

YEAR A		Autumn	Spring	Summer
Year 5 and 6		<u>Blood, Bones and Body Bits</u>	<u>The Vile Victorians</u>	<u>Our World in Our Hands</u>
	Maths	<p>Year 5</p> <ul style="list-style-type: none"> • Number: Place Value (numbers to 10,000; Roman Numerals to 1,000; Round to nearest 10, 100 and 1,000; numbers to 100,000, compare and order numbers to 100,000; round numbers within 100,000; numbers to a million; counting in 10s, 100s, 1000s, 10,000s and 100,000s; compare and order numbers to one million; negative numbers) • Number: Addition and Subtraction (add whole numbers with more than 4 digits (column method); subtract whole numbers with more than 4 digits (column method); round to estimate and approximate; inverse operations (addition and subtraction); multi-step addition and subtraction problems) • Statistics (read and interpret line graphs; draw line graphs; use line graphs to solve problems; read and interpret tables; two-way tables; timetables) • Number: Multiplication and Division (multiples; factors; common factors; prime numbers; square numbers; cube numbers; multiply by 10,100 and 1,000; divide by 10, 100 and 1,000; multiples of 10, 100 and 1,000) • Perimeter and Area (measure perimeter; calculate perimeter; area of rectangles; area of compound shapes; area of irregular shapes) • Consolidation <p>Year 6</p> <ul style="list-style-type: none"> • Number: Place Value (numbers to ten million; compare and order any number; round any number; negative numbers) • Number: Addition, Subtraction, Multiplication and Division (add and subtract integers; multiply up to a 4-digit number by a 2-number; short division, division using factors; long division; common factors; common multiples; primes to 100; squares and cubes; order of operations; mental calculations and estimation; reason from known facts) • Fractions (simplify fractions; fractions on a number line; compare and order (denominator); compare and order (numerator); add and subtract fractions; mixed addition and subtraction; multiply fractions by integers; multiply fractions by fractions; divide fractions by integers; four rules with fractions; fraction of an amount; fraction of an amount - find the whole) • Geometry: Position and Direction (the first quadrant; four quadrants; translations; reflections) • Consolidation 	<p>Year 5</p> <ul style="list-style-type: none"> • Number: Multiplication and Division (multiply 4-digits by 1-digit; multiply 2-digits (area model); multiply 2-digits by 2-digits; multiply 3-digits by 2-digits; multiply 4-digits by 2-digits; divide 4-digits by 1-digit; divide with remainders) • Number: Fractions (equivalent fractions; improper fractions to mixed numbers; mixed numbers to improper fractions; number sequences; compare an order fractions less than 1; compare and order fractions greater than 1; add and subtract fractions; add fractions within 1; add 3 or more fractions; add fractions; add mixed numbers; subtract fractions; subtract mixed numbers; subtract - break the whole) • Number: Decimals and Percentages (decimals up to 2dp; decimals as fractions; understanding thousandths; thousandths as decimals; rounding decimals; order and compare decimals; understand percentages; percentages as fractions and decimals; equivalent fractions, decimals and percentages) • Consolidation <p>Year 6</p> <ul style="list-style-type: none"> • Number: Decimals (three decimal places; multiply by 10, 100 and 1,000; divide by 10, 100 and 1,000; multiply decimals by integers; divide decimals by integers; division to solve problems; decimals as fractions; fractions to decimals) • Number: Percentages (fractions to percentages; equivalent fractions, decimals and percentages; order fractions, decimals and percentages; percentage of an amount; percentages - missing values) • Number: Algebra (find a rule - one step; find a rule -two step; forming expressions; substitution; formulae; forming equations; solve simple one-step equations; solve two-step equations; find pairs of values; enumerate possibilities) • Measurement: Converting Units (metric measure; convert metric measures; calculate with metric measures; miles and kilometres; imperial measures) • Measurement: Perimeter, Area and Volume (shapes - same area; area and perimeter; area of a triangle; area of a parallelogram; volume - counting cubes; volume of a cuboid) • Number: Ratio (using ratio language; ration and fractions; introducing the ratio symbol; calculating ratio; using scale factors; ratio and proportion problems) • Consolidation 	<p>Year 5</p> <ul style="list-style-type: none"> • Number: Decimals (adding decimals within 1; subtracting decimals within 1; complements to 1; adding decimals - crossing the whole; adding decimals with the same number of decimal places; subtracting decimals with the same number of decimal places; adding decimals with a different number of decimal places; subtracting decimals with a different number of decimal places; adding and subtracting wholes and decimals; decimal