YEAR A		Autumn	Spring	Summer
		Sticks, Stones and Bones	**Incredible Egyptians**	**River Deep, Mountain High**
Year 3 and 4	Maths	**Year 3** ● **Number: Place Value** (hundreds; represent numbers to 1,000; 100s, 10s and 1s; number line to 1,000; find 1, 10, 100 more or less than a given number; compare objects to 1,000; compare numbers to 1,000; order numbers; count in 50s) ● **Number: Addition and Subtraction** (add and subtract multiples of 100; add and subtract 3-digit and 1-digit numbers; add and subtract 2-digit and 3-digt numbers; add and subtract 100s; spot the pattern - making it explicit; add and subtract two 3-digit numbers) ● **Number: Multiplication and Division** (multiplication - equal groups; multiply by 3; divide by 3; the 3 times table; multiply by 4; divide by 4; the 4 times table; multiply by 8; divide by 8; the 8 times table) **Year 4** ● **Number: Place Value** (Roman Numerals to 100; round to the nearest 10; round to the nearest 100; count in 1,000s; 1,000s, 100s, 10s and 1s; partitioning; number line to 10,000; 1,000 more or less; compare numbers; order numbers; round to nearest 1,000; count in 25s; negative numbers) ● **Number: Addition and Subtraction** (add and subtract 1s, 10s, 100s and 1,000s; add two 4-digit numbers; subtract two 4-digit numbers; efficient subtraction; estimate answers; checking strategies) ● **Measurement: Length and Perimeter** (kilometres; perimeter on a grid; perimeter of a rectangle; perimeter of rectilinear shapes) ● **Number: Multiplication and Division** (multiply by 10; multiply by 100; divide by 10; divide by 100; multiply by 1 and 0; divide by 1 and itself; 6 ties table and division facts; multiply and divide by 9; 9 times table and division facts; multiply and divide by 7; 7 time table and division facts)	**Year 3** ● **Number: Multiplication and Division** (comparing statements; related calculations; multiply 2-digits by 1-digit; divide 2-digits by 1-digit; scaling; how many ways?) ● **Measurement: Money** (pounds and pence; convert pounds and pence; add money; subtract money; give change) ● **Statistics** (pictograms; bar charts; tables) ● **Measurement: Length and Perimeter** (measure length; equivalent lengths - m and cm; equivalent lengths - mm and cm; compare lengths; add lengths; subtract lengths; measure perimeter; calculate perimeter) ● **Number: Fractions** (unit and non-unit fractions; making the whole; tenths; count in tenths; tenths as decimals; fractions on a number line; fractions of a set of objects) **Year 4** ● **Number: Multiplication and Division** (11 and 12 times table; multiply 3 numbers; factor pairs; efficient multiplication; written methods; multiply 2-digits by 1-digit; multiply 3-digiits by 1-digit; divide 2-digits by 1-digit; divide 3-digits by 1-digit; correspondence problems) ● **Measurement: Area** (what is area?; counting squares; making shapes; comparing area) ● **Number: Fractions** (what is a fraction?; equivalent fractions; fractions greater than 1; count in fractions; add 2 or more fractions; subtract 2 fractions; subtract from whole amounts; calculate fractions of a quantity; problem solving - calculate quantities) ● **Number: Decimals** (recognise tenths and hundredths; tenths as decimals; tenths on a place value grid; tenths on a number line; divide 1-digit by 10; divide 2-digits by 10; hundredths; hundredths as decimals; hundredths on a place value grid; divide 1 or 2-digits by 100)	**Year 3** ● **Number: Fractions** (equivalent fractions; compare fractions; order fractions; add fractions; subtract fractions) ● **Measurement: Time** (months and years; hours in a day; telling the time to 5 minutes; telling the time to the minute; using a.m. and p.m.; 24-hour clock; finding the duration; comparing durations; start and end times; measuring time in seconds) ● **Geometry: Properties of Shape** (turns and angles; right angles in shapes; compare angles; draw accurately; horizontal and vertical; parallel and perpendicular; recognise and describe 2-D shapes; recognise and describe 3-D shapes; make 3-D shapes) ● **Measurement: Mass and Capacity** (measure mass; compare mass; add and subtract mass; measure capacity; compare capacity; add and subtract capacity) **Year 4** ● **Number: Decimals** (make a whole; write decimals; compare decimals; order decimals; round decimals; halves and quarters) ● **Measurement: Money** (pounds and pence; ordering money; estimating money; four operations) ● **Measurement: Time** (hours, minutes and seconds; years, months, weeks and days; analogue to digital - 12 hour; analogue to digital 24 hour) ● **Statistics** (interpret charts; comparison, sum and difference; introducing line graphs; line graphs) ● **Geometry: Properties of Shape** (identify angles; compare and order angles; triangles; quadrilaterals; lines of symmetry; complete a symmetric figure) ● **Geometry: Position and Direction** (describe position; draw on a grid; move on a grid; describe a movement on a grid)
