## **Year 5 and 6 Curriculum Overview**

Year A	Autum	Autumn Term Spring Term		g Term	Sumn	ner Term
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Possible	Oxford Castle Trip		Oxford visit			
visits/			Blenheim Palace			
resources	NA - d - ma fi - ti - m	N. O. Albara and Janeau day	Destant	Discussion	Death	NA - da un fiatian
English	Modern fiction	Myths and legends; traditional stories	Poetry -	Discussion	Poetry Film Narrative –	Modern fiction –
	(significant authors) Explanations and	Persuasion and	personification Recount (diaries,	(Geography) Classic fiction (Alice in	recount / character	narrative - Harry Potter Report
	instructions -	adverts (healthy	newspapers) -	Wonderland / Hobbit)	The Piano (Y5)	Report
	science	living)	Tuesday	Including plays	Replay (Y6)	
	Science	iiviiig)	Tuesuay	including plays	Replay (10)	
Spelling	Long Furlong Spelling	s and Grammar plans				
and	20118 1 0110118 0 00111118	o ana oranina piano				
Grammar						
Maths	See separate plan					
Geography	Locational knowledge	e				
	locate the world's	countries, using maps	to focus on Europe (inclu	iding the location of Russ	ia) and North and South	America, concentrating
	on their environment	al regions, key physical	and human characteristi	ics, countries, and major	cities	
	<ul> <li>name and locate of</li> </ul>	counties and cities of th	ne United Kingdom, geog	raphical regions and their	identifying human and	physical characteristics,
		•	nountains, coasts and rive	ers), and land-use pattern	s; and understand how	some of these aspects
	have changed over tir					
						the Tropics of Cancer and
			ime/Greenwich Meridian	and time zones (includin	g day and night)	
	Human and physical	· ·				
		erstand key aspects of:		antation halts rivers me	untains valoanaes and	oorthouseless and the
	water cycle	grapny, including: clim	ate zones, biomes and ve	egetation belts, rivers, mo	ountains, voicances and	eartiiquakes, aliu tile
	· ·	granhy including tynes	of settlement and land i	use, economic activity inc	luding trade links, and th	ne distribution of natural
		nergy, food, minerals a		ase, economic activity inc	idding trade iiino, and ti	
	Geographical skills ar	= :				
	•		nputer mapping to locate	countries and describe f	eatures studied	
						nce Survey maps) to build
	• .	e United Kingdom and		, ,		, ,

<ul> <li>use fieldwork to observe, m</li> </ul>	easure, record and present the human	n and physical features in the	e local area using a range of methods, including
sketch maps, plans and graphs,	and digital technologies.	<del>,                                      </del>	
	Locational knowledge	Place knowledge	Locational knowledge
	Name and locate	Understand	Name and locate
	counties and cities of	geographical	counties and cities of
	the United Kingdom,	similarities and	the United Kingdom,
	geographical regions	differences through	geographical regions
	and their identifying	the study of human	and their identifying
	human and physical	and physical	human and physical
	characteristics, key	geography of a region	characteristics, key
	topographical	of the United	topographical features
	features (including	Kingdom, a region in a	(including hills,
	hills, mountains,	European country,	mountains, coasts and
	coasts and rivers), and	and a region within	rivers), and land-use
	land-use patterns;	North or South	patterns; and
	and understand how	America	understand how some
	some of these aspects		of these aspects have
	have changed over		changed over time
	time		Human and physical
			geography
			Describe and
			understand key
			aspects of:
			- 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
Possible	Local History study –	Coasts: UK (Cornwall)	Oxford Land use:
themes:	Oxford (hist / geo)		Change in settlement
			over time

History	- a local history study - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 106	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 106	- a local history study		- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West	
Possible themes:	Crime and Punishment throughout the ages	Leisure and Entertainment in the 20 <sup>th</sup> and 21 <sup>st</sup> Century	Oxford		Africa) c. AD 900-1300.  A non-European society Baghdad	
Science	<ul> <li>taking measuremen</li> <li>recording data and graphs</li> <li>using test results to</li> <li>reporting and prese</li> <li>in oral and written fo</li> </ul>	ts, using a range of scie results of increasing cor make predictions to senting findings from enquences such as displays an	ntific equipment, with in mplexity using scientific details to the further comparative uiries, including conclusions.	creasing accuracy and pr liagrams and labels, class and fair tests ons, causal relationships	d controlling variables wher ecision, taking repeat readi ification keys, tables, scatte and explanations of and de	ngs when appropriate or graphs, bar and line
Year 5	Properties and changes of materials - compare and group together everyday materials on the basis of their properties, including their	Properties and changes of materials - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals,	Animals inc humans describe the changes as humans develop to old age.	Living things and their habitats - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of	Forces - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of	Earth and Space - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the

