



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

Sika Class Year 5 and 6 and Long-Term Planning Overview 2023 2024

Big Question	What am I thankful for in the world in which we live? Autumn Term		Why is important to make courageous choices? Spring Term		How do I contribute to a loving world? Summer Term	
Values	<b>Thankfulness</b>		<b>Courage</b>		<b>Love</b>	
Theme Days	Harvest and Making Themed Day		Being Brave Themed Day		One World Themed Week	
Experiences	Oxenwood Team building day. Royal Opera House to see the Nutcracker. Bikeability		Visit to Ramsbury Farm Y6 SATS		Oxenwood Residential Trip Y6 visits and meetings with Secondary school Sports Day Local Year 6 Leavers Service at Salisbury Cathedral STEM visit to Lego Land Visit to The River Kennet with ARK KS 2 Production	
Special People	Explorer: Tim Peake	Artist: April Gornik	Artist: Frida Kahlo	Scientist: Charles Darwin	Scientist: Charles Darwin	Historian: Ibn Khaldun
High quality engaging texts	Focus texts: The Jamie Drake equation. Link to Science	Wind in the Willows by Kenneth Grahame Linked to the Power of Water	Focus Texts: Frida Kahlo by Isabel Thomas. Artists from another culture.	The girl of ink and stars by Kiran Millwood Hargrave.		Focus Texts: Happy Poems by Roger McGough
Writing Genres in English	Combined fact and fiction text	Descriptive writing	Non - fiction	Fantasy descriptive writing		Poetry
Maths: clearly sequenced, access for all, underpinned by the mastery approach.	Place value Addition, subtraction, multiplication, and division.	Fractions Converting Units.	Ratio Algebra Decimals	Fractions, decimals, and percentages. Area, perimeter, and volume. Statistics.	Shape Position and direction	Negative numbers – Y5 Converting units – Y5 Volume – Y5  Projects, consolidation, and problem solving – Y6
History	<b>Local history:</b> 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.  Walk in and around the village, including noting all the key buildings which have now become houses. Visit the church and Fairyland.					<b>Ancient Civilizations:</b> Know the impact that an ancient society had on the world: Islamic Civilisations. Know why they were considered an advanced society in relation to that period in Europe.  Link to RE and Geography

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	Link to Geography next term. Link to art – observational drawings.					
Geography		<b>Geographical skills and fieldwork:</b> Use Google Earth to locate a country or place of interest and to <u>follow the journey of the river (River Kennet)</u> Use graphs to compare changes over time. (River Kennet height in relation to rainfall) Know most of the symbols used in the UK road map, including status of roads. <b>Locational Knowledge:</b> Know the names of several European capitals.	<b>Locational Knowledge:</b> Know the names of several European capitals. Know the names of, and locate, all South American countries.  <b>Place knowledge:</b> Know key differences between living in the UK and in South America.  Focus on Mexico and rivers that run through South America.  Link to DT – Mexican food.		<b>Locational knowledge</b> Know about time zones and work out differences. Know and locate developed nations and cities compared to underdeveloped nations. Know and locate high-, middle- and low-income countries.	
RE	<b>Understanding Christianity: Gospel:</b> What would Jesus do?	<b>Understanding Christianity: Incarnation:</b> Was Jesus the Messiah?	<b>Discovery R.E:</b> Beliefs and practices of Islam. What is the best way for a Muslim to show commitment to God?	<b>Understanding Christianity: Salvation:</b> What do Christians believe Jesus did to save human beings?	<b>Understanding Christianity: Kingdom of God:</b> What kind of King would Jesus be?	<b>Discovery R.E:</b> Islamic beliefs.
P.S.H. E	<b>Jigsaw:</b> Being me in my world	<b>Jigsaw:</b> Celebrating difference	<b>Jigsaw:</b> Dreams and goals	<b>Jigsaw:</b> Healthy me	<b>Jigsaw:</b> Relationships	<b>Jigsaw:</b> Changing me
Art	<b>Drawing, painting, and sculpture</b>  <u>Skills to be taught:</u> Use a full range of pencils, charcoal or pastels when creating a piece of observational art. Know how to organise line, tint, tone, shape, colour, pattern, texture, and forms in movement.  <b>Study of a range of artists:</b> Research the work of an artist or creative practitioner and use their work to replicate a style.			<u>Skills to be taught:</u> Know how to create mood and colour. Know how to express emotion in art.  <b>Using sketchbooks:</b> Experiment by using marks and lines to produce texture. Experiment with shading to create mood and feeling. Know how to use feedback to make		<u>Skills to be taught:</u> Know how to create an accurate print design following a given criteria. Know how to overprint to create different patterns.  <b>Using sketchbooks:</b> Experiment by using marks and lines to produce texture. Know how to use feedback to make amendments and improvement to art.