	English	Character description - Stone Age Boy Story writing - Stone Age Boy Poetry - Diamante poem about the Stone Age Leaflet - Stonehenge tourist information Whole Class Guided Reading – Pugs of the Frozen North Texts: Stone Age Boy - Satoshi Kitamura, Pugs of the Frozen North - Philip Reeve and Sarah McIntyre, information texts about Stone Age/Bronze Age	Poetry - New Year's Resolutions by Brian Moses Recount - Exploration of an Egyptian Tomb Instruction writing - Mummification Non-chronological report - Camels Whole Class Guided Reading – A Mummy Ate My Homework Texts: A Mummy Ate My Homework - Thiago De Moraes, information texts about Ancient Egypt	Biographies - Sir Edmund Hillary Letter writing - A Letter Home for expedition Poetry writing - Free Verse Diary writing - A trip up a mountain Whole Class Guided Reading – The Abominables Texts: The Abominables - Eva Ibbotsson, information books about natural wonders of the world (mountains, rivers, volcanoes), various texts about Sir Edmund Hillary

Science	<u>Rocks and fossils</u> Observing and comparing different rocks Where are the rocks in the world? Where are the rocks in the UK? Where are the rocks in Upper Beeding? Classifying rocks and their properties (igneous, metamorphic, sedimentary) - playing odd one out Modelling - how are different rocks formed? Comparative test - which rocks are the hardest? Investigating how fossils are made - creating storyboards of different fossilisation processes Creating own fossils Classification – How can we identify the different types of soil? <u>Animals, including humans</u> Making own paper skeletons - what do we know? Naming key bones in the human skeleton (skull, ribcage, spine, pelvis) Explaining - what are the functions of our bones? Explaining - what is the function of our muscles? Comparative test - measure who has the quickest reaction times - dropping a ruler	<u>Electricity</u> Sorting electrical and non-electrical items Investigating - what can electricity do? (heat, light, sound, movement) What is an electrical hazard? Creating safety posters Constructing simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Problem-solving – Which circuits will work? Can you repair the ones that do not work Classifying - Which materials are electrical conductors/insulators? Exploring switches - creating own switches Creating an explorer's torch/ an electrical alarm system for a pharaoh's tomb <u>Animals, including humans</u> Sorting animals using own criteria Key characteristics of vertebrates and invertebrates Classifying and sorting animals using Venn diagrams, Carroll diagrams and tree diagrams Research - what do different animals eat? Developing a week's food plan for humans with different requirements: a child, an active woman, a man who works in an office, a sports person, etc	<u>Plants</u> Categorising the foods we eat by which part of a plant they are (fruit, seed, root) Which foods are processed before eating? Naming and explaining the function of parts of a flowering plant Simple test - How can we prove that stems transport water? - observing celery and carnations in coloured water Observing and recording measurements over time - sunflower/bean race Comparative fair test - observing plant growth with/without their parts (roots, leaves, flower) <u>States of Matter</u> What do understand by solid, liquid and gas? - filled balloons Explore particle structures of matter - drama Comparing and sorting materials according to state of matter Observing changing states of matter - how long does it take for an ice cube/candle/chocolate square to melt? Comparative test - do all types of chocolate melt at the same temperature? Exploring - will all liquids freeze? Illustrative fair test investigation– will the location of a puddle affect how well it evaporates? Model - what is the water cycle? Exploring evaporation and condensation - creating a water cycle in a bag
