



With thankfulness, courage and love, we strive to improve heard and mind

Sika Class - Year 5 and 6 Long Term Planning Overview Cycle A 2021/2022

Big Question	What am I grateful for in the world in which I live? Autumn Term		Why do I make courageous choices? Spring Term		How do I contribute to a loving world? Summer Term	
Values	Thankfulness		Courage		Love	
Experiences	Thursday 23 rd September Spirituality and Well-being day 11 th October Anglo Saxon Day at Oxenwood	The Houses of Parliament and a trip to the Ballet to see the Nutcracker (both canc due to COVID)	Thursday 3 rd February Global Neighbours Day	Thursday 10 th March Celebrating Salvation Day Y6 SATS	Monday 23 rd to Friday 27 th May Queens Jubilee Week Residential to Oxenwood 18 th to 20 th May	Harry Potter World Water Sports Day KS2 Production TBC Y6 Transition Days
Texts High quality, engaging texts	Anglo Saxon Boy Beowulf and a selection of non-fiction texts linked to RE, science and foundation subjects	A Christmas Carol and a selection of non-fiction texts linked to RE, science and foundation subjects	Famous artists and a selection of non-fiction texts linked to RE, science and foundation subjects	Famous Scientists and a selection of non-fiction texts linked to RE, science and foundation subjects	Non – fiction texts related to animals and their natural environment – linked to science and geography	Harry Potter and a selection of non-fiction texts linked to RE, science and foundation subjects
Writing Genres in English	Narrative Historical poetry	Historical Narrative	Biography Newspaper reports	Persuasive writing Formal letter writing Explanations	Non – Chronological reports Discussion/Balanced arguments	Narrative Diary Writing
Maths clearly sequenced, access for all, underpinned by mastery approach	Place value	4 Number operations Fractions Geometry: Position and direction	Decimals Percentages Algebra	Converting units Perimeter, area and volume ratio	Statistics Properties of shape	Converting units Volume
History Community: the child's perspective in communities across the ages	Anglo Saxons <u>Skills to be taught:</u> Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo Saxons attempted to bring about law and order into the country Know that during the Anglo Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today	Local study <u>Skills to be taught:</u> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time				



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	Use a time line to show when the Anglo-Saxons were in England					
Geography Water: why water matters?			<p>Locational Knowledge <u>Skills to be taught:</u> Know the names of a number of European Capitals Know the names of, and locate, a number of South or North American countries</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Skills to be taught:</u> Know key differences between living in the UK and in a country in either North or South America</p>	<p>Human and Physical Geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>Skills to be taught:</u> Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is.</p> <p>Geographical skills and fieldwork 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</p> <p><u>Skills to be taught:</u> Know how to use graphs to record features such as temperature or rainfall across the world</p>		
RE Exploring beliefs, personal, global and beyond and how they shape the world	Understanding Christianity: Creation and Science Conflicting or complimentary	Understanding Christianity: Incarnation Was Jesus the Messiah?	Discovery R.E: Beliefs and Practises Islam What is the best way for a Muslim to show commitment to God?	Understanding Christianity: Salvation What do Christians believe Jesus did to save human beings?	Discovery R.E: Beliefs and Moral Values Islam	Understanding Christianity: Kingdom of God What kind of king would Jesus be?
P.S.H.E How to prepare for a full and	Jigsaw: Being me in my world	Jigsaw: Celebrating difference	Jigsaw: Dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me



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active life into adulthood and in the community						
<p>Art Making sense of the world through an artist's eye. Placing it in chronological, historical and geographical context</p>	<p>Using Sketchbooks <i>Create sketch books to record their observations and use them to review and revisit ideas.</i> <u>Skills to be taught:</u> Experiment by using marks and lines to produce texture Experiment with shading to create mood and feeling Experiment with media to create emotion in art Know how to use images created, scanned and found; altering them where necessary to create art</p> <p>Drawing Improve their mastery of art and design techniques, including drawing with a range of materials <u>Skills to be taught:</u> Know how to use shading to create mood and feeling Know how to organise line, tone, shape and colour to represent figures and forms in movement. Know how to express emotion in art</p> <p>Study of great artists Great artists, architects and designers in history <u>Skills to be taught:</u> Research the work of an artist and use their work to replicate a style</p>		<p>Using Sketchbooks <i>Create sketch books to record their observations and use them to review and revisit ideas.</i> <u>Skills to be taught:</u> Experiment by using marks and lines to produce texture Experiment with shading to create mood and feeling Experiment with media to create emotion in art Know how to use images created, scanned and found; altering them where necessary to create art</p> <p>Painting Improve their mastery of art and design techniques, with a range of materials <u>Skills to be taught:</u> know how to use shading to create mood and feeling Know how to organise line, tone, shape and colour to represent figures and forms in movement. Know how to express emotion in art Know how to create an accurate print design following given criteria.</p> <p>Study of great artists Great artists, architects and designers in history <u>Skills to be taught:</u> Research the work of an artist and use their work to replicate a style</p>		<p>Using Sketchbooks <i>Create sketch books to record their observations and use them to review and revisit ideas.</i> <u>Skills to be taught:</u> Experiment by using marks and lines to produce texture Experiment with shading to create mood and feeling Experiment with media to create emotion in art Know how to use images created, scanned and found; altering them where necessary to create art</p> <p>Sculpture Improve their mastery of art and design techniques, with a range of materials <u>Skills to be taught:</u> Know how to organise line, tone, shape and colour to represent figures and forms in movement. Know how to express emotion in art Know how to create an accurate print design following given criteria.</p> <p>Study of great artists Great artists, architects and designers in history <u>Skills to be taught:</u> Research the work of an artist and use their work to replicate a style</p>	