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	<p>Know reasons why artists and designers work in the way they do and make decisions. Use the study of an artist to inform creative actions.</p> <p><b>Using sketchbooks:</b> Experiment by using marks and lines to produce texture. Know how to use feedback to make amendments and improvement to art.</p> <p>Link to Geography. Visit around the village, church, and Fairyland.</p>			<p>amendments and improvement to art.</p> <p>Link to RE and Jesus' sacrifice in images. Link to Geography and Frida Kahlo.</p>		<p>Link to Islamic artwork within Geography and RE.</p>
DT		<p><b>Designing:</b> Designing, with a range of initial ideas, after collecting information from investigating existing products. Produce a step-by-step plan. Explain how a product will appeal to a specific audience and how it meets the purpose.</p> <p><b>Making</b> Make a prototype before making a final version. Carry out finishing techniques to enhance the appearance and function of their product.</p> <p><b>Evaluating</b> Evaluate appearance and function against original criteria.</p> <p>Make a 3D Popup book linked to Space.</p>	<p><b>Food technology:</b> Be both hygienic and safe in the kitchen. Know how to prepare a meal by collecting the ingredients in the first place. Weigh and measure accurately (timings, dry ingredients, and liquids) Explain how food should be stored and reasons. Work within a budget to create a meal. Understand the difference between a savoury and sweet dish.</p> <p>Link to Geography topic about Mexico.</p>		<p><b>Designing:</b> Create designs and refine them. Justify plans made. Show that culture and society is considered in plans and design specification.</p> <p><b>Making:</b> Know which tool to use for a specific purpose. Know how to use any tool correctly and safely. Know what each tool is used for. Explain why a specific is best for a specific action. Pin, sew and stitch materials together to create a product.</p> <p><b>Evaluating:</b> Evaluate product against criteria.</p>	

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					Make a cushion with an Islamic pattern. Link to Geography and R.E.	
Science	<b>PHYSICS – Earth and Space:</b> Know about and explain the movement of the Earth and other planets relative to the sun. 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 spherical term).  Link to English	<b>PHYSICS – Forces</b> Know what gravity is and its impact on our lives. Identify and know the effect of air and water resistance. Identify and know the effect of friction. Explain how levers, pulleys and gears allow a smaller force to have a greater effect.	<b>CHEMISTRY – chemical and physical changes</b> Know and explain how a material dissolves to form a solution. Know and show how to recover a substance from a solution. 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.	<b>BIOLOGY - Animals including humans:</b> 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.  Link to PSHE	<b>BIOLOGY - All living things and their habitats:</b> 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.	<b>BIOLOGY - Evolution and inheritance:</b> Know 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 and can explain what it is.  Link to PSHE
Computing	<b>Online Safety will be taught throughout the year during all the content taught.</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> Use technology respectfully and responsibly. Know different ways they can get help if concerned.					
	<b>Reasoning:</b> Design algorithms that use repetition and 2-way selection. Interpret a program in parts and make logical attempts to put the separate parts of a complex algorithm together to explain the program.	<b>Creating programs:</b> Write a program that combines more than one attribute.	<b>Developing programs:</b> Develop a sequenced program that has repetition and variables identified. Test and debug a program as they go and use logical methods to identify bugs.	<b>Using programs:</b> Make clear connections to the audience when designing and creating digital content.	<b>Networks:</b> Know the difference between the internet and the World Wide Web. Know what a WAN and LAN are.	<b>Search engines:</b> Be aware that some search engines may provide misleading information. Use filters when searching for digital content. Explain in detail how credible a webpage and the information it contains. Compare a range of digital content sources and rate them in terms of content quality and accuracy.
Music	<b>Charanga music unit: Livin' on a prayer</b> Performing	<b>Charanga music unit: Classroom jazz 1</b> Performing	<b>Charanga music unit: Make you feel my love.</b> Performing	<b>Charanga music unit: The Fresh Prince of Bel-Air.</b> Performing	<b>Charanga music unit: Dancing in the street.</b> Performing	<b>KS2 Production Rehearsals.</b>

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	Compose Listen Use and Understand Appreciate History of music	Compose Listen Use and Understand Appreciate History of music	Compose Listen Use and Understand Appreciate History of music	Compose Listen Use and Understand Appreciate History of music	Compose Listen Use and Understand Appreciate History of music	
P.E.	<b>Competitive Games</b> <u>Skills to be taught.</u> Agility Balance Co-ordination	<b>Competitive Games and Outdoor Adventurous Activities</b> <u>Skills to be taught.</u> Agility Balance Co-ordination	<b>Gymnastics</b> <u>Skills to be taught.</u> Agility Balance Co-ordination	<b>Gymnastics and Dance</b> <u>Skills to be taught.</u> Agility Balance Co-ordination	<b>Athletics</b> <u>Skills to be taught.</u> Agility Balance Co-ordination	<b>Athletics and Outdoor Adventurous Activities</b> <u>Skills to be taught.</u> Agility Balance Co-ordination
<b>Understanding:</b> Understand the importance of being active; talk about how to stay active in and out of school. – Link to PSHE and Science.						
M.F.L Taught by Mme Zebedee	<b>Greetings: recap and extend</b> Adjectives, prepositions, commands. <b>Nationalities, countries, directions</b>	<b>Greetings: recap and extend</b> Third person recap Adjective ending agreements <b>Clothing</b>	<b>Food and drink</b> Return to cultural aspect, opinions. Recap and extend opinions. Phonics: 'oi', 'in', 'on', 'om', 'ch' 'ou'	<b>French holiday brochure competition</b> Apply all knowledge and develop links between schools through project work. <b>Paris</b>	<b>Hobbies:</b> Play/do – reg/irreg verbs, first and third person plural. Articles: du/au/à etc Recap negatives	<b>Music genres and Instruments</b> <b>Time</b> Numbers La fête nationale
<b>Speaking:</b> 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. <b>Reading:</b> 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. <b>Writing:</b> 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						

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