sequences; multiplying decimals by 10, 100 and 1,000; dividing decimals by 10, 100 and 1,000) • Geometry: Properties of Shapes (measuring angles in degrees; measuring with a protractor; drawing lines and angles accurately; calculating angles on a straight line; calculating angles around a point; calculating lengths and angles in shapes; regular and irregular polygons; reasoning about 3D shapes) • Geometry: Position and Direction (position in the first quadrant; reflection; reflection with coordinates; translation; translation with coordinates) • Measurement: Converting Units (kilograms and kilometres; milligrams and millilitres; metric units; imperial units; converting units of time; timetables) • Measurement: Volume (what is volume?; compare volume; estimate volume; estimate capacity) • Consolidation <p>Year 6</p> <ul style="list-style-type: none"> • Geometry: Properties of Shapes (measures with a protractor; introduce angles; calculate angles; vertically opposite angles; angles in a triangle; angles in a triangle - special cases; angles in a triangle - missing angles; angles in special quadrilaterals; angles in regular polygons; draw shapes accurately; draw nets of 3D shapes) • Problem Solving • Statistics (read and interpret line graphs; draw line graphs; use line graphs to solve problems; circles; read and interpret pie charts; pie charts with percentages; draw pie charts; the mean) • Investigations • Consolidation

	English	<p>Science report writing - science experiments Non-chronological report – the heart Research – what happens in our heart? Persuasive writing – Pig Heart Boy Letter writing - letter to Dr Bryce Persuasive letter - letter to parents Facts and opinions - Pig Heart Boy Speaking and listening – presenting a speech Diary writing – Cam’s Diary</p> <p>Texts: Pig Heart Boy - Malorie Blackman, See Inside Your Body - Katie Daynes and Colin King, Blood, Bones and Body Bits (Horrible Science) - Nick Arnold, information texts about the human body</p>	<p>Narrative (archaic)Poetry – The Highwayman Discussion texts – who was guilty for the death of Bess? Balanced argument - The Highwayman Facts and opinions - The Highwayman Hot seating – character role play / character empathy Formal letter writing – Preston Manor Research – duties in the Victorian household Newspaper report – Street Child</p> <p>Texts: The Highwayman - Alfred Noyes, Street Child - Berlie Doherty, The Vile Victorians (Horrible Histories) - Terry Deary, information texts about the Victorians</p>	<p>Environmental poetry – poems with a message Poetry writing - conveying a message Research – issues facing the planet Narrative writing – Iron Man prequel</p> <p>Texts: The Iron Man - Ted Hughes, A Small Star - Gerald Benson, What Will You Do? - Clare Bevan, Earth’s Clock - Pat Moon, The World with its Countries - John Cotton, Grown-ups - Peter Dixon, Natural Numbers/Missing - Mike Johnson, Important Notice - Philip Waddell, Careful With That You Might Break It - John Rice, Harvest Hymn - Judith Nicholls, The Boy Who Dropped Litter - Lindsay MacRae, Planet for Sale - Sue Hardy-Dawson, Give and Take - Roger McGough, An Alphabet for the Planet - Riad Nourallah, Names - Brian Moses, Where is the Forest? - John Foster, information texts about the world, information texts about environmental issues</p>
	Science	<p><u>Animals, including humans</u> Constructing 2D/3D models of the human body Identifying and naming the main parts of the human circulatory system; explaining the functions of the heart, blood vessels and blood Our skeletal system - various parts and their functions Modelling heart and circulatory system Comparative test – What happens to the rate at which our hearts beat when we perform different exercises? Investigating heart rates Observation – How many times does your heart beat every minute? Pattern-seeking – Is there a relationship between the type of exercise that you do and the number of heart beats per minute? Producing information posters about the heart Researching using secondary sources – What are the functions of blood? Modelling the components of blood - making own blood Describing the ways in which nutrients and water are transported within animals, including humans - research ‘<i>why do we need to drink water?