	hardness, solubility,	wood and plastic		reproduction in some	air resistance, water	Moon relative to the
	transparency,	- demonstrate that		plants and animals.	resistance and friction,	Earth
	conductivity	dissolving, mixing			that act between	- describe the Sun,
	(electrical and	and changes of state		The work of David	moving surfaces	Earth and Moon as
	thermal), and	are reversible		Attenborough and	recognise that some	approximately
	response to	changes		Jane Goodall	mechanisms, including	spherical bodies
	magnets	explain that some			levers, pulleys and	use the idea of the
	- know that some	changes result in the			gears, allow a smaller	Earth's rotation to
	materials will	formation of new			force to have a greater	explain day and night
	dissolve in liquid to	materials, and that			effect.	and the apparent
	form a solution,	this kind of change is			The work of Galileo	movement of the sun
	and describe how	not usually			Galilei and Isaac Newton	across the sky.
	to recover a	reversible, including				
	substance from a	changes associated				The work of Ptolemy,
	solution	with burning and the				Alhazen and
	- use knowledge of	action of acid on				Copernicus
	solids, liquids and	bicarbonate of soda.				
	gases to decide					
	how mixtures might					
	be separated,					
	including through					
	filtering, sieving and					
	evaporating					
Year 6	Animals inc	Animals inc humans	Living things and	Electricity	Evolution and	Light
	humans	Exploring the work	their habitats	- associate the	inheritance	- recognise that light
	- identify and name	of scientists about	- describe how living	brightness of a lamp	- recognise that living	appears to travel in
	the main parts of	the relationship	things are classified	or the volume of a	things have changed	straight lines
	the human	between diet,	into broad groups	buzzer with the	over time and that	- use the idea that
	circulatory system,	exercise, drugs,	according to common	number and voltage	fossils provide	light travels in
	and describe the	lifestyle and health	observable	of cells used in the	information about living	straight lines to
	functions of the		characteristics and	circuit	things that inhabited the	explain that objects
	heart, blood vessels		based on similarities	- compare and give	Earth millions of years	are seen because
	and blood		and differences,	reasons for variations	ago	they give out or
	- recognise the		including micro-	in how components	- recognise that living	reflect light into the
	impact of diet,		organisms, plants and	function, including the	things produce offspring	eye

	exercise, drugs and		animals	brightness of bulbs,	of the same kind, but	- explain that we see
	lifestyle on the way		- give reasons for	the loudness of	normally offspring vary	things because light
	their bodies		classifying plants and	buzzers and the	and are not identical to	travels from light
	function describe		animals based on	on/off position of	their parents identify	sources to our eyes
	the ways in which		specific	switches use	how animals and plants	or from light sources
	nutrients and water		characteristics.	recognised symbols	are adapted to suit their	to objects and then
	are transported		The work of Carl	when representing a	environment in different	to our eyes use the
	within animals,		Linnaeus	simple circuit in a	ways and that	idea that light travels
	including humans.			diagram.	adaptation may lead to	in straight lines to
					evolution.	explain why shadows
						have the same shape
					The work of Mary	as the objects that
					Anning, Charles Darwin	cast them.
					and Alfred Wallace.	
Art	Pupils should be taug	ht:				
	- to create sketch boo	oks to record their obse	rvations and use them to	review and revisit ideas		
	- to improve their ma	stery of art and design t	techniques, including dra	wing, painting and sculp	ture with a range of materia	als [for example, pencil,
	charcoal, paint, clay]					
		architects and designers	•			
Possible	Drawing and		Architecture -		Pottery – Clarice Cliff	
themes:	painting skills –		Drawing and painting			
	People in Action		skills			
DT	Design					
			inform the design of inn	ovative, functional, appe	aling products that are fit fo	or purpose, aimed at
	particular individuals					
	•			cussion, annotated sketcl	nes, cross-sectional and exp	oloded diagrams,
		ieces and computer-aid	led design			
	Make	idan nanaa af ta ala			manda avetina abanina isini	ing and finishing!
		a wider range of tools a	ind equipment to perfori	m practical tasks [for exa	mple, cutting, shaping, joini	ing and finishing],
	accurately	a wider renge of meter	iala and commonants inc	luding construction mate	wiele toutiles and ingredien	to according to their
			iais and components, inc	nuding construction mate	erials, textiles and ingredien	is, according to their
	Evaluate	and aesthetic qualities				
		yse a range of existing p	products			
	_			nd consider the views of	others to improve their wo	rk
	- evaluate their lueas	and products against th	ien own design criteria a	ind consider the views of	others to improve their wo	I K