History	Changes in Britain from the Stone Age to the Iron Age ● Chronological Understanding - identifying position of Stone Age on timeline of key world historical events; discussing AD and BC ● Historical Knowledge - exploring how farming changed the world; exploring Stone Age houses; answering questions *"why was bronze important?", "why were henges and stone circles important?", "why were crafts important?", "what were the diets of hunter gatherers like?"*; discovering artefacts from field dig; predicting what they were, their use and what period of history they were from; creating informative poster about Bronze Age life ● Interpretations of History - research using video clips, pictures, internet and information books; interpreting pictures of Stone Age tools; handling artefacts from field dig and Butser Farm; exploring life in Stone Age villages ● Historical Enquiry - understanding how Stone Age diet changed with seasons; comparing lives of hunter gatherers and Neolithic farmers; awareness of how farming changed history; understanding development of trade; exploring Stone Age/ Bronze Age tools - significance of metal ● Organisation and Communication - recalling, selecting and organising historical information in written form; using different genres of writing; communicating ideas about the past; drawing diagrams, data-handling, drama/role-play, storytelling and using ICT	Broader history study – Earliest ancient civilisations ● Chronological Understanding - identifying position of Ancient Egypt on timeline of key world historical events; discussion of when Ancient Egypt was in relation to present day ● Historical Knowledge - investigating Howard Carter's discovery of Tutankhamun's tomb; exploring significance of the River Nile; observing artefacts from Tutankhamun's tomb; assessing what they tell us about the person who they belonged; understanding pyramid building process; comparing techniques and equipment used now and then; understanding the significance of gods worshipped; understanding Egyptian societal pyramid ● Interpretations of History - exploring artefacts (Novium Museum); research using video clips, pictures, internet and information books; using ICT to produce information about Egyptian gods or mummification ● Historical Enquiry - exploring Egyptian Gods; understanding structure of Egyptian society; comparing Ancient Egypt to present day; understanding importance of the River Nile ● Organisation and Communication - recalling, selecting and organising historical information in written form; using different genres of writing; communicating ideas about the past; drawing diagrams, data-handling, drama/role-play, storytelling and using ICT	

Geography	● Locational Knowledge – locate and name countries in UK and the counties in England ● Geographical Skills and Fieldwork - use maps to locate different countries in the UK and the counties in England; use four points on a compass to explain where different counties are in the UK	● Locational Knowledge – locate Egypt on a world map ● Place Knowledge - research importance of the River Nile and how its uses have changed from Ancient times to today; research major human and physical features in Egypt and plot on a map; write diary entry to describe 'experiences' whilst 'visiting' these places ● Geographical Skills and Fieldwork - use maps to locate and position River Nile onto a map of Egypt; plot main cities and landmarks; use Google Earth to explore landscape of Egypt and where its main cities and human and physical features are located	● Locational Knowledge – locate countries that have major mountain ranges ● Human and Physical Geography - research and describe mountains; explore the water cycle; understand map contour lines and construct contour model of Everest ● Geographical Skills and Fieldwork - walk up Truleigh Hill to observe and sketch human and physical features of Upper Beeding; record/photograph special places in the village; create painting and poem based on their observations of places and seasons in Upper Beeding; use six figure grid references to describe position of landmarks on a map; locate human features on an O/S map using key; devise own key symbols; use O/S maps and Google Earth to locate Upper Beeding; use atlases to locate major mountain ranges and plot onto map
Art	● Drawing - researching stone age/cave art; sketching cave designs; sketching artefacts focusing on line, marks, form, shapes, tone, textures and patterns; creating textural effects using charcoal and chalk pastels – Stonehenge; sketching and designing fossil shapes ● Painting – creating cave paintings; mixing paint for light/ dark tones; painting tonal sky background for Stonehenge ● Collage - creating Stonehenge; Bansky silhouettes ● 3D Sculpture - fossil relief prints (Linked to science) ● Artist study - Banksy	● Drawing - researching, sketching Egyptian symbols ● Painting - painting cartouche to embellish final design ● Printing - creating Styrofoam tile designs; creating repeating pattern ● Collage - creating Egyptian headdress using collage materials ● Textiles - making papyrus; dyeing paper for textured effect ● 3D Sculpture - clay cartouche - etching and joining clay together, crosshatching and creating clay slip ● Art through Technology - side profile photography ● Artist study – Mahmoud Mokhtar	● Drawing - blind contour drawing of hand; focus artist, Ian Sklarsky, (continuous line drawing); review and refine observational skills; cross contour line drawing of hand using fine liner pen; explore o/s maps of local area – contour lines and warm or cool colours in a repeating pattern (pencil) ● Painting - exploring complementary colours for sea and sky –painting great wave picture using wax resist and watercolours ● Printing - creating Styrofoam tile contour maps; making relief printing tile ● Textiles - paper weaving on loom; radial weaving loom; Great Barrier Reef - weaving with paper, wool and fabric to produce both collaborative and individual pieces of art ● Artist Study - Ian Sklarsky, Sarah Duffield (local artist)
Computing	**Desktop Publishing** ● To recognise how text and images convey information ● To recognise that text and layout can be edited ● To choose appropriate page settings ● To add content to a desktop publishing publication ● To consider how different layouts can suit different purposes ● To consider the benefits of desktop publishing **Branching Databases** ● To use Yes/No questions to sort objects and data ● Making groups ● Creating a branching database ● Structuring a branching database ● Planning a branching database ● Creating a dinosaur identifier	**Programming – Sequencing Music** ● To explore a new programming environment ● To identify that commands have an outcome ● To explain that a program has a start ● To recognise that a sequence of commands can have an order ● To change the appearance of my project ● To create a project from a task description **Programming – Events and Actions** ● To explain how a sprite moves in an existing project ● To create a program to move a sprite in four directions ● To adapt a program to a new context ● To develop my program by adding features ● To identify and fix bugs in a program ● To design and create a maze-based challenge	**Animation** ● To explain that animation is a sequence of drawings or photographs ● To relate animated movement with a sequence of images ● To plan an animation ● To identify the need to work consistently and carefully ● To review and improve an animation ● To evaluate the impact of adding other media to an animation **Connecting Computers** ● To explain how digital devices function ● To identify input and output devices ● To recognise how digital devices can change the way we work ● To explain how a computer network can be used to share information ● To explore how digital devices can be connected ● To recognise the physical components of a network

DT	Healthy and varied diet – making soup ● Design - generate ideas through discussion to develop design criteria including appearance, taste, texture and aroma; annotate sketches and use appropriate IT, such as web-based recipes ● Make - plan recipe, listing ingredients, utensils and equipment; select and use appropriate utensils and equipment; select ingredients based on sensory characteristics ● Evaluate - carry out sensory evaluations of ingredients and products; record evaluations using tables and graphs; evaluate ongoing work and final product with reference to design criteria ● Technical knowledge - know how to use equipment and utensils to prepare and combine food; know about a range of fresh and processed ingredients and whether they are grown, reared or caught; know and use relevant technical and sensory vocabulary appropriately	Simple circuits and switches - alarm systems ● Design - gather information about needs and wants; develop design criteria to inform product design; generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams ● Make - order main stages of making; select and use tools and equipment to cut, shape, join and finish; select and use materials and components, including construction materials and electrical components ● Evaluate - investigate and analyse existing battery-powered products; evaluate ideas and products against design criteria and identify strengths and areas for improvement in work ● Technical knowledge - understand and use electrical systems in products; apply understanding of computing to program and control products; know and use relevant technical vocabulary	Shell structures – greenhouse ● Design - generate ideas and design criteria collaboratively through discussion; develop