</i>’ Seven characteristics of living things MRS GREN Human lifecycle - stages of development Investigating lung capacity - the respiratory system The effects of smoking/drinking/drugs on our bodies - recognising the impact of diet, exercise, drugs and lifestyle on the way our bodies function - creating information/presentation that children of a similar age would understand</p>	<p><u>Forces</u> Identifying different forces around us Illustrative fair-test – How does the surface area of a piece of paper affect how quickly it falls? Identifying the effects of air resistance that act between moving surfaces - creating air spinners/autogyros Investigative fair-test– What affects how well a parachute falls? - designing an effective parachute Comparative test – How does the shape of an object affect how it moves through water? Understanding water resistance - dropping plastercine into water Recognising that some mechanisms, including pulleys, allow a smaller force to have a greater effect - exploring how pulleys make lifting a load easier Recording data and using ICT to create graphs Exploring gears - which direction do they turn? What happens if you change the size of a gear? Exploring levers - investigating the position of levers, loads and fulcrums</p>	<p><u>Living Things and their Habitats</u> Introduction to lifecycles - looking for evidence of stages in school grounds/local environment Exploring the lifecycles of different animals - mammals, birds, insects, amphibians Observing changes to mammal/egg over time using school/zoo webcam Observations over time – What are the different stages of the life cycle of a ladybird? Classifying living things based on similarities and differences - giving reasons and justifying characteristics Labelling the parts of a flower, including reproductive parts Secondary sources research – How does the pollen from one flower reach another flower? Role play - pollination of a flowering plant Growing plants from parent plants - observing changes to flowering plants over time</p> <p><u>Evolution and Inheritance</u> Discussion - Which characteristics have you inherited from your parents? Identify characteristics inherited from animals to their young Research - Who was Charles Darwin? Investigation - worm escape (camouflage and adaptation) Exploring how birds adapt to their habitat - how do beaks and feet differ between bird species? How might a creature/plant evolve to suit the planet’s environment in the future?</p>

	History		<p>Local history study</p> <ul style="list-style-type: none"> • Chronological Understanding - organising dates in British and World History, from BC to AD, up to present day; creating timeline of key events in Victorian Times; visit to Preston Manor; interpreting Upper Beeding census and analysing changes • Historical Knowledge - exploring developments in Child Welfare laws; comparing lives of rich and poor; researching life of Queen Victoria; understanding roles of Victorian servants; writing servant's letter of application to Preston Manor (link to English); interpreting Victorian life using census; analysing changes • Interpretations of History - understanding historical sources (primary and secondary); handling artefacts at Hove Museum; role play and artefact handling at Preston Manor; researching using artefacts, records and census, ICT, information books and video clips • Historical Enquiry - comparing Victorian and modern classrooms; visit to Preston Manor; comparing Victorians artefacts with modern day equivalents; designing own geared Cam toy (link to DT; interpreting Upper Beeding census and analysing changes • Organisation and Communication - selecting and organising information to produce structured work; making appropriate use of dates and terms; communicating ideas about the past using different genres of writing; drawing diagrams, data-handling, drama role-play, storytelling and using ICT; planning and presenting self-directed project or research about the studied period 	
	Geography		<ul style="list-style-type: none"> • Locational Knowledge – explore extent of Queen Victoria's empire; investigate why we ruled these countries; explore events which could have contributed to people moving near to Upper Beeding e.g. cement works being built/ evacuation during World War Two • Human and Physical Geography - investigate Victorian census of Upper Beeding and identify roles of men and women focusing on agricultural labourers • Geographical Skills and Fieldwork - compare Upper Beeding over the years; observe changes to school building and local roads 	<ul style="list-style-type: none"> • Locational Knowledge – locate continents and countries of the world, oceans and main physical features using printed and digital atlases; identify environment regions of certain countries, their climates and their key human and physical features; identify key physical and human features of Upper Beeding including proposed sites for re-development; identify lines of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn • Human and Physical Geography - identify and compare key features of biomes and climate zones; describe and understand key aspects of human geography through completing research project into area of redevelopment in Upper Beeding • Geographical Skills and Fieldwork - use maps and computer mapping to explore Upper Beeding; understand existing human features and layout of the village; use O/S maps and six-figure references to identify potential redevelopment sites in the local area; observe sites suitable for redevelopment; use observations and recordings to produce development proposal; use GIS (Geographical Information System) and maps to understand land usage in local area – Parish Council development plan; use of atlases and Google Maps to explore locations studied