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<p>DT Purpose and function: stories behind inventions and everyday objects</p>		<p>Designing Come up with a range of ideas after collecting information from different sources Produce a detailed, step-by-step plan Explain how a product will appeal to a specific audience Design a product that requires pulleys or gears</p> <p>Making Use a range of tools and equipment competently Make a prototype before making a final version Make a product that relies on pulleys or gears</p> <p>Evaluating Suggest alternative plans; outlining the positive features and draw backs Evaluate appearance and function against original criteria</p> <p>Technical knowledge Links scientific knowledge to design by using pulleys or gears</p>		<p>Designing Come up with a range of ideas after collecting information from different sources Produce a detailed, step-by-step plan Explain how a product will appeal to a specific audience</p> <p>Making Use a range of tools and equipment competently Make a prototype before making a final version</p> <p>Evaluating Suggest alternative plans; outlining the positive features and draw backs Evaluate appearance and function against original criteria</p> <p>Technical knowledge Uses more complex IT program to help enhance the quality of the product produced</p>		<p>Food Technology <i>Understand and apply the principles of a healthy and varied diet</i> <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> <i>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i> <u>Skills to be taught:</u> Be both hygienic and safe in the kitchen Know how to prepare a meal by collecting the ingredients in the first place Know which season various foods are available for harvesting</p>
<p>Science Scientists that have changed the world for the better, and, The science of water – The River Kennet</p>	<p>Physics: Earth and Space Movement of the Earth and the planets Movement of the Moon Night and day <u>Skills to be taught:</u> Know about and explain the movement of the Earth and other planets relative to the Sun</p>	<p>Physics: Forces Gravity Friction Forces and motion of mechanical devices <u>Skills to be taught:</u> Know what gravity is and its impact on our lives Identify and know the effect of air and water</p>	<p>Chemistry: Properties and changes in materials Compare properties of everyday materials Soluble/ dissolving Reversible and irreversible substances <u>Skills to be taught:</u> Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets Know and explain how a material dissolves to form a solution</p>	<p>Biology: All living things and their habitats Life cycles – plants and animals Reproductive processes Famous naturalists <u>Skills to be taught:</u> Know the life cycle of different living things e.g. mammal, amphibian, insect and bird</p>	<p>Biology: Animals including humans Changes as humans develop from birth to old age <u>Skills to be taught:</u> Create a timeline to indicate stages of growth in humans</p>	



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	Know about and explain the movement of the Moon relative to the Earth Know and demonstrate how night and day are created Describe the Sun, Earth and Moon (using the term spherical)	resistance Identify and know the effect of friction Explain how levers, pulleys and gears allow a smaller force to have a greater effect	Know and show how to recover a substance from a solution Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) Know and demonstrate that some changes are reversible and some are not Know how some changes result in the formation of a new material and that this is usually irreversible	Know the differences between different life cycles Know the process of reproduction in plants Know the process of reproduction in animals		
Computing The science and practical application; supporting our children to become competent, confident and creative users of ICT	Create programs <i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i> <u>Skills to be taught:</u> Use technology to control an external device	Develop programs <i>Pupils should be taught to use sequence, selection and repetition in programs; work with variables and various forms of input and output.</i> <u>Skills to be taught:</u> Develop a program that has specific variables identified	Reasoning Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <u>Skills to be taught:</u> Analyse and evaluate information reaching a conclusion that helps with future developments	Search engines <i>Pupils should be taught to use search technologies effectively; appreciate how results are ranked, and discerning in evaluating digital content.</i> <u>Skills to be taught:</u> Understand how search results are selected and ranked	Using programs Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <u>Skills to be taught:</u> Combine sequences of instructions and procedures to turn devices on and off	
Sage use: 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> Understand that they have to make choices when using technology and that not everything is true and/or safe						
Music Making links: using music as a bridge to link, time, place, culture and people	Charanga music unit: Livin' on a prayer Performing Maintain own part whilst others are performing their part Compose	Charanga music unit: Classroom Jazz 1 Performing Maintain own part whilst others are performing their part Compose	Charanga music unit: Make you feel my love Performing Maintain own part whilst others are performing their part Compose	Charanga music unit: The Fresh Prince of Belair Performing Maintain own part whilst others are performing their part Compose	Charanga music unit: Dancing in the street Performing Maintain own part whilst others are performing their part Compose	Charanga music unit: Reflect, Rewind and Replay Performing Maintain own part whilst others are