	- understand how key Technical knowledge		in design and technolog	y have helped shape the w	vorld	
	<ul> <li>understand and use</li> <li>understand and use</li> <li>apply their understa</li> <li>Cooking and nutrition</li> <li>understand and app</li> <li>prepare and cook as</li> </ul>	mechanical systems in electrical systems in the nding of computing to name of the principles of a hewariety of predominant	their products [for exameleir products [for example program, monitor and co ealthy and varied diet ly savoury dishes using a	te more complex structure uple, gears, pulleys, cams, le, series circuits incorporation their products.  range of cooking techniquedients are grown, reared,	evers and linkages] ting switches, bulbs, buzze	ers and motors]
Possible themes:		Healthy eating		Electrical systems - Fairground rides	, , , , , , , , , , , , , , , , , , ,	Structures – chairs
Computing	decomposing them in use sequence, selection use logical reasoning understand compute opportunities they of use search technolous select, use and comprograms, systems ar	to smaller parts tion, and repetition in p g to explain how some s er networks including th fer for communication a gies effectively, appreci- pine a variety of softwa and content that accomp ly, respectfully and resp	programs; work with variable algorithms work a the internet; how they call and collaboration tate how results are select re (including internet ser lish given goals, including	cluding controlling or simulables and various forms of and to detect and correct end provide multiple services and ranked, and be dirvices) on a range of digital g collecting, analysing, evaptable/unacceptable behave	input and output errors in algorithms and pros, such as the world wide versions in evaluating digital devices to design and crelluating and presenting dat	ograms veb; and the tal content ate a range of ta and information
PSHE	Unit 1 Core Programme	Unit 5 Emotional Health and Well- being	Unit 4 Relationships	Unit 7 Healthy Lifestyles	Unit 8 Drug Awareness	Free Unit
Music	and expression - improvise and comp - listen with attention - use and understand - appreciate and understand and musicians	ose music for a range of to detail and recall sou staff and other musical	of purposes using the inte unds with increasing aura I notations high-quality live and rec	and playing musical instruer-related dimensions of mal memory	nusic	

Year 5	Cyclic patterns (explo	ring rhythm & pulse)	Journey into space (exp	oloring sound sources)	Stars, hide your fires (pe	rforming together)
Year 6	Round about (explori	ng sounds)	Songwriter (exploring ly	yrics & melody)	Stars, hide your fires (pe	rforming together)
PE	<ul> <li>play competitive gar tennis], and apply base</li> <li>develop flexibility, see</li> <li>perform dances usine</li> <li>take part in outdoor</li> <li>compare their performance</li> <li>Swimming</li> <li>Swimming and water</li> <li>swim competently, ee</li> <li>use a range of stroke</li> </ul>	mes, modified where apsic principles suitable for trength, technique, cong a range of movement and adventurous activermances with previous resafety confidently and proficies	or attacking and defending strol and balance [for exact t patterns ity challenges both indivi- ones and demonstrate in ently over a distance of a ple, front crawl, backstro	badminton, basketball, crid g mple, through athletics an dually and within a team mprovement to achieve the t least 25 metres	d gymnastics]	ball, rounders and
Year 5	Netball & basketball	Football	Hockey	Net Games B	Striking & Fielding B	Athletics B
	Swimming	Swimming	Gym 1	Dance – Traditional English dance	Gym 2	Dance- Times past: G I Blues
Year 6	Hockey	Football	Tag Rugby	Net Games B	Striking & Fielding B	Athletics B
	Swimming	Swimming	Gym 1	Dance – Sporting themes	Gym 2	Dance- Grease is the word
RE	See 'The Oxfordshire	Agreed Syllabus for Rel	igious Education 2015-20	)20'		
Year 5	Worship, Pilgrimage and sacred places - What is the role of the synagogue (incl. trip), Jerusalem, Western Wal	Religion and the Individual – Christianity - 10 Commandments; Jesus' Parables; Judaism – Dietary Laws	Journey of Life and Death (Christianity, Islam)	Journey of Life and Death (Hinduism, Judaism)	Inspirational People – Hinduism Gurus, Rama, Sita, Krishna	Express their faith through the arts
Year 6	Worship, pilgrimage and sacred places - What is the role of the mosque?, Hajj, Mecca (incl.trip)	Worship, pilgrimage and sacred places – Christian and Hindu pilgrimages	Religion, Family and Community Christianity, Hinduism, Sikhism	Religion and the Individual – Islam Five Pillars; Hinduism Karma	Beliefs in Action - Charity, charities, etc)	Inspirational People – Judaism and Islam

