YEAR A		Autumn	Spring	Summer
Year 5 and 6	Maths	**Blood, Bones and Body Bits** **Year 5** • **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** **Year 6** • **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**	**The Vile Victorians** **Year 5** • **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** **Year 6** • **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**	**Our World in Our Hands** **Year 5** • **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 numbers 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** **Year 6** • **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	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 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	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 Texts: The Highwayman - Alfred Noyes, Street Child - Berlie Doherty, The Vile Victorians (Horrible Histories) - Terry Deary, information texts about the Victorians	Environmental poetry – poems with a message Poetry writing - conveying a message Research – issues facing the planet Narrative writing – Iron Man prequel 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
Science	<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 heat 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 *'why do we need to drink water?'* 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	<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	<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 <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?

	History		Local history study • 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		• 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	• 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	• 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 Artist study – Chuck Close, Pablo Picasso	• 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 Artist study – William Morris, India Flint	• 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 Artist Study - Valeriane Leblond

Computing	**Website Design** • -To review an existing website and consider its structure • -To plan the features of a web page • -To consider the ownership and use of images (copyright) • -To recognise the need to preview pages • -To outline the need for a navigation path • -To recognise the implications of linking to content owned by other people **Systems and Searching** • -To explain that computers can be connected together to form systems • -To recognise the role of computer systems in our lives • -To experiment with search engines • -To describe how search engines select results • -To explain how search results are ranked • -To recognise why the order of results is important, and to whom	**Spreadsheets** • -To create a data set in a spreadsheet • -To build a data set in a spreadsheet • -To explain that formulas can be used to produce calculated data • -To apply formulas to data • -To create a spreadsheet to plan an event • -To choose suitable ways to present data **Vector Drawing** • -To identify that drawing tools can be used to produce different outcomes • -To create a vector drawing by combining shapes • -To use tools to achieve a desired effect • -To recognise that vector drawings consist of layers • -To group objects to make them easier to work with • -To apply what I have learned about vector drawings	**3D Modelling** • -To recognise that you can work in three dimensions on a computer • -To identify that digital 3D objects can be modified • -To recognise that objects can be combined in a 3D model • -To create a 3D model for a given purpose • -To plan my own 3D model • -To create my own digital 3D model **Programming – Physical Computing** • -To control a simple circuit connected to a computer • -To write a program that includes count-controlled loops • -To explain that a loop can stop when a condition is met • -To explain that a loop can be used to repeatedly check whether a condition has been met • -To design a physical project that includes selection • -To create a program that controls a physical computing project
DT	Celebrating culture and seasonality – granola bars/savoury muffins • 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	Mechanical systems, Cams – moving parts toy • 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	Frame structures - make a shelter to use in different climates or Stevenson Screen (weather recording device) • 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)	Listening, speaking, reading and writing • teacher's instructions • register taking • greetings • questions: comment ça va? - elaborate on answer • body parts • numbers to 30 and 50 • Christmas traditions • Christmas songs Grammar • 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	Listening, speaking, reading and writing • vehicles • where I live and places on a map • follow and give instructions • giving an opinion on where I would like to live Grammar • 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	Listening, speaking, reading and writing • food and drink, including use of money • telling the time • numbers to 50 and 100 Grammar • 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	Learning to Play the Recorder Performing • 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 Notation - Rhythm Grids (Charanga) • Clap a series of 3 and 4 metre rhythms with syncopation; • Understand the term syncopation Listening and Reviewing (Charanga) 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) – 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 Performing - Christmas Songs • Learn songs and memorise for the Christmas Concert involving harmony and part singing Interrelated Dimensions • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. Vocabulary: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations	Project One Dot - *Fast Car* Performing • Appraise the song *Fast Car*; • Understand the term 'ternary form'; • Understand what a fifth and an octave is; • Sing the song *Fast Car*; • Perform own composition Listening and Reviewing Fast Car – Jonathan Dove' Fast Red Car – John Adams, Mustang Sally – Wilson Pickett, Drive – The Cars, Mercedes Benz – Janis Joplin – 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 Improvising and Composing Improvising and Composing - create a short piece of music using notes from melody of first phase of *Fast Car* with tuned percussion or keyboards (C,E,G,A,Bb); use a ternary form structure Interrelated Dimensions • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. Vocabulary: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations	Summer Production Songs Performing • Learn songs and choreography for summer production Classroom Jazz (Charanga) Performing • Learn to play 'Three Note Bossa' on tuned percussion; learn to play 'The Five Note Swing' on tuned percussion; play a solo within piece Listening and Reviewing Take The 'A' Train - Duke Ellington , Speaking My Peace - H. Parlan, Back O'Town Blues - Earl Hines, One O'Clock Jump - Count Basie – 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 Improvising and Composing Improvise to melody of Three Note Bossa and Five Note Swing Interrelated Dimensions • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. Vocabulary: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations

	PE	• **Gymnastics** – • In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. • **Dance** – • Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others. • **Rugby** – • In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. • **Swimming** – • 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	• **Fitness** – • Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected. • **Volleyball** – • Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. • **Yoga** – • 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 be given the opportunity to work collaboratively with others and be given the oppotunity to create their own flows and lead others. • **Netball** – • In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.	•**Athletics** – • In this unit, pupils 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, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. •**Tennis** – • In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent. •**Badminton** – • Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. •**Cricket** – • Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. 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.

PSHE	<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 <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'?	<u>Dreams and Goals</u> New Year Resolutions Inspirational people What career am I aiming for? Looking after my money What is charity? <u>Healthy Me</u> Water safety Alcohol and drugs Smoking dangers Exercise and health Bacteria and viruses Fire safety (WSFS)	<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 <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
RE	**Introductory lesson: Respectful** Learning about religion and worldviews and how to be respectful during Religion and worldviews lessons **Why doesn't Christianity always look the same?** Exploring the spread of Christian beliefs worldwide, children will look at how geography and history influenced Christian practices. By examining Bible stories, historical accounts, and first-hand experiences, they will investigate why, despite sharing the same fundamental beliefs, Christian practices vary in the UK and around the world. **Why are some places in the world significant to believers?** Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes led to conflicts and what these places can reveal about beliefs and culture. (Christian, Jewish, Buddhist, Muslim, Sikh and Hindu) • **Christmas: Who celebrates Christmas?**	**Why do Abrahamic religions look different around the world?** Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. (Jewish, Muslim, Christian) **Why is there suffering? Part 1** Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Through analysing stories and texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that God does not exist. (Jewish, Christian, Zoroastrianist, Buddhist) • **Easter: Why might some people take part in Easter traditions?**	**Why is it better to be there in person?** Thinking back to previous learning about prayer and worship, children find out about significant journeys and pilgrimages and why visiting a particular place is so important to some people. They investigate the challenges of pilgrimage experiences and consider whether it is better to visit a place in person. (Muslim, Jewish, Christian, Humanist) **Why is there suffering? Part 2** • Deepening their understanding of suffering, children explore alternative ideas about and responses to suffering through texts and stories. They consider how people might respond to suffering and how their reactions are influenced by their worldview. (Shinto, Buddhist,Sikh Humanist)
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