

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<i>If I could..</i>		<i>A smugglers trail...</i>		<i>Shakespeare and more...</i>	
<b>Trips/ special days</b>	Quentin Blake exhibition at Jarwood		Smugglers visit (Hastings old town)		Herstmonceaux	Beach
<b>Text English</b>	Way Home	The great kapok tree	Cosmic	The Highwayman	Clockwork	Macbeth
<b>Maths</b>	Number- place value Number- addition, subtraction, multiplication and division Fractions Number- decimals Number- percentages		Number- algebra Measurement- converting units Measurement- Perimeter, area and volume Number- ratio Geometry- position and direction		Geometry- properties of shapes Problem solving Statistics Investigations	
<b>Science</b>	Science week- How to be a Scientist.	Living things and their habitats	Earth and Space	Forces	Properties and changes of Materials	Animals inc. humans
<b>Geography</b>	Geographical skills and fieldwork – creating a map for a specific place) – ‘Get me out of here!’ <ul style="list-style-type: none"> <li>• 8 points of compass and direction</li> <li>• Orienteering (Start and finish)</li> </ul>		Place knowledge linked to smugglers- changes to the physical geography  Geographical skills and fieldwork- creating a map for the smugglers route	Water Cycle  Place knowledge Similarities and differences looking at human geography; Similarities and differences looking at physical geography.		
<b>History</b>		Mayan	Local history study Smugglers		Battle of Hastings	
<b>Art and design</b>	Sketching (linked to text/ Quentin Blake), cartoons.	Art/ English week	Clay	Watercolour paintings	Creating shields, weapons and IT beayux tapestry	Art around the world – copying art techniques from other countries.
<b>Design Technology</b>						

<b>Music</b> <u>charanga</u>	Unit –Don't stop believin'	Christmas songs/ carol service Unit- Bells ring out	Unit – Classroom Jazz 1	Unit-Benjamin Britten A tragic story	Unit- Stop	Production (singing)
<b>P.E</b>	Football/Hockey	Dance  Basketball- St Richards	Gymnastics - balance and sequences	Dance - to music from other cultures.	Athletics	Team games, e.g. Stoolball
	Basketball- St Richards	Swimming	Swimming	Games with simple tactics - football,netball (skills)		Sports day practice
<b>Computing</b>	E safety Audacity	Jingles	Planning Podcast	Recording Podcast	Advertising	Playback and Performance
<b>RE</b>	Belief in God and Islam	Islamic art and nativity	Stories of the Islamic faith	5 pillars of Islam	Prayer and worship	Christian pilgrimage

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic embedded PSHE	<ul style="list-style-type: none"> <li>• people and living things have needs, that they have responsibilities to meet them (including taking turns, sharing, understand need to return borrowed things)</li> <li>• what improves and harms local, natural and built environments, some of the ways people look after them</li> <li>• identify and respect differences and similarities between people</li> </ul>	<ul style="list-style-type: none"> <li>• think about themselves, learn from experiences, recognise and celebrate strengths, set simple but challenging goals</li> <li>• good and not so good feelings, vocab to describe feelings to others and strategies for managing feelings</li> <li>• growing and changing, new opportunities and responsibilities independence brings</li> <li>• recognise they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</li> <li>• how to contribute to the life of the classroom</li> <li>• help construct, agree to follow, group and class rules and understand how these rules help us</li> <li>• people and living things have needs and they have</li> </ul>	<ul style="list-style-type: none"> <li>• what constitutes a healthy lifestyle including physical activity, rest, healthy eating, dental health</li> <li>• recognise likes and dislikes, how to make real, informed choices that improve physical and emotional health, recognise choices have good and not so good consequences</li> <li>• people and living things have needs and they have responsibilities to meet them</li> <li>• what improves and harms local, natural and built environments, about some ways people look after them</li> <li>• Gender related stereotyping – possible link here.</li> </ul>	<ul style="list-style-type: none"> <li>• money comes from different sources, can be used for different purposes, including concepts of spending and saving</li> <li>• about role money plays in their lives eg how to manage money, keep it safe, choices about spending and what influences those choices</li> <li>• <i>(in context perhaps of different countries' people's level of wealth).</i></li> <li>• they belong to various groups and communities</li> <li>• identify and respect differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>• think about themselves, learn from experiences, recognise and celebrate strengths and set simple but challenging goals</li> </ul>	<ul style="list-style-type: none"> <li>• change and loss and associated feelings (including moving home, losing toys, pets or friends)</li> <li>• recognise what is fair and unfair, kind and unkind, right and wrong</li> <li>• people and living things have needs, they have responsibilities to meet them</li> </ul>