French	- listen attentively to	spoken language and sl	now understanding by jo	ining in and responding			
	- explore the patterns	and sounds of languag	ge through songs and rhy	mes and link the spelling, s	ound and meaning of wo	rds	
	- engage in conversat	ions; ask and answer qu	uestions; express opinion	s and respond to those of	others; seek clarification	and help*	
	- speak in sentences,	using familiar vocabula	ry, phrases and basic lang	guage structures			
	- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*						
	- present ideas and in	formation orally to a ra	inge of audiences*				
	- read carefully and show understanding of words, phrases and simple writing						
	- appreciate stories, s	ongs, poems and rhym	es in the language				
	- broaden their vocab	ulary and develop their	r ability to understand ne	w words that are introduc	ed into familiar written m	naterial, including	
	through using a diction	nary					
	- write phrases from i	memory, and adapt the	se to create new sentend	ces, to express ideas clearly	1		
	- describe people, pla	ces, things and actions	orally* and in writing				
	- understand basic gra	ammar appropriate to t	he language being studie	ed, including (where releva	nt): feminine, masculine	and neuter forms and	
	the conjugation of hig	gh-frequency verbs; key	features and patterns o	f the language; how to app	ly these, for instance, to	build sentences; and	
	how these differ from	or are similar to Englis	h.				
Year 5	Buildings	Days of the week	Numbers 1-50	Hobbies	Food	Weather	
	Directions	Times of day	More or less than	Months of the Year	Days of the week	Where you live	
	Where places are	Christmas	Future tense		Months of the Year		
Year 6	Classroom routines	Occupations	Rooms of the house	Houses	Prepositions	Holidays	
	Clothes	Family members	Adjectives	Adjectives	Furniture vocabulary	Presentations	
	Adjectives			Songs			

Year B	Autun	nn Term	Spring	Term	Summ	er Term
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Possible						
visits/						
resources	-1 . 6					
English	Classic fiction -	Stories from other	Narrative – figurative	Explanations –	Recount / reports /	Persuasion (Tourism)
	Charlie and the	cultures	language – The	science/ spies	Interviews –	Discussion (Impact of
	Chocolate Factory	December (Comments)	Princesses' Blankets	No contract for the	Mountains	tourism)
	(character)	Reports (Geography)	Discount to describe	Narrative - Freefall	Dealer of all Const	Poetry – performance
	Damassa ia a		Biographies/autobiogr		Poetry – significant	
	Persuasion		aphies - Winston		poets	
	(packaging)		Churchill - topic			
Coalling	Instructions	and Cramman rilana				
Spelling and	Long Furiong Spelling	gs and Grammar plans				
Grammar						
Maths	See separate plan					
Geography	Locational knowledg	'Δ				
Geography	_		focus on Europe (includi	ng the location of Russia	and North and South Am	erica concentrating on
			d human characteristics,	· •		ieriea, concentrating on
		· · · · ·			Southern Hemisphere, the	Tropics of Cancer and
			me/Greenwich Meridian			
				·	dentifying human and phy	sical characteristics, key
	topographical feature	es (including hills, moun	tains, coasts and rivers),	and land-use patterns; a	nd understand how some	of these aspects have
	changed over time					
	Geographical skills a	nd fieldwork				
	- use maps, atlases, g	lobes and digital/comp	uter mapping to locate co	ountries and describe fea	tures studied	
	~ .	•		s, symbols and key (inclu	ding the use of Ordnance	Survey maps) to build
	~	ne United Kingdom and				
			•	d physical features in the	e local area using a range	of methods, including
	sketch maps, plans a	nd graphs, and digital te	chnologies.		I	1
		Place knowledge		Geographical skills	Human and physical	Human and physical
		Understand		and fieldwork	geography	geography
		geographical		- use maps, atlases,	Describe and	- human geography,
		similarities and		globes and	understand key aspects	including: types of

