YEAR B		Autumn	Spring	Summer
		Roaming Romans	**Amazing Amazon**	**Longboats and Battleaxes**
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	Non-chronological report - Roman life Myths and Legends - Romulus and Remus Persuasive leaflet - visit Upper Beeding Poetry writing - Roman chant Poetry writing - Roman army acrostic Descriptive writing - mythical creatures Story Writing - Girl and the Fox Whole Class Guided Reading - Julius Zebra: Rumble with the Romans Texts: Julius Zebra: Rumble with the Romans - Gary Northfield, Romulus and Remus - traditional, information texts about the Romans	Facts and opinions - newspapers Newspaper reports - The Great Kapok Tree (deforestation) Diary writing - visit to New York Debating - deforestation Debating - settlement of indigenous land Explanation writing - Mushroom Rocks Poetry - comparing Native American poems Whole Class Guided Reading - The Explorer Texts: The Great Kapok Tree - Lynne Cherry, information texts about America, information texts about Mayans, information texts about rainforests	Non-chronological report - dragons Poetry writing - kennings Story Writing - Beowulf Character Descriptions - Beowulf and Grendl Texts: Beowulf - Michael Morpurgo, information texts about Anglo-Saxons and Vikings

Science	<u>Forces and Magnets</u> Recognising how science affects our lives - what are magnets used for? What is a magnet? Classification - exploring which materials are magnetic Investigating the strength of different magnets (ball, horseshoe, wand, etc) Investigating the poles of two magnets (attract and repel) Uses of magnets in our homes - making a fridge magnet Problem-solving - making a compass (paperclip, cork, water); wand magnet hair, moving magnet cars, magnetic paperclip chains Investigating how to move a Roman soldier (paperclip) using magnets and their properties Investigate how long a car travels down a ramp - compare surfaces Investigate what is friction? Rubbing hands together, what happens? Investigate shoe grips using a forcemeter	<u>Animals, including humans</u> Observing our teeth and their functions Understanding why we need to care for our teeth - egg experiment What happens when we chew? Investigating the journey of Colin the Cracker through the human digestive system Understanding the function of parts in the digestive system What do we need to be healthy? Looking at the Eatwell food plate British and rainforest animals - exploring food chains (producers, predator and prey) <u>Living things and their habitats</u> How many animals and plants can we find in the wildlife area? How can we classify and identify these? Use of classification keys - tree diagrams Research - how are these animals/plants suited to their environment? How threats to environments affect the habitats and food chains of animals (link to Geography)	<u>Light</u> What is in the dark box? School shadow search - what is a shadow? Investigating how shadows are made - shadow puppet How does light source distance affect the size of shadow? Pattern-seeking - how does angle of light affect length of shadow? Investigating how playground shadow changes in a day Classifying materials using light (opaque, transparent, translucent, reflective) <u>Sound</u> Sound walk - what sounds can you hear in different places around the school? Investigate what happens to the sound of a drum as we move away from it What is a sound?- rice on drum, tuning fork in water, table tennis ball and tuning fork Investigation - how can we change volume and pitch of sounds (dropping beans into metal bowl, water in glass bottles, boomwhackers, straw oboes, elastic band guitars) How do we hear? Labelling the ear
History	The Roman Empire and life in Roman Britain ● Chronological Understanding - ordering key events within Roman Empire ● Historical Knowledge - describing Roman soldier and understanding effectiveness of Roman army; exploring Roman Gods; understanding story of Romulus and Remus; investigating the extent of Roman Empire; researching life in Roman times (housing, food, clothes, schools); understanding what 'invade' means; writing poem/chant about Roman Empire (link to English); creating Roman onager (link to DT); creating Roman artefacts (shield/jewellery) ● Interpretations of History - research using internet, information books, evidence packs; interpreting evidence of Roman invasion; sharing Roman myths (link to English) ● Historical Enquiry - researching aspects of Roman life; visit to Fishbourne Palace trip; exploring what the *Romans did for us*; labelling map of Roman Empire ● 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	Short study of Mayan civilisation ● Chronological Understanding - ordering key Mayan Dates and key events ● Historical Knowledge - asking key questions about Mayan civilisation; recording key facts ● Interpretations of History - research using internet, information books, evidence packs ● Historical Enquiry - exploring Mayan number system; creating informative poster about Mayan civilisation; labelling map of Mayan cities; asking questions and researching Mayan society; investigating Mayan lives, sports, food, gods, numbers, clothes and cities ● 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	Anglo Saxons and Vikings ● Chronological Understanding - placing significant periods for the Vikings on a timeline; understanding how England changed after the Romans left ● Historical Knowledge - understanding importance of religion on Saxon society; exploring Anglo-Saxon settlements; understanding reasons why they came to Britain; investigating changes during