		<p>responsibilities to meet them</p> <ul style="list-style-type: none"> <li>• they belong to various groups and communities eg family, school</li> <li>• what improves and harms local, natural and built environments, about some ways people look after them</li> <li>• money comes from different sources and can be used for different purposes, concepts of spending and saving</li> <li>• the role money plays including how to manage money, keep it safe, choices about spending, what influences those choices</li> <li>• See anti-bullying L.O.s also.</li> </ul>		<p>between people</p> <ul style="list-style-type: none"> <li>• identify special people (family, friends, carers), what makes them special and how they should care for one another</li> </ul>		
<b>Discrete PSHE</b>	<p>Communication weeks</p> <ul style="list-style-type: none"> <li>• about change, including transitions (Key Stages /schools), loss, separation, divorce, bereavement</li> <li>• importance of protecting personal information, passwords, addresses and images</li> <li>• people who are responsible for helping them stay healthy and safe and ways that they can help these people</li> </ul>	<p>Anti-bullying week</p> <ul style="list-style-type: none"> <li>• recognise increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• pressure to behave in an unacceptable, unhealthy or risky way comes from a variety of sources, including people they know and media</li> <li>• recognise when and how to ask for help, use</li> </ul>	<ul style="list-style-type: none"> <li>• what positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>• strategies for keeping physically and emotionally safe eg road safety, e-safety</li> <li>• differentiate between terms, 'risk', 'danger' and 'hazard'</li> <li>• deepen understanding of risk by recognising, predicting and</li> </ul>		<p>SRE –</p> <ul style="list-style-type: none"> <li>• recognise they may experience conflicting emotions and when they might need to listen to emotions or overcome them</li> <li>• how to make informed choices (including recognising choices can have positive, neutral and negative consequences)</li> <li>• how their body changes as they approach and</li> </ul>	<p>Transition –</p> <ul style="list-style-type: none"> <li>• about change, including transitions (Key Stages /schools), loss, separation, divorce, bereavement</li> <li>• pressure to behave in an unacceptable, unhealthy or risky way comes from a variety of sources, including people they know and media</li> </ul>

	<ul style="list-style-type: none"> <li>• to work collaboratively towards shared goals</li> <li>• there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>• school rules about health and safety, basic emergency aid procedures, where and how to get help</li> </ul>	<p>basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <ul style="list-style-type: none"> <li>• importance of protecting personal information, passwords, addresses and images</li> <li>• people who are responsible for helping them stay healthy and safe and ways that they can help these people</li> <li>• differences and similarities arise from factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</li> <li>• recognise and challenge stereotypes</li> <li>• realise consequences of anti-social and aggressive behaviours eg bullying, discrimination</li> </ul>	<p>assessing risks in different situations and deciding how to manage them responsibly (eg sensible road use, risks in their local environment), use this as an opportunity to build resilience</p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p>move through puberty</p> <ul style="list-style-type: none"> <li>• recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• about human reproduction</li> <li>• recognise and challenge stereotypes</li> <li>• recognise what constitutes a positive, healthy relationship and develop skills to form and maintain these</li> <li>• recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>• be aware of different types of relationship, including friends and families, civil partnerships, marriage</li> <li>• that actions affect themselves and others</li> <li>• judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>	<ul style="list-style-type: none"> <li>• recognise when and how to ask for help, use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li> <li>•</li> </ul>
--	--	---	---	--	---	--

		<p>on individuals and communities</p> <ul style="list-style-type: none"> <li>to recognise and manage 'dares'</li> </ul>			<ul style="list-style-type: none"> <li>concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> </ul>	
<p>PSHE Running throughout via Thrive input</p> <ul style="list-style-type: none"> <li>how to make informed choices (including recognising choices can have positive, neutral and negative consequences)</li> <li>deepen understanding of good and not so good feelings, extend vocabulary to enable them to explain the range and intensity of feelings to others</li> <li>recognise they may experience conflicting emotions and when they might need to listen to emotions or overcome them</li> <li>to recognize and respond appropriately to a wider range of feelings in others</li> <li>to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</li> <li>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>recognise and challenge stereotypes</li> <li>to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li> </ul>						