		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		digital/computer mapping to locate countries and describe features studied - 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 fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Possible themes:		Place knowledge – The Americas		Geographical skills – maps skills (Spies) Geographical skills and fieldwork	Travel, tourism, mountains	Travel, tourism, mountains
	- a non-European society that provides contrasts with British history – one study chosen		- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond			

	from: early Islamic		106			
	civilization,		100			
	including a study of					
	Baghdad c. AD 900;					
	Mayan civilization					
	c. AD 900; Benin					
	(West Africa) c. AD					
	900-1300.					
Possible	Achievements of		Achievements of			
themes:	earliest civilisation -		earliest civilisation -			
	Mayans/Shang		Turning points In			
	Dynasty		History - Battle of			
	, ,		Britain			
Science	- planning different to	ypes of scientific enquir	ies to answer questions,	including recognising and	controlling variables when	re necessary
	- taking measuremen	ts, using a range of scie	ntific equipment, with in	creasing accuracy and pr	ecision, taking repeat readi	ngs when appropriate
	- recording data and	results of increasing cor	mplexity using scientific d	liagrams and labels, class	ification keys, tables, scatte	er graphs, bar and line
	graphs					
	- using test results to	make predictions to set	t up further comparative	and fair tests		
	- reporting and prese	nting findings from enq	uiries, including conclusi	ons, causal relationships	and explanations of and de	egree of trust in results,
	in oral and written fo	rms such as displays an	d other presentations			
	- identifying scientific	evidence that has beer	n used to support or refu	te ideas or arguments.		
Year 5	Properties and	Properties and	Animals inc humans -	Living things and	Forces	Earth and Space
	changes of	changes of materials	- describe the changes	their habitats	- explain that	- describe the
	materials	- give reasons, based	as humans develop to	- describe the	unsupported objects fall	movement of the
	- compare and	on evidence from	old age.	differences in the life	towards the Earth	Earth, and other
	group together	comparative and fair		cycles of a mammal,	because of the force of	planets, relative to
	everyday materials	tests, for the		an amphibian, an	gravity acting between	the Sun in the solar
	on the basis of their	particular uses of		insect and a bird	the Earth and the falling	system
	properties,	everyday materials,		- describe the life	object	- describe the
	including their	including metals,		process of	- identify the effects of	movement of the
	hardness, solubility,	wood and plastic		reproduction in some	air resistance, water	Moon relative to the
	transparency,	- demonstrate that		plants and animals.	resistance and friction,	Earth
	conductivity	dissolving, mixing			that act between	- describe the Sun,
	(electrical and	and changes of state		The work of David	moving surfaces	Earth and Moon as
	thermal), and	are reversible		Attenborough and	recognise that some	approximately