settlement periods; exploring Anglo-Saxon place names; labelling a Viking boat ● Interpretations of History - research using internet, information books, evidence packs; writing diariy entry (link to English); sharing Beowulf (link to English) ● Historical Enquiry - understanding how Britain changed after the Romans left; observing maps of Sussex to find places with Saxon names; researching Viking life ● 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 the Roman Empire; identified the key physical features in Upper Beeding ● Human and Physical Geography - why do people move? (war / jobs / natural disasters etc) ● Geographical Skills and Fieldwork - use maps and atlases to identify the Roman Empire and where Italy is; look at O/S maps to find Upper Beeding and the River Adur; draw field sketch of the immediate area and Bramber Castle; list human and physical features seen; village and river walk to observe features	● Locational Knowledge – locate and name countries in North and South America; identify key physical and human features in North America and major cities; walk up Truleigh Hill to look at the key topographical features (including hills and rivers); plot Tropics of Cancer and Capricorn, lines of longitude and latitude and the Equator onto a world map; understand the significance of the Equator in relation to rainforests ● Place Knowledge - make Top Trump cards to show differences between the either the animals in UK and USA and/or landmarks; research major cities in North America and write a travel blog detailing 'experience' in a major city of own choice ● Human and Physical Geography - describe layers of the rainforest and the animals that live there; research question "*Why are mushrooms sometimes found in deserts?"*; write explanation text (link to English); explore wind erosion; look at deforestation and discuss its wider impact on the world; investigate impact of tourism on the Galapagos Islands ● Geographical Skills and Fieldwork - walk up Truleigh Hill to sketch local landscape; use GIS (Geographical Information Systems) and maps to investigate how rainforests have diminished over years; use of atlases and Google Maps to locate places studied	● Locational Knowledge – locate Scandinavia and Germany on maps to understand where the Anglo-Saxons came from; understand why the Saxons came to Britain - better land and weather; look at maps of Sussex to find places with Saxon names ● Human and Physical Geography - explore why the Saxons came to Britain
	Art	● Drawing - drawing Roman artefacts focusing on line, marks, form, shapes, tone, textures, patterns and 3D perspective – extending by using different graded pencils; sketching landscapes ● Painting - using watercolours with landscape drawings ● Printing - creating marbled textured background for birds eye view ● Collage - designing and making Roman mosaics using paper squares ● Art through Technology - mosaics - using graphic programme to create shapes; experiment with colours and textures Artist study – Antoni Gaudi	● Drawing - designing and sketching poster about focus artist, Andy Warhol; observational pencil drawing of soup cans inspired by Andy Warhol ● Painting - creating Pop Art picture; using different effects and textures, blocking in colour, washes, thickened paint creating textural effects; colour mixing - know which primary colours make secondary colours, using specific colour language to mix tints and shades ● Printing - adding design to Aztec tunic through block printing ● Textiles - using 2D shape to create 3D product –Aztec tunic; explore different techniques for textiles design application - embroidery, printing, drawing ● Art through Technology - Pop Art - collect visual information using digital cameras; use graphics package to create images and effects Artist Study – Andy Warhol	● Drawing - Viking Portrait - experimenting with charcoal in sketch books; creating different levels of grey – looking at artist Vince Low; drawing facial features in the correct places; Dragon Eyes – sketching clay models; analyse eye images of eyes; texture, light and shade; sketching using pencils/charcoal; experiment with smudging and use of a rubber ● Painting - painting clay dragon's eye to add detail ● 3D Sculpture - clay dragon eye - joining clay to construct base for extending and modelling other shapes, add materials to the sculpture to create detail (eye bead); create surface patterns and textures using clay ; using score and slip techniques Artist study - Vince Low

Computing	**Data Logging** ● -To explain that data gathered over time can be used to answer questions ● -To use a digital device to collect data automatically ● -To explain that a data logger collects 'data points' from sensors over time ● -To recognise how a computer can help us analyse data ● -To identify the data needed to answer questions ● -To use data from sensors to answer questions ● **Branching Databases** ● -To create questions with yes/no answers ● -To identify the attributes needed to collect data about an object ● -To create a branching database ● -To explain why it is helpful for a database to be well structured ● -To plan the structure of a branching database ● -To independently create an identification tool	**Programming – Repetition in Shapes** ● -To identify that accuracy in programming is important ● -To create a program in a text-based language ● -To explain what 'repeat' means ● -To modify a count-controlled loop to produce a given outcome ● -To decompose a task into small steps ● -To create a program that uses count-controlled loops to