	Art	<ul style="list-style-type: none"> • Drawing - creating face art in the style of Chuck Close using warm and cold colours; observational sketching of facial features and hands focusing on line, marks, form, shapes, tone, textures, patterns, blending, simple perspective and compositional scale • Painting - portrait painting; focus on colour choice (Picasso) • Collage - creating self-portraits inspired by Picasso using mixed media • 3D Sculpture - clay portraits - develop clay modelling and using different clay tools with clay; planning and designing; using tools and materials to carve, add shape, add texture and pattern <p>Artist study – Chuck Close, Pablo Picasso</p>	<ul style="list-style-type: none"> • Drawing - creating natural motif (William Morris focus); observational sketching/drawing exploring focusing on line, marks, form, shapes, tone, textures, patterns, blending, simple perspective and compositional scale – flowers, butterflies, leaves; researching artist – focusing on floral patterns; tracing image and rotating/reflecting to create pattern • Painting - using watercolours to enhance final design • Printing - hapa zome printing technique; investigate materials ; create pattern using flowers and leaves inspired by focus artist using the hapa zome printing technique <p>Artist study – William Morris, India Flint</p>	<ul style="list-style-type: none"> • Drawing – sketching/drawing landscapes focusing on line, marks, form, shapes, textures, patterns; researching artist –focusing on use of shape and textures; using patterns to create textures using dry media • Painting – exploring textures and effects using materials; create zentangle landscape using tone and texture • Textiles - Textile Landscapes using batik and sewing; batik techniques, experiment with overlapping and layering • Art through Technology - graphic design - exploring geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, experimenting with complex 'fractal' landscapes <p>Artist Study - Valeriane Leblond</p>

	Computing	<p>Webpage Design – creating a webpage about a chosen area of human anatomy</p> <ul style="list-style-type: none"> • Search Technologies - developing critical thinking skills; awareness of potential risks and how they can be dealt with; learning about bias and authority in websites; independently search for images to be used in documents; using features of Google’s web search • Using Software - recapping features previously used; aligning text for aesthetic effect; introducing keyboard shortcuts; producing topic related work, demonstrating skills learnt; evaluating webpages; creating a webpage layout; adding text, images and hyperlinks to webpage; publishing and sharing a webpage • Online safety - revising Acceptable Use Policy -behaviour and use of computing equipment; issuing VLE passwords and looking at uses of the class homepage; discussing the use of the internet - identifying what constitutes personal information; developing critical thinking skills and awareness of potential risks and how they can be dealt with 	<p>Spreadsheets - designing and costing a museum with a given budget Code.org</p> <ul style="list-style-type: none"> • Programs and Algorithms - creating programs with loops, events and conditionals; writing algorithms for everyday tasks; translating names into binary; investigating different problem-solving techniques • Search Technologies - learning about email safety - preventing and dealing with spam; plagiarism and fair use of people’s work - how to write citations and referencing websites used • Using Software - entering and editing text and numbers in cells; using SUM formula; to begin formatting cells; entering data and formulae into a spreadsheet; ordering and presenting data based on calculations; adding, editing and calculating data; using a spreadsheet to solve problems; planning and calculating a spending budget; designing a spreadsheet for a specific purpose • Online safety - considering importance of strong passwords and learning how to create them; scrutinising photographs that can be seen online and learning how easy it is to manipulate pictures and present them as reality; discussing societal impacts of computing 	<p>3D Modelling - using SketchUp to design local community improvement (link to Geography)</p> <ul style="list-style-type: none"> • Networking and the internet - understanding how hardware is attached to a computer; knowing how hardware is used to aid a computer ‘booting up’; identifying components of a computer and its functions; understanding how global network is used daily to aid people’s lives, including computers sending and requesting information; identifying the start-up of the internet and its history • Using Software - drawing 3D shapes; adding detail to 3D drawings; adding and manipulating 3D models; creating a complex 3D model; creating a 3D model of own design • Online safety - keeping safe when using technology at home (linked to Summer holidays); addressing any arising issues as and when appropriate