ideas through the analysis of existing products; use annotated sketches and prototypes to model and communicate ideas ● Make - order main stages of making; select and use appropriate tools to measure, mark out, cut, score, shape and assemble; explain choice of materials according to functional properties and aesthetic qualities; use suitable finishing techniques ● Evaluate - investigate and evaluate existing shell structures including materials, components and techniques used; test and evaluate own product against design criteria ● Technical knowledge - develop and use knowledge to construct strong, stiff shell structures; develop and use knowledge of nets of cubes and cuboids and more complex 3D shapes; know and use relevant technical vocabulary
MFL (French)	Listening, speaking, reading and writing ● teacher's instructions ● register taking and reply ● greeting someone ● simple song or rhyme ● numbers to 10 and 20 ● Christmas words Grammar ●verbs – 1st, 2nd person; past, future tenses • gender – masculine, feminine nouns • pronouns • word order of adjectives	Listening, speaking, reading and writing ● the weather ● seasons ● Epiphany festival ● Easter words Grammar ●verbs – 1st, 2nd person; past, future tenses • gender – masculine, feminine nouns • pronouns • word order of adjectives	Listening, speaking, reading and writing ● vehicles ● numbers to 20 and 30 Grammar ●verbs – 1st, 2nd person; past, future tenses • gender – masculine, feminine nouns • pronouns • word order of adjectives

	Music	<u>Harvest Festival Songs</u> <u>Performing</u> ● Sing and perform songs for the Harvest Festival; learn actions to accompany the songs; final performance to school, parents and community <u>Glockenspiel Stage 1 (Charanga)</u> <u>Performing</u> ● Play the glockenspiel correctly; read simple notation (C,D,E); play from notation ● Improvising and Composing - improvising to Dee Cee Blues on tuned percussion; create own composition on Bongo Beach; create own composition at Gluttonbury Festival <u>Notation - Rhythm grid</u> (Charanga) ● Performing - clap a series of 4 metre rhythms using crotchets, quavers and semiquavers, and crotchet rests <u>Listening and Reviewing</u> Recognise family groups within orchestra and importance of conductor; describe and give opinions of music heard with some use of musical vocabulary; discuss emotional impact of a piece; identify some structural and expressive aspects of music heard (starts slowly and gets faster) Fossils – Carnival of the Animals, Stone Age Medley – Horrible Histories, Six Marimbas – Steve Reich, Danse Macabre – Saint Saens, Flight of the Bumblebee for a marimba – Rimsky Korsakov <u>Christmas Songs</u> <u>Performance</u> ● Learn songs and memorise for the Christmas Concert – part singing; rhythm games – keeping the pulse, copying a range of rhythmic patterns <u>Interrelated dimensions</u> ● Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <u>Vocabulary</u>: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction, syncopation, layers, repetition (ostinato), verse/chorus; repeat signs	<u>Topic Related Music</u> <u>Performing</u> ●Learn song *Tutankhamun*; discuss difference between major and minor keys**;** ●Learn to play the introduction on keyboard (from memory where appropriate); ●Sing *Mummification* and play on tuned instruments; ●Follow score and accompany using boomwhackers <u>Notation</u> – ●Rhythm games using basic notation e.g. crotchets, quavers and semiquavers (groups of 1 beat); Charanga rhythm grid and rhythm cards; copy and clap back rhythms of differing complexity <u>Listening and Reviewing</u> – Recognise family groups within orchestra and importance of conductor; describe and give opinions of music heard with some use of musical vocabulary; discuss emotional impact of a piece; identify some structural and expressive aspects of music heard (starts slowly and gets faster) Walk like an Egyptian – The Bangles, Benjamin's Calypso – Joseph, Pharaoh's Song – Joseph, traditional Egyptian music – <u>Improvising and Composing</u> – ●Create a ceremonial rhythmic piece to honour the God; ●Organise musical ideas within musical structures; ●Practise, rehearse and present performances <u>Interrelated dimensions</u> ● Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <u>Vocabulary</u>: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction, syncopation, layers, repetition (ostinato), verse/chorus; repeat signs	<u>BBC 10 Pieces - Stravinsky - The Firebird</u> <u>Performing</u> ● To play the motif of Stravinsky's Firebird on a tuned instrument; play a short rhythmic / melodic piece inspired by the Firebird <u>Listening