	response to	changes		Jane Goodall	mechanisms, including	spherical bodies
	magnets	explain that some		Jane Goodan	levers, pulleys and	use the idea of the
	- know that some	changes result in the			gears, allow a smaller	Earth's rotation to
	materials will	formation of new			force to have a greater	explain day and night
	dissolve in liquid to				effect.	
	· ·	materials, and that			The work of Galileo	and the apparent movement of the sun
	form a solution,	this kind of change is				
	and describe how	not usually			Galilei and Isaac Newton	across the sky.
	to recover a	reversible, including				The work of Dtolomy
	substance from a	changes associated				The work of Ptolemy,
	solution	with burning and the				Alhazen and
	- use knowledge of	action of acid on				Copernicus
	solids, liquids and	bicarbonate of soda.				
	gases to decide					
	how mixtures might					
	be separated,					
	including through					
	filtering, sieving and					
	evaporating					
Year 6	Animals inc	Animals inc humans	Living things and	Electricity	Evolution and	Light
Year 6	Animals inc humans	Exploring the work	their habitats	- associate the	inheritance	- recognise that light
Year 6	Animals inc humans - identify and name	Exploring the work of scientists about	their habitats - describe how living	- associate the brightness of a lamp	inheritance - recognise that living	- recognise that light appears to travel in
Year 6	Animals inc humans - identify and name the main parts of	Exploring the work of scientists about the relationship	their habitats - describe how living things are classified	- associate the brightness of a lamp or the volume of a	inheritance - recognise that living things have changed	- recognise that light appears to travel in straight lines
Year 6	Animals inc humans - identify and name	Exploring the work of scientists about	their habitats - describe how living	- associate the brightness of a lamp	inheritance - recognise that living	- recognise that light appears to travel in
Year 6	Animals inc humans - identify and name the main parts of	Exploring the work of scientists about the relationship	their habitats - describe how living things are classified	- associate the brightness of a lamp or the volume of a	inheritance - recognise that living things have changed	- recognise that light appears to travel in straight lines
Year 6	Animals inc humans - identify and name the main parts of the human	Exploring the work of scientists about the relationship between diet,	their habitats - describe how living things are classified into broad groups	- associate the brightness of a lamp or the volume of a buzzer with the	inheritance - recognise that living things have changed over time and that	- recognise that light appears to travel in straight lines - use the idea that
Year 6	Animals inc humans - identify and name the main parts of the human circulatory system, and describe the functions of the	Exploring the work of scientists about the relationship between diet, exercise, drugs,	their habitats - describe how living things are classified into broad groups according to common	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage	inheritance - recognise that living things have changed over time and that fossils provide	- recognise that light appears to travel in straight lines - use the idea that light travels in
Year 6	Animals inc humans - identify and name the main parts of the human circulatory system, and describe the	Exploring the work of scientists about the relationship between diet, exercise, drugs,	their habitats - describe how living things are classified into broad groups according to common observable	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the	inheritance - recognise that living things have changed over time and that fossils provide information about living	- recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to
Year 6	Animals inc humans - identify and name the main parts of the human circulatory system, and describe the functions of the	Exploring the work of scientists about the relationship between diet, exercise, drugs,	their habitats - describe how living things are classified into broad groups according to common observable characteristics and	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the	- recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects
Year 6	Animals inc humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels	Exploring the work of scientists about the relationship between diet, exercise, drugs,	their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give	inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years	- recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because
Year 6	Animals inc humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Exploring the work of scientists about the relationship between diet, exercise, drugs,	their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations	inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	- recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or
Year 6	Animals inc humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the	Exploring the work of scientists about the relationship between diet, exercise, drugs,	their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components	inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living	- recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the
Year 6	Animals inc humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet,	Exploring the work of scientists about the relationship between diet, exercise, drugs,	their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the	inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring	- recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
Year 6	Animals inc humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and	Exploring the work of scientists about the relationship between diet, exercise, drugs,	their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs,	inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but	- recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see
Year 6	Animals inc humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way	Exploring the work of scientists about the relationship between diet, exercise, drugs,	their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals - give reasons for	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of	inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary	- recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light
Year 6	Animals inc humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies	Exploring the work of scientists about the relationship between diet, exercise, drugs,	their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals - give reasons for classifying plants and	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the	inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to	- recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light

	nutrients and water are transported within animals, including humans.		characteristics. The work of Carl Linnaeus	recognised symbols when representing a simple circuit in a diagram.	are adapted to suit their environment in different ways and that adaptation may lead to evolution.  The work of Mary	to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that	
					Anning, Charles Darwin and Alfred Wallace.	cast them.	
Art	Pupils should be taught:  - to create sketch books to record their observations and use them to review and revisit ideas  - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  - about great artists, architects and designers in history.						
Possible		Textiles – Fashion	Artist study – drawing		Landscapes – drawing		
themes:		and Textiles	and painting skills		and painting skills		
DT							