	DT	<p>Celebrating culture and seasonality – granola bars/savoury muffins</p> <ul style="list-style-type: none"> • Design - discuss and research ideas; annotate sketches • Make - write step by step recipes; select and use utensils; make, decorate and present food product • Evaluate - sensory evaluations; present data; product vs design; how have key chefs influenced eating habits? • Technical knowledge - use of utensils and equipment, including heat; seasonality and food sources 	<p>Mechanical systems, Cams – moving parts toy</p> <ul style="list-style-type: none"> • Design - generate and research ideas; develop simple design • Make - produce lists of tools, equipment and materials; formulate step-by-step plans; select and use tools and equipment • Evaluate - compare final product to design specification; test product; critically evaluate quality of design, manufacture, functionality and fitness for purpose; consider other views to improve work; investigate relevant famous manufacturing and engineering companies • Technical knowledge - understand mechanical systems have input, process and output; understand how cams can be used to produce different types/change direction of movement; know and use relevant technical vocabulary 	<p>Frame structures - make a shelter to use in different climates or Stevenson Screen (weather recording device)</p> <ul style="list-style-type: none"> • Design - research needs and existing products; develop simple design; model ideas, prototypes and annotated sketches. • Make - formulate clear step-by-step plan; list resources; select and use appropriate tools; use finishing and decorative techniques • Evaluate - investigate and evaluate frame structures; evaluate products against design specification; research relevant key events and individuals to frame structures • Technical knowledge - understand how to strengthen, stiffen and reinforce 3-D frameworks; know and use relevant technical vocabulary
	MFL (French)	<p>Listening, speaking, reading and writing</p> <ul style="list-style-type: none"> • teacher’s instructions • register taking • greetings • questions: comment ça va? - elaborate on answer • body parts • numbers to 30 and 50 • Christmas traditions • Christmas songs <p>Grammar</p> <ul style="list-style-type: none"> • verbs – 1st, 2nd person; past, present, future tense • gender – masculine, feminine nouns (singular and plural); correct use of definite and indefinite articles • pronouns • word order of adjectives • how to form a negative 	<p>Listening, speaking, reading and writing</p> <ul style="list-style-type: none"> • vehicles • where I live and places on a map • follow and give instructions • giving an opinion on where I would like to live <p>Grammar</p> <ul style="list-style-type: none"> • verbs – 1st, 2nd person; past, present, future tense • gender – masculine, feminine nouns (singular and plural); correct use of definite and indefinite articles • pronouns • word order of adjectives • how to form a negative 	<p>Listening, speaking, reading and writing</p> <ul style="list-style-type: none"> • food and drink, including use of money • telling the time • numbers to 50 and 100 <p>Grammar</p> <ul style="list-style-type: none"> • verbs – 1st, 2nd person; past, present, future tense • gender – masculine, feminine nouns (singular and plural); correct use of definite and indefinite articles • pronouns • word order of adjectives • how to form a negative

	Music	<p><u>Learning to Play the Recorder</u></p> <p><u>Performing</u></p> <ul style="list-style-type: none"> • Hold the recorder correctly (left hand), and cover the holes properly; • Read simple music using the notes D, C, B, A, G; • Reading simple notation <p><u>Notation - Rhythm Grids (Charanga)</u></p> <ul style="list-style-type: none"> • Clap a series of 3 and 4 metre rhythms with syncopation; • Understand the term syncopation <p><u>Listening and Reviewing (Charanga)</u></p> <p>Cuckoo— Benjamin Britten (Irish Folk), Jai Ho – AR Rahman (Bhangra), Lean on Me – ACM Gospel Choir (Gospel), The Carnival Arrives – John K Miles (Contemporary), Jamming – Bob Marley, Oye Como Va – Santana (Latin) –</p> <p>Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody); describe and give opinions of the music heard with confident use of an extended range of musical terminology; listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles</p> <p><u>Performing - Christmas Songs</u></p> <ul style="list-style-type: none"> • Learn songs and memorise for the Christmas Concert involving harmony and part singing <p><u>Interrelated Dimensions</u></p> <ul style="list-style-type: none"> • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <p><u>Vocabulary</u>: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations</p>	<p><u>Project One Dot - <i>Fast Car</i></u></p> <p><u>Performing</u></p> <ul style="list-style-type: