Year 5 and 6 Curriculum Overview

Year A	Autumn Term		Spring Term		Summer Term	
	Term 1	**Term 2**	**Term 1**	**Term 2**	**Term 1**	**Term 2**
Possible visits/ resources	Oxford Castle Trip		Oxford visit Blenheim Palace			
English	Modern fiction (significant authors) Explanations and instructions - science	Myths and legends; traditional stories Persuasion and adverts (healthy living)	Poetry - personification Recount (diaries, newspapers) - Tuesday	Discussion (Geography) Classic fiction (Alice in Wonderland / Hobbit) Including plays	Poetry Film Narrative – recount / character The Piano (Y5) Replay (Y6)	Modern fiction – narrative - Harry Potter Report
Spelling and Grammar	Long Furlong Spellings and Grammar plans					
Maths	See separate plan					
Geography	**Locational knowledge** ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **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 ▪ 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 **Geographical skills and fieldwork** ▪ use maps, atlases, globes and 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.					
			Locational knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	**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		**Locational knowledge** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over 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 themes:			Local History study – Oxford (hist / geo)	Coasts: UK (Cornwall)		Oxford Land use: 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 Africa) c. AD 900-1300.	
Possible themes:	Crime and Punishment throughout the ages	Leisure and Entertainment in the 20th and 21st Century	Oxford		A non-European society Baghdad	
Science	- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments.					
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, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.		reproduction in some plants and animals. The work of David Attenborough and Jane Goodall	air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. The work of Galileo Galilei and Isaac Newton	Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. The work of Ptolemy, Alhazen and Copernicus
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,	**Animals inc humans** Exploring the work of scientists about the relationship between diet, exercise, drugs, lifestyle and health	**Living things and 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	**Electricity** - 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	**Evolution and 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	**Light** - 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

	exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.		animals - give reasons for classifying plants and animals based on specific characteristics. The work of Carl Linnaeus	brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.	of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. The work of Mary Anning, Charles Darwin and Alfred Wallace.	- explain that we see things because light travels from light sources to our eyes or from light sources 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 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 themes:	Drawing and painting skills – People in Action		Architecture - Drawing and painting skills		Pottery – Clarice Cliff	
DT	**Design** - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work					

	- understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products. **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 themes:		Healthy eating		Electrical systems - Fairground rides		Structures – chairs
Computing	- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - 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.					
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	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.					

Year 5	Cyclic patterns (exploring rhythm & pulse)		Journey into space (exploring sound sources)		Stars, hide your fires (performing together)	
Year 6	Round about (exploring sounds)		Songwriter (exploring lyrics & melody)		Stars, hide your fires (performing together)	
PE	- use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 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 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	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - 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 Directions Where places are	Days of the week Times of day Christmas	Numbers 1-50 More or less than Future tense	Hobbies Months of the Year	Food Days of the week Months of the Year	Weather Where you live
Year 6	Classroom routines Clothes Adjectives	Occupations Family members	Rooms of the house Adjectives	Houses Adjectives Songs	Prepositions Furniture vocabulary	Holidays Presentations

Year B	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Possible visits/ resources						
English	Classic fiction - Charlie and the Chocolate Factory (character) Persuasion (packaging) Instructions	Stories from other cultures Reports (Geography)	Narrative – figurative language – The Princesses' Blankets Biographies/autobiographies - Winston Churchill - topic	Explanations – science/ **spies** Narrative - Freefall	Recount / reports / Interviews – Mountains Poetry – significant poets	Persuasion (Tourism) Discussion (Impact of tourism) Poetry – performance
Spelling and Grammar	Long Furlong Spellings and Grammar plans					
Maths	See separate plan					
Geography	**Locational knowledge** - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Geographical skills and fieldwork** - use maps, atlases, globes and 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.					
		Place knowledge Understand geographical similarities and		**Geographical skills and fieldwork** - use maps, atlases, globes and	**Human and physical geography** Describe and understand key aspects	**Human and physical geography** - human geography, 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 civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		106			
Possible themes:	Achievements of earliest civilisation - Mayans/Shang Dynasty		Achievements of earliest civilisation - Turning points In History - Battle of Britain			
Science	- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments.					
Year 5	**Properties and changes of materials** - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and	**Properties and changes of materials** - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible	**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 reproduction in some plants and animals. The work of David Attenborough and	**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 air resistance, water resistance and friction, that act between moving surfaces recognise that some	**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 Moon relative to the Earth - describe the Sun, Earth and Moon as approximately

	response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.		Jane Goodall	mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. The work of Galileo Galilei and Isaac Newton	spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. The work of Ptolemy, Alhazen and Copernicus
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 function describe the ways in which	**Animals inc humans** Exploring the work of scientists about the relationship between diet, exercise, drugs, lifestyle and health	**Living things and 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 animals based on specific	**Electricity** - 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 on/off position of switches use	**Evolution and 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 their parents identify how animals and plants	**Light** - 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 sources to our eyes or from light sources

	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 Anning, Charles Darwin and Alfred Wallace.	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 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 themes:		Textiles – Fashion and Textiles	Artist study – drawing and painting skills		Landscapes – drawing and painting skills	
DT	**Design** - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.					

	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 themes:	Packaging for Chocolate – drawing skills, colour, artist study			Vehicles – mechanical systems		Structures – Houses (alpine)
Computing	- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - 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.					
PSHE	Unit 1 - Core	Unit 2 – Making a Positive Contribution	Unit 9 - SRE	Unit 6 – Keeping Safe, Staying Safe, Feeling Safe	Unit 3 – Economic Well-being and Financial Capability	Unit 1 - Core
Music	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.					
Year 5	Cyclic patterns (exploring rhythm & pulse)		Journey into space (exploring sound sources)		Stars, hide your fires (performing together)	
Year 6	Round about (exploring sounds)		Songwriter (exploring lyrics & melody)		Stars, hide your fires (performing together)	
PE	- use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and					

	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 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	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures					

	- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - 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 Directions Where places are	Days of the week Times of day Christmas	Numbers 1-50 More or less than Future tense	Hobbies Months of the Year	Food Days of the week Months of the Year	Weather Where you live
Year 6	Classroom routines Clothes Adjectives	Occupations Family members	Rooms of the house Adjectives	Houses Adjectives Songs	Prepositions Furniture vocabulary	Holidays Presentations