produce a given outcome **Programming – Repetition in Games** ● -To develop the use of count-controlled loops in a different programming environment ● -To explain that in programming there are infinite loops and count controlled loops ● -To develop a design that includes two or more loops which run at the same time ● -To modify an infinite loop in a given program ● -To design a project that includes repetition ● -To create a project that includes repetition	**Creating Digital Media – Photo Editing** ● -To explain that the composition of digital images can be changed ● -To explain that colours can be changed in digital images ● -To explain how cloning can be used in photo editing ● -To explain that images can be combined ● -To combine images for a purpose ● -To evaluate how changes can improve an image **The Internet** ● -To describe how networks physically connect to other networks ● -To recognise how networked devices make up the internet ● -To outline how websites can be shared via the World Wide Web (WWW) ● -To describe how content can be added and accessed on the World Wide Web (WWW) ● -To recognise how the content of the WWW is created by people ● -To evaluate the consequences of unreliable content
DT	Levers and Linkages - catapult ● Design - generate ideas and own design criteria through discussion; use annotated sketches and prototypes to develop, model and communicate ideas ● Make - order main stages of making; select use tools to cut, shape and join paper and card; select and use suitable finishing techniques ● Evaluate - investigate and analyse books and products with lever and linkage mechanisms; evaluate own products and ideas against criteria ● Technical knowledge - understand and use lever and linkage mechanisms; distinguish between fixed and loose pivots; know and use relevant technical vocabulary	Textiles 2D shape to 3D product –Mayan tunic ● Design - generate ideas through discussion and design criteria; produce annotated sketches, prototypes, final product sketches and pattern pieces ● Make - plan main stages of making; select and use tools; select fabrics and fastenings according to functional characteristics ● Evaluate - investigate range of relevant 3D textile products; test product against original design criteria; take into account others' views; understand how a key event/individual has influenced development of chosen product and/or fabric ● Technical knowledge - know how to strengthen, stiffen and reinforce existing fabrics; understand how to securely join two pieces of fabric together; understand need for patterns and seam allowances; know and use relevant technical vocabulary	Healthy and varied diet – making bread ● Design - generate ideas through discussion; develop design criteria including appearance, taste, texture and aroma; use annotated sketches and IT, such as web-based recipes, to develop and communicate ideas ● Make - plan recipe, listing ingredients, utensils and equipment; select and use utensils and equipment to prepare and combine ingredients; select ingredients to make food products, thinking about sensory characteristics ● Evaluate - carry out sensory evaluations of ingredients and products; record evaluations using tables and graphs; evaluate work and final product with reference to the design criteria and the views of others ● Technical knowledge - know how to use appropriate equipment and utensils to prepare and combine food; know about range of fresh and processed ingredients appropriate for product, and whether they are grown, reared or caught; know and use relevant technical and sensory vocabulary

MFL (French)	Listening, speaking, reading and writing • teacher's instructions • register taking • phrases in a song or a rhyme • basic phrases - myself, the weather, Christmas • numbers to 30 • Christmas traditions Grammar ●verbs – 1st, 2nd person; past, future tenses • gender – masculine, feminine nouns • pronouns • word order of adjectives	Listening, speaking, reading and writing ● French culture, including landmarks, food and names of important cities ● simple phrases - my family, colours and clothes ● phrases in a story book Grammar ●verbs – 1st, 2nd person; past, future tenses • gender – masculine, feminine nouns • pronouns • word order of adjectives	Listening, speaking, reading and writing ● name pets ● ice-cream flavours ● numbers to 50 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>Roaming Romans</u> <u>Performing</u> ● Sing *Hadrian's Wall*; ● Play 4 notes on tuned percussion to accompany the song <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) Adiemus – Karl Jenkins, Hungarian Dance – Brahms, Night on Bare Mountain – Mussorgsky, Largo from New World Symphony - Dvorak, Troika – Sleigh Ride – Prokofiev, Minute Waltz - Chopin <u>Christmas Songs</u> <u>Performing</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>Project One Dot</u> <u>Performing / Composition / Listening</u> ● Listen and appraise the song *Snow;* ● *S*ing the song *Snow* • Improvising and Composing - Using a compositional grid, create own song using key words associated with winter • Perform own composition using tuned percussion and voices (5 notes) <u>Listening and Reviewing – linked to Amazing Americas</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) Bruce Springsteen – Born to Run, Man on the Moon – REM, Sweet Child o' Mine - Guns 'n' Roses, Coat of Many Colours – Dolly Parton, Country Road – John Denver, Dixie Chicks – Wide Open Spaces <u>Samba Music</u> <u>Performing / Composition</u> ● Play a range of simple rhythmic patterns as part of a whole