers 1-100 <b>Paris</b></p>	<p><b>Hobbies</b> Play/do – reg/irreg verbs - first and third person, plural? Articles du/ au/à la etc Recap negatives Phonics 'u', 'r', 'eu', 'i', 'ui' <b>Music genres and instruments</b> <b>Time</b> <b>Numbers</b> La fête nationale Phonics 'un', 'th', silent letters</p>	<p><b>Hobbies</b> Play/do – reg/irreg verbs - first and third person, plural? Articles du/ au/à la etc Recap negatives Phonics 'u', 'r', 'eu', 'i', 'ui' <b>Music genres and instruments</b> <b>Time</b> <b>Numbers</b> La fête nationale Phonics 'un', 'th', silent letters</p>