	Cooking and nutrition								
	- understand and apply the principles of a healthy and varied diet								
	- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.								
Possible	Packaging for			Vehicles – mechanical		Structures – Houses			
themes:	Chocolate –			systems		(alpine)			
	drawing skills,								
	colour, artist study								
Computing	- design, write and de	- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by							
	decomposing them into smaller parts								
				ables and various forms of					
		use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs							
	· ·	- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the							
		opportunities they offer for communication and collaboration							
	- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content								
	- 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							
	- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns								
		about content and contact.							
	about content and co	ontact.	1	1	1	Tays to report conserns			
PSHE	about content and co	Unit 2 – Making a	Unit 9 - SRE	Unit 6 – Keeping Safe,	Unit 3 – Economic	Unit 1 - Core			
PSHE		Unit 2 – Making a Positive	Unit 9 - SRE	Staying Safe, Feeling	Well-being and				
	Unit 1 - Core	Unit 2 – Making a Positive Contribution		Staying Safe, Feeling Safe	Well-being and Financial Capability	Unit 1 - Core			
PSHE Music	Unit 1 - Core - play and perform in	Unit 2 – Making a Positive Contribution		Staying Safe, Feeling	Well-being and Financial Capability	Unit 1 - Core			
	Unit 1 - Core  - play and perform in and expression	Unit 2 – Making a Positive Contribution n solo and ensemble co	ntexts, using their voices	Staying Safe, Feeling Safe and playing musical instru	Well-being and Financial Capability ments with increasing acc	Unit 1 - Core			
	Unit 1 - Core  - play and perform in and expression - improvise and comp	Unit 2 – Making a Positive Contribution n solo and ensemble co	ntexts, using their voices	Staying Safe, Feeling Safe and playing musical instruer-related dimensions of m	Well-being and Financial Capability ments with increasing acc	Unit 1 - Core			
	- play and perform in and expression - improvise and composite of the comp	Unit 2 – Making a Positive Contribution  solo and ensemble co	ntexts, using their voices of purposes using the into unds with increasing aura	Staying Safe, Feeling Safe and playing musical instruer-related dimensions of m	Well-being and Financial Capability ments with increasing acc	Unit 1 - Core			
	- play and perform in and expression - improvise and composite and composite and composite and composite and composite and understand	Unit 2 – Making a Positive Contribution  n solo and ensemble co cose music for a range on to detail and recall sol	ntexts, using their voices of purposes using the inte unds with increasing aura Il notations	Staying Safe, Feeling Safe and playing musical instruer-related dimensions of mal memory	Well-being and Financial Capability ments with increasing accounts	Unit 1 - Core curacy, fluency, control			
	- play and perform in and expression - improvise and composite and composite and composite and composite and understand appreciate and understand	Unit 2 – Making a Positive Contribution  n solo and ensemble co cose music for a range on to detail and recall sol	ntexts, using their voices of purposes using the inte unds with increasing aura Il notations	Staying Safe, Feeling Safe and playing musical instruer-related dimensions of m	Well-being and Financial Capability ments with increasing accounts	Unit 1 - Core curacy, fluency, control			
	- play and perform in and expression - improvise and comp - listen with attention - use and understand - appreciate and und and musicians	Unit 2 – Making a Positive Contribution In solo and ensemble contribution Coose music for a range of to detail and recall sold staff and other musical erstand a wide range of	ntexts, using their voices of purposes using the inte unds with increasing aura Il notations f high-quality live and rec	Staying Safe, Feeling Safe and playing musical instruer-related dimensions of mal memory	Well-being and Financial Capability ments with increasing accounts	Unit 1 - Core curacy, fluency, control			
Music	Unit 1 - Core  - play and perform in and expression - improvise and compound - listen with attention - use and understand - appreciate and und and musicians - develop an understand	Unit 2 – Making a Positive Contribution  solo and ensemble conto detail and recall solo as staff and other musical erstand a wide range of anding of the history of	ntexts, using their voices of purposes using the inte unds with increasing aura I notations f high-quality live and rec music.	Staying Safe, Feeling Safe and playing musical instruer-related dimensions of mal memory orded music drawn from o	Well-being and Financial Capability ments with increasing accounts	Unit 1 - Core  curacy, fluency, control  om great composers			
Music Year 5	Unit 1 - Core  - play and perform in and expression - improvise and comp - listen with attention - use and understand - appreciate and und and musicians - develop an understand	Unit 2 – Making a Positive Contribution  solo and ensemble conto detail and recall solo at the recall solo at the recall and recall solo at the recall and recall and recall and recall and recall solo at the recall and recall and recall and recall and recall solo at the recall and other musical and a wide range of anding of the history of oring rhythm & pulse)	ntexts, using their voices of purposes using the integration of purposes using the integration of purposes using aural notations of high-quality live and recommunity.  The music of the purpose of the p	Staying Safe, Feeling Safe and playing musical instruer-related dimensions of mal memory orded music drawn from o	Well-being and Financial Capability ments with increasing accounts  financial Capability  ments with increasing accounts  financial Capability  ments with increasing accounts  financial Capability  ments with increasing accounts  financial Capability  financial Capability  ments with increasing accounts  financial Capability  financial Capability  ments with increasing accounts  financial Capability  financial Capability  ments with increasing accounts  financial Capability  financial Capabili	Unit 1 - Core  curacy, fluency, control  om great composers  erforming together)			
Music Year 5 Year 6	Unit 1 - Core  - play and perform in and expression - improvise and compound in a comp	Unit 2 – Making a Positive Contribution  solo and ensemble contribution  to detail and recall sold staff and other musical erstand a wide range of anding of the history of oring rhythm & pulse) ing sounds)	ntexts, using their voices of purposes using the integration of the integration of purposes using the integr	Staying Safe, Feeling Safe and playing musical instruer-related dimensions of mal memory orded music drawn from ordering sound sources) yrics & melody)	Well-being and Financial Capability ments with increasing accounts	Unit 1 - Core  curacy, fluency, control  om great composers  erforming together)			
Music Year 5	- play and perform in and expression - improvise and composite and understand and musicians - develop an understand composite and understand and musicians - develop an understand cyclic patterns (explorations)	Unit 2 – Making a Positive Contribution  n solo and ensemble contribution  to detail and recall sold staff and other musical erstand a wide range of the history of pring rhythm & pulse) ing sounds)  ng, throwing and catchi	ntexts, using their voices of purposes using the integrated and swith increasing aural notations f high-quality live and recommunic.  Journey into space (exploring lines in isolation and in contact in the contact in	Staying Safe, Feeling Safe and playing musical instruer-related dimensions of mal memory orded music drawn from ordering sound sources) yrics & melody)	Well-being and Financial Capability ments with increasing accounts  different traditions and from Stars, hide your fires (per	Unit 1 - Core  curacy, fluency, control  om great composers  erforming together) erforming together)			