class piece ● Create a series of rhythmic patterns within a group to perform as part of a Samba band <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> ● Sing *Viking Rock* (call and response); ● Sing *Viking Settlements Song*; ● Play a 3 note accompaniment on tuned instruments (recorders, xylophones, glocks) <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) Now is the Month of Maying – Thomas Morley (Medieval), Summer from 4 Seasons – Vivaldi (Baroque), Horn Concerto No 4 – Mozart (Classical), The Ride of the Valkries – Wagner (Romantic), Fortuna from Carmina Burana – Orff (20th Century), Connect It – Anna Meredith (Contemporary) <u>Improvising and Composing</u> Write a Viking song using ostinato rhythmic patterns <u>Perform - Learning To Play The Recorder</u> ●Learn to play simple melodies on the recorder using the notes, 'B', 'A', 'G'; ●Understand different rhythmic patterns when playing; ●Understand basic music notation <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>Fitness</u> –** ● Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; 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 for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control. **<u>Handball</u> –** ● Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances. **<u>Dance</u>** ● Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and 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. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. **<u>Rugby</u> –** ● In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.	**<u>Gymnastics</u> -** ● In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. 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. **<u>Basketball</u> -** ● Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances. **<u>Benchball</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 Benchball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. **<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>Outdoor Adventurous Activities</u> –** ● Pupils further develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils develop their knowledge of map reading, identifying key symbols and following routes. **<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. **<u>Tennis</u>** ● In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, 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>Cricket</u> –** ● Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. 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.
	P S H E	<u>Me and My World</u> Writing class rules/electing class reps Harvest – what is harvest? Why is there a world food crisis? What is a school governor? Rights, responsibilities and duties at school Expect respect Online safety <u>We are all Different</u> Black History – Rosa Parks 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 ambition? My achievements and strengths Obstacles to achieving Dream catchers <u>Healthy Me</u> Sun safety Food choices - teeth My feelings and how I express them What is healthy eating? Eat Well plate Risks, dangers and hazards Fire safety (WSFS)	<u>Relationships</u> What is a family? Friend WANTED posters Where do I belong? clubs/teams Who can I talk to? What is peer pressure? <u>Changing Me</u> Living and Growing – changes from birth until now / now until adulthood What is a worry? Moral dilemmas Transition to Y4/5

	R E	<u>Sikhism</u> Does the khalsa make a person a better Sikh? ● Discussion - what does it mean *to belong*? ● Watching an Amrit ceremony ● What are the 5 Ks? ● What would a class joining ceremony entail? ● Designing a bracelet of importance <u>Christianity</u> Has Christmas lost its true meaning? To remember the Christian nativity story. ● Pass the Parcel - what does Christmas mean to me? ● Symbols of Christmas - what are their significance? ● Designing own non-Christian Christmas decoration ● Sorting cards/pictures/words into religious and non-religious ● My Christmas gift to the world	<u>Christianity</u> Could Jesus really heal people? Were these miracles or something else? Recall the bible story of the paralysed man. ● Discussion - How do we make ourselves feel better if we are ill? ● Listening to stories of the Blind Man and the Paralysed Man ● Photo storyboard of a miracle ● Discussion - What do Christians think happened, what do you think happened? ● Christian visitor - do you believe in miracles? ● What miracles do you believe in? What miracle would you ask Jesus to perform? <u>Christianity</u> What is 'good' about Good Friday? • Acting out scenarios where the day is saved by someone • Explore the Easter Story up to the Last Supper - re-enact the meal • Explore the Easter Story up to the Crucifixion • Discussion - why was Jesus' death part of God's plan? • Why was Good Friday 'good'? ● Heart picture - How do you show love and gratitude?	<u>Sikhism</u> Do Sikhs think that it is important to share? Making links to the fact that sharing is a very important value of Sikhs. • Playing a game - why do we take turns and share? • Share Sikh stories of sharing - festival of Baisahki, Divali and rules in Guru Granth Sahib • Explore the Langar meal • Ordering importance - pictures of Sikhs sharing • Making food to share - how does it feel to share? <u>Sikhism</u> What is the best way for a Sikh to show commitment to God? • Explore items that show commitment • Recall Amrit ceremony (Autumn) and Guru Granth Sahib (Summer) • Visit Gurdwara/Sikh visitor - what rules do Sikhs apply to everyday life? • Commitment circles - how do Sikhs show commitment? ● Commitment circles - how can I show more commitment to my learning?