none"> • Appraise the song <i>Fast Car</i>; • Understand the term ‘ternary form’; • Understand what a fifth and an octave is; • Sing the song <i>Fast Car</i>; • Perform own composition <p><u>Listening and Reviewing</u></p> <p>Fast Car – Jonathan Dove’ Fast Red Car – John Adams, Mustang Sally – Wilson Pickett, Drive – The Cars, Mercedes Benz – Janis Joplin –</p> <p>Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody); describe and give opinions of the music heard with confident use of an extended range of musical terminology; listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles</p> <p><u>Improvising and Composing</u></p> <p>Improvising and Composing - create a short piece of music using notes from melody of first phase of <i>Fast Car</i> with tuned percussion or keyboards (C,E,G,A,Bb); use a ternary form structure</p> <p><u>Interrelated Dimensions</u></p> <ul style="list-style-type: none"> • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <p><u>Vocabulary</u>: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations</p>	<p><u>Summer Production Songs</u></p> <p><u>Performing</u></p> <ul style="list-style-type: none"> • Learn songs and choreography for summer production <p><u>Classroom Jazz (Charanga)</u></p> <p><u>Performing</u></p> <ul style="list-style-type: none"> • Learn to play ‘Three Note Bossa’ on tuned percussion; learn to play ‘The Five Note Swing’ on tuned percussion; play a solo within piece <p><u>Listening and Reviewing</u></p> <p>Take The ‘A’ Train - Duke Ellington , Speaking My Peace - H. Parlan, Back O’Town Blues - Earl Hines, One O’Clock Jump - Count Basie –</p> <p>Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody); describe and give opinions of the music heard with confident use of an extended range of musical terminology; listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles</p> <p><u>Improvising and Composing</u></p> <p>Improvise to melody of Three Note Bossa and Five Note Swing</p> <p><u>Interrelated Dimensions</u></p> <ul style="list-style-type: none"> • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <p><u>Vocabulary</u>: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations</p>
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PE	<ul style="list-style-type: none"> • <u>Dance</u> - exaggerate dance movements and motifs (using expression when moving); demonstrate strong movements throughout a dance sequence; combine flexibility, techniques and movements to create a fluent sequence; move appropriately and with the required style in relation to the stimulus • <u>Netball</u> - apply prior knowledge of skills for attacking and defending; use running, jumping, throwing and catching in isolation and in combination; develop a strong understanding of different roles and positioning • <u>Gymnastics</u> - draw on prior knowledge about strategy, tactics and composition when performing and evaluating; analyse and comment on skills and techniques used by others and self; use more complex gym vocabulary to describe how to improve and refine performances; develop strength, technique and flexibility throughout performances • <u>Hockey</u> - understand different rules, the importance of fair play and respect for officials and other players; take part in competitive games with a strong understanding of tactics and composition; keep possession of balls during games situations; tackle, intercept and win back possession • <u>Swimming</u> - develop basic water safety skills and understand the dangers that water can pose; develop competence in pushes and glides, increasing distance each time; develop technique in the four main strokes (crawl, breaststroke, back crawl & butterfly); develop effective breathing control techniques; swim confidently for at least 25m; compete against peers and other schools in races across all four strokes 	<ul style="list-style-type: none"> • <u>Dance</u> - perform with confidence, using a range of movement patterns; show a change of pace and timing in movements; move to the beat accurately in dance sequences; understand that different stimuli require different motifs and use them appropriately • <u>Game Making</u> - create my own games using knowledge and skills from prior learning; modify and adapt games to make them easier or harder; make suggestions as to what resources can be used to differentiate a game; compare and comment on skills to support creation of new games • <u>Gymnastics</u> - plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions; adapt sequences to include a partner or a small group; increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus • <u>Rugby</u> - consistently use sport-specific skills with co-ordination, control and fluency; make use of space in attack and defence; pass a ball whilst running • <u>Swimming</u> - develop basic water safety skills and understand the dangers that water can pose; develop competence in pushes and glides, increasing distance each time; develop technique in the four main strokes (crawl, breaststroke, back crawl & butterfly); develop effective breathing control techniques; swim confidently for at least 25m; compete against peers and other schools in races across all four strokes 	<ul style="list-style-type: none"> • <u>Athletics</u> - understand which technique is most effective when jumping for distance (when standing and with a run up); demonstrate appropriate techniques in a competitive situation; track improvement of scores over time and strive to beat own and peers' records • <u>Cricket</u> - consistently use sport-specific skills with co-ordination, control and fluency; strike balls in different ways and directions; adjust throwing power; bowl overarm accurately? • <u>Athletics</u> - use correct technique to run at speed; build stamina and develop the ability to run for distance; throw with accuracy and power; identify and apply techniques of relay running including a successful baton handover • <u>Tennis</u> - consistently use sport-specific skills with co-ordination, control and fluency; use different types of shots; understand how to change the flight of the ball
PSHE	<p><u>Me and My World</u> Writing class rules/electing class reps Bikeability Expect respect Internet and mobile phone safety Should you trust what you read/hear/see? (media) Jeans for Genes</p> <p><u>We are all Different</u> Black History – Ruby Bridges and Martin Luther King Children In Need Anti-bullying Cyber-bullying What does it mean to be 'British'? What is a 'stereotype'?</p>	<p><u>Dreams and Goals</u> New Year Resolutions Inspirational people What career am I aiming for? Looking after my money What is charity?</p> <p><u>Healthy Me</u> Water safety Alcohol and drugs Smoking dangers Exercise and health Bacteria and viruses Fire safety (WSFS)</p>	<p><u>Relationships</u> What is teamwork? What skills can I offer? Recipe for a good friend What is a good friendship? Personal space Marriage/civil partnerships/committed relationships</p> <p><u>Changing Me</u> Living and Growing – What is puberty? What is adulthood? Memories Agony aunt/uncle What is a boyfriend/girlfriend? Transition to Y6/7</p>

	RE	<p><u>Islam</u></p> <p>What is the best way for a Muslim to show commitment to God?</p> <ul style="list-style-type: none"> • What are you committed to? • Explore the five pillars of Islam - reflect on each and share importance • Questioning - how do Muslims show commitment? • Writing affirmations to their own commitments <p><u>Christianity</u></p> <p>How significant is it that Mary was Jesus' mother?</p> <ul style="list-style-type: none"> • Discussion - have you ever been chosen to do something? • Explore depictions of Mary in art what do they tell us about Mary? • Discussion - why do you think Mary was chosen by God? Would Jesus's life been different if he had a human father? • Reflection - if Jesus returned today, what sort of parent would be chosen by God? 	<p><u>Christianity</u></p> <p>Is anything ever eternal?</p> <ul style="list-style-type: none"> • Discussion - what lasts forever? • Children sort images into eternal and non-eternal • Watch wedding ceremony - is love eternal? • Reflection - what is Heaven, what is Hell? • Discussion - what do Christians believe is eternal? What do you believe is eternal? • Class display - what would the world look like if everyone 'loved their neighbour'? <p><u>Christianity</u></p> <p>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <ul style="list-style-type: none"> • Who has influenced your life? - personally and celebrity/famous • Sort list of festivals into Christian and non-Christian • Research - Christian charities • Discussion - where in British society do we see the influence of Christianity? • Writing own Ten Commandments that all people should live by 	<p><u>Islam</u></p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <ul style="list-style-type: none"> • Discussion - how do we lead good lives? • Graffiti walls - what do <i>Heaven</i>, <i>Hell</i>, <i>Right</i>, and <i>Wrong</i> mean to you? • Explore Muhammad, Allah ,the Qur'an, the five pillars and elements of everyday life (food, marriage, education) - how do these show Muslims choosing to lead good lives? • Debate - does belief in Akhirah (life after death) help Muslims lead good lives? • Expression - response to the question what does Heaven mean to me? <ul style="list-style-type: none"> • Continuum line - do you agree/disagree with actions? - look at scenarios • Discussion - Is war ever right/justifiable? • Explore what jihad means - struggle against evil - what might a person see as evil? • Explore Arab/Israeli conflict - what is the cause? • Discuss stereotyping - is it right to say all Muslims are terrorists? • Sorting statement sin those that will/will not get a Muslim into Heaven • Look at optical illusions - we see things differently to each other
	Visits and Visitors	Restart a Heart Training (Henfield Hart)	Preston Manor, Brighton Hove Museum Y5/6 Residential Little Canada, IOW	South of England Show, Ardingly