tennis], and apply basic principles suitable for attacking and defending

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming

## **Swimming and water safety**

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Year 5	Netball & basketball	Football	Hockey	Net Games B	Striking & Fielding B	Athletics B		
	Swimming	Swimming	Gym 1	Dance – Traditional English dance	Gym 2	Dance- Times past: G I Blues		
Year 6	Hockey	Football	Tag Rugby	Net Games B	Striking & Fielding B	Athletics B		
	Swimming	Swimming	Gym 1	Dance – Sporting themes	Gym 2	Dance- Grease is the word		
RE	See 'The Oxfordshire	See 'The Oxfordshire Agreed Syllabus for Religious Education 2015-2020'						
Year 5	Worship, Pilgrimage and sacred places - What is the role of the synagogue (incl. trip), Jerusalem, Western Wal	Religion and the Individual – Christianity - 10 Commandments; Jesus' Parables; Judaism – Dietary Laws	Journey of Life and Death (Christianity, Islam)	Journey of Life and Death (Hinduism, Judaism)	Inspirational People – Hinduism Gurus, Rama, Sita, Krishna	Express their faith through the arts		
Year 6	Worship, pilgrimage and sacred places - What is the role of the mosque?, Hajj, Mecca (incl.trip)	Worship, pilgrimage and sacred places – Christian and Hindu pilgrimages	Religion, Family and Community Christianity, Hinduism, Sikhism	Religion and the Individual – Islam Five Pillars; Hinduism Karma	Beliefs in Action - Charity, charities, etc)	Inspirational People – Judaism and Islam		
French	<ul> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>							

	<ul> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>						
	- describe people, places, things and actions orally* and in writing - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and						
	the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.						
Year 5	Buildings	Days of the week	Numbers 1-50	Hobbies	Food	Weather	
	Directions	Times of day	More or less than	Months of the Year	Days of the week	Where you live	
	Where places are	Christmas	Future tense		Months of the Year		
Year 6	Classroom routines	Occupations	Rooms of the house	Houses	Prepositions	Holidays	
	Clothes	Family members	Adjectives	Adjectives	Furniture vocabulary	Presentations	
	Adjectives			Songs			