

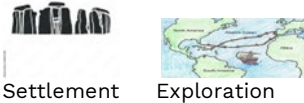






With thankfulness, courage and love, we strive to improve heart and mind
Sika Class - Year 5 and 6 Long Term Planning Overview 2024/2025

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 Westminster 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
Maths 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.
History/Geography	Beyond 1066/Local History - Railways (Swindon to Hungerford)		Britain's settlement of the Anglo Saxons and the Scots		Where in the World? Geographical skills and fieldwork Oxenwood Trip to cover map skills	
Substantive Historical Concepts	 Exploration Cultural Change Legacy Tech Advance		 Exploration Invasion Cultural Change Conflict		 Settlement Exploration	
	 Trade Settlement		 Empire Law and order Trade Settlement			

Jesus said, "Everyone who drinks of this water will be thirsty again, but whoever drinks the water I give him will never thirst." John 4:13



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	<p>Historical Enquiry Know 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, through its transport systems has had a major influence on the world.</p>	<p><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.</p>	<p>Historical Enquiry 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.</p>	<p><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.</p>	<p>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.</p>	
RE	<p>Understanding Christianity: Creation Creation and science – conflicting or complimentary.</p>	<p>Understanding Christianity: Incarnation Was Jesus the Messiah?</p>	<p>Discovery R.E: Sikhism How far would a Sikh go for his or her religion?</p>	<p>Understanding Christianity: Salvation What difference does the resurrection make to Christians?</p>	<p>Discovery R.E: Sikhism Are Sikh stories important today?</p>	<p>Discovery R.E: Sikhism What is the best way for a Sikh to show commitment to God?</p>
P.S.H. E	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and Changing
Art	<p>Pencil, ink, charcoal and pen – Charlie Mackesy Use line, tone, or shape to draw observational detail or perspective. Evaluation Adapt and refine artwork considering constructive feedback and reflection.</p>		<p>Paint – Edvard Munch Use colour palettes and characteristics or an artistic movement or artist in artwork. Evaluation. Adapt and refine artwork considering constructive feedback and reflection</p>		<p>Natural art – Banksy Create art inspired by or giving an environmental message. Evaluations. Adapt and refine artwork considering constructive feedback and reflection.</p>	
DT		<p>Designing 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</p>		<p>Making 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,</p>		<p>Technical knowledge 1 Build structures, exploring how they can be made stronger, stiffer, and more stable.</p>



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		information, information, and communication technology.		textiles, and ingredients, according to their characteristics.		
Science	<p>Physics: Light How light travels Reflection Ray models of light <u>Skills to be taught:</u> Know how light travels 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>Physics: Electricity Electrical components Simple circuits Fuses and voltage <u>Skills to be taught:</u> Compare and give reasons for why components work 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>Biology: Evolution and inheritance 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 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. Identity and evaluate scientific evidence that has been used to support or refute ideas.</p>		<p>Biology: All living things and their habitats Classification of living things and the reasons for it <u>Skills to be taught:</u> 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>Biology: Animals including humans (circulatory system) The circulatory system Water transportation Impact of exercise on body <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>
Computing	Computing systems and network.		Creating media, A		Creating media B	
	YEAR 5: Systems and network	YEAR 6: Communication and collaboration	YEAR 5: Video production	YEAR 6: Webpage creation Designing and creating webpages, considering	YEAR 5: Introduction to vector graphics	YEAR 6: 3D Modelling Planning, developing, and evaluation 3D computer



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	Recognising IT systems in the works and how some can enable searching on the internet.	Exploring how data is transferred by working collaboratively online.	Planning and capturing and editing video to produce a short film.	copyright, aesthetics and navigation.	Creating images in a a drawing program by using layers and groups of objects.	models of physical objects.
<p>Online Safety: 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</p>						
Music	Charanga English Model Music Curriculum scheme: Melody and Harmony in Music	Charanga English Model Music Curriculum scheme: Sing and play in different styles	Charanga English Model Music Curriculum scheme: Composing and cords	Charanga English Model Music Curriculum scheme: Enjoying musical styles	Charanga English Model Music Curriculum scheme: Freedom to improvise	KS 2 Performance
P. E	Competitive games	Outdoor Adventurous Activities	Gymnastics	Dance	Competitive games Outdoor Adventurous Activities	Athletics
<p>FACE to support the teaching of competitive sports throughout the year. 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 Evaluate <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>Greetings: recap and extend Nationalities, countries, directions <i>Recap adjectives</i> <i>Recap prepositions</i> <i>Recap au/à la etc.</i> <i>Recap commands</i> Greetings: recap and extend Clothing Third person recap Adjective ending agreements</p>	<p>Greetings: recap and extend Nationalities, countries, directions <i>Recap adjectives</i> <i>Recap prepositions</i> <i>Recap au/à la etc.</i> <i>Recap commands</i> Greetings: recap and extend Clothing Third person recap Adjective ending agreements</p>	<p>Food/drink 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- French holiday brochure competition Phonics 'a', 'h', 'ouill', 'qu' Numbers 1-100 Paris</p>	<p>Food/drink 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- French holiday brochure competition Phonics 'a', 'h', 'ouill', 'qu' Numbers 1-100 Paris</p>	<p>Hobbies Play/do – reg/irreg verbs - first and third person, plural? Articles du/ au/à la etc Recap negatives Phonics 'u', 'r', 'eu', 'i', 'ui' Music genres and instruments Time Numbers La fête nationale Phonics 'un', 'th', silent letters</p>	<p>Hobbies Play/do – reg/irreg verbs - first and third person, plural? Articles du/ au/à la etc Recap negatives Phonics 'u', 'r', 'eu', 'i', 'ui' Music genres and instruments Time Numbers La fête nationale Phonics 'un', 'th', silent letters</p>