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	<p>Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music</p> <p>Listen</p> <p>Repeat a phrase from the music after listening intently</p> <p>Use and Understand</p> <p>Use music diary to record aspects of the composition process</p> <p>Appreciate</p> <p>Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful</p> <p>History of music</p> <p>Contrast the work of a famous composer with another and explain preferences</p>	<p>Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music</p> <p>Listen</p> <p>Repeat a phrase from the music after listening intently</p> <p>Use and Understand</p> <p>Use music diary to record aspects of the composition process</p> <p>Appreciate</p> <p>Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful</p> <p>History of music</p> <p>Contrast the work of a famous composer with another and explain preferences</p>	<p>Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music</p> <p>Listen</p> <p>Repeat a phrase from the music after listening intently</p> <p>Use and Understand</p> <p>Use music diary to record aspects of the composition process</p> <p>Appreciate</p> <p>Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful</p> <p>History of music</p> <p>Contrast the work of a famous composer with another and explain preferences</p>	<p>Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music</p> <p>Listen</p> <p>Repeat a phrase from the music after listening intently</p> <p>Use and Understand</p> <p>Use music diary to record aspects of the composition process</p> <p>Appreciate</p> <p>Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful</p> <p>History of music</p> <p>Contrast the work of a famous composer with another and explain preferences</p>	<p>Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music</p> <p>Listen</p> <p>Repeat a phrase from the music after listening intently</p> <p>Use and Understand</p> <p>Use music diary to record aspects of the composition process</p> <p>Appreciate</p> <p>Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful</p> <p>History of music</p> <p>Contrast the work of a famous composer with another and explain preferences</p>	<p>performing their part</p> <p>Compose</p> <p>Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music</p> <p>Listen</p> <p>Repeat a phrase from the music after listening intently</p> <p>Use and Understand</p> <p>Use music diary to record aspects of the composition process</p> <p>Appreciate</p> <p>Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful</p> <p>History of music</p> <p>Contrast the work of a famous composer with another and explain preferences</p>
<p>P.E Activity matters: using PE to achieve happiness, health and integration</p>	<p>Gymnastics</p> <p><i>Develop flexibility, strength, technique, control and balance.</i></p> <p><u>Skills to be taught:</u> Make complex extended sequences Combine action, balance and shape Perform consistently to different audiences</p> <p>Evaluate</p>		<p>Dance</p> <p><i>Perform dances using a range of movement patterns</i></p> <p><u>Skills to be taught:</u> Compose own dances in a creative way Perform dance to an accompaniment Dance shows clarity, fluency, accuracy and consistency</p> <p>Evaluate</p>		<p>Outdoor Adventures</p> <p><i>Take part in outdoor and adventurous activity challenges both individually and within a team</i></p> <p><u>Skills to be taught:</u> Follow a map into an unknown location</p>	<p>Athletics</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Skills to be taught:</u></p>



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	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>Skills to be taught:</u> Pick up on something a partner does well and also on something that can be improved Know why own performance was better or not as good as their last</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>Skills to be taught:</u> Pick up on something a partner does well and also on something that can be improved Know why own performance was better or not as good as their last</p>	<p>Use clues and a compass to navigate a route Change route to overcome a problem Use new information to change route Evaluate Compare their performances with previous ones and demonstrate their improvement to achieve their personal best. <u>Skills to be taught:</u> Pick up on something a partner does well and also on something that can be improved Know why own performance was better or not as good as their last</p>	<p>Controlled when taking off and landing Throw with increasing accuracy Combine running and jumping Evaluate Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>Skills to be taught:</u> Pick up on something a partner does well and also on something that can be improved Know why own performance was better or not as good as their last</p>		
<p>INNOV8 to teach 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> Gain possession by working a team and pass in different ways • Choose a specific tactic for defending and attacking • Use a number of techniques to pass, dribble and shoot Evaluate Compare their performances with previous ones and demonstrate improvement to achieve their personal best <u>Skills to be taught:</u> Pick up on something a partner does well and also on something that can be improved • Know why own performance was better or not as good as their last</p>						
<p>M.F.L Taught by Mme Zebedee Communicating in a global society; expressing ideas and thoughts</p>	<p>TOPIC: Greetings, recap and extend, Nationalities, countries and directions</p>	<p>TOPIC: Greetings, recap and extend, Clothing</p>	<p>TOPIC: Food and drink</p>	<p>TOPIC: French holiday brochure competition, Paris</p>	<p>TOPIC: Hobbies</p>	<p>TOPIC: Music genres and instruments, Time</p>
<p>Speaking: speak in sentences, using familiar vocabulary, phrases and basic language structures <u>Skills to be taught:</u> Hold a simple conversation with at least 4 exchanges • Use knowledge of grammar to speak correctly Reading: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <u>Skills to be taught:</u> Understand a short story or factual text and note the main points • Use the context to work out unfamiliar words Writing: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <u>Skills to be taught:</u> • Write a paragraph of 4-5 sentences • Substitute words and phrases</p>						