and Reviewing</u> Role of individual instruments within an orchestral setting; how these instruments are used to illustrate characters or settings; connection between music and drama, and how one is used to illustrate the other The Finale to the Firebird, In the Hall of The Mountain King <u>Improvising and Composing - Stravinsky – The Firebird</u> Create a piece in four sections that maps out the concluding storyline (Finale) from the Firebird; <u>Improvising and Composing Grieg – In the Hall of the Mountain King</u> Create a short piece in small groups, based on the story of the Hall of the Mountain King <u>Interrelated dimensions</u> ● Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <u>Vocabulary</u>: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction, syncopation, layers, repetition (ostinato), verse/chorus; repeat signs

	P E	**<u>Fundamentals</u>** – • Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. • Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. **<u>Hockey</u> –** • Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. **<u>Dance</u> -** • Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. **<u>Netball</u> –** • Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.	**<u>Gymnastics</u> –** • In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. **<u>Football</u> –** • Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition. **<u>Yoga</u> -** • Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows. **<u>Swimming</u> –** • Basic pool safety skills and confidence in water; introduction to the four strokes, using floats and aids where necessary; introduction to push and glides, any kick action on front and back with or without support aids; develop entry and exit, travel further, float and submerge; introduction to breath control; introduction to deeper water; treading water.	**<u>Dodgeball -</u>** • Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances. **<u>Athletics</u> –** • In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. **<u>Tennis</u> –** • In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. **<u>Rounders</u> –** • Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.
	P S H E	<u>Me and My World</u> Writing class rules/electing class reps Jeans for Genes How can I help to care for my school? How can I care for my village? Parish council / local volunteers Online safety <u>We are all Different</u> Black History – Nelson Mandela Children In Need Anti-bullying What is discrimination/racism? What makes me happy/sad/angry?	<u>Dreams and Goals</u> New Year Resolutions What is a habit and why can it be hard to change? Working together What is my dream goal? What would I like to do (career)? What is my dream purchase? Can money buy you happiness? <u>Healthy Me</u> Good and not so good feelings Managing emotions Promoting healthier eating at school Fire safety (WSFS)	<u>Relationships</u> How are we pressured into our decisions and choices? What happens when you marry? How do people show they are committed to each other? <u>Changing Me</u> Living and Growing – • Changes Is it good to keep a secret? What is a dare? Transition to Y4/5

	R E	<u>Buddhism</u> Is it possible for everyone to be happy? ● What makes us happy? ● Would being rich make you happy? ● The life of Buddha ● The eight-fold path ● Can everyone be happy? ● Creating a class happiness mobile <u>Christianity</u> What is the most significant part of the Christmas story for Christians today? ● Recognising signs and symbols ● Symbols of Christmas ● Christingle symbolism ● Designing own Christmas decoration ● Designing own Christingles	<u>Buddhism</u> Could the Buddha's teachings make the world a better place? ● What makes the world a wonderful place? ● What problems stop a happy view of the world? ● How do we change our view of the world? ● How do we make the world a better place? ● Writing pledges to the world <u>Christianity</u> Is forgiveness always possible? ● Role-play forgiveness scenarios ● The Easter Story - did Jesus always forgive? ● Christian visitor - what is forgiveness? Is forgiveness always possible? ● What forgiveness means to me - poem/drawing/model	<u>Buddhism</u> What is the best way for a Buddhist to lead a good life? ● Scenarios – what is a good choice? ● The Noble Eightfold Path ● How do we make sure that we do not harm anyone or anything? ● Creating a road of guidance <u>Christianity</u> Do people need to go to church to show that they are Christians? ● Discussion - My Special Place ● What do people go to church? ● How do Christians pray if they cannot go to church? ● Writing about special places/designing a special space to pray