

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Topic | Truly Wild | Time travellers | Spies, smugglers and storms | | Building an empire | |
| Trips/ special days | PGL | Walk to Bexhill museum?? | Smugglers visit (Hastings old town) Bexhill beach visit (art) | | Watersports | Greek day |
| Text English | The Savage <ul style="list-style-type: none"> • Writing in role • Diary writing • Free verse • Newspaper writing • Letter writing | Street Child <ul style="list-style-type: none"> • Poetry • Rewriting parts of the narrative as a play script • Recounts (diary entries) • Writing in role (choice of form and audience) • Persuasive letter • Newspaper report writing • Character profile • Caption writing • Note writing • Script marking | Stormbreaker <ul style="list-style-type: none"> • Diary entries • Letters • Reflective first person narratives • Character profiles • Notes for class discussion and debate • Text for graphic novel adaptation • Written comparisons | | Author Study (Macbeth) | |
| Maths | Number- place value Number- addition, subtraction, multiplication and division Fractions Number- decimals Number- percentages | | Number- algebra Measurement- converting units Measurement- Perimeter, area and volume Number- ratio Geometry- position and direction | | Geometry- properties of shapes Problem solving Statistics Investigations | |
| Science | Science week- how to be a scientist Living things and their habitats <ul style="list-style-type: none"> • Describe how living things are classified into groups, including micro-organisms • Give reasons for the classification of plants and of animals according to their characteristics | Materials | Light and sound <ul style="list-style-type: none"> • Straight lines; • How we see objects; • Shadows (investigation). | Electricity <ul style="list-style-type: none"> • Circuits (buzzer and bulbs); • Symbols and drawing circuits; • Parallel and series circuits. | Evolution and inheritance <ul style="list-style-type: none"> • Fossilisation; • Living things producing offspring; • Adaptation. | Animals, including humans <ul style="list-style-type: none"> • SRE; • Humans and old age; • Circulatory system; • Drugs, diet and exercise; • Transport of nutrients and water. |

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| Geography | Geographical skills and fieldwork – creating a map for a specific place (create own PGL) Locating countries around the world | | Place knowledge linked to smugglers- changes to the physical geography Geographical skills and fieldwork- creating a map for the smugglers route | Place knowledge (Greece) Similarities and differences looking at human geography; Similarities and differences looking at physical geography. | | |
| History | | Victorians Queen Victoria- differences to prior monarchs Dr Barnado | Local history study Smugglers | Greece <ul style="list-style-type: none">• Greek life and their influence in the western world;• Chronological order dates etc. | | |
| Art and design | Sketching (linked to text) and watercolours; charcoal | Art/ English week William Morris- wallpaper designs/ printing | Turner (links with storms); beach visit Banksy- graffiti | Greek pots- clay sculpture with designs | | |
| Design Technology | | DT linked to Christmas- enterprise week? Light up Rudolph nose? | Design/ make/ evaluate a gadget for Alex Rider. | Food tech- healthy eating/ food for Greek day. | | |
| Music www.charanga.com | Unit – ‘Livin’ on a Prayer’ Rock Music | Christmas songs/ carol service | Unit – ‘The Fresh Prince of Bel Air’ Rap | Unit- ‘Classroom jazz 2’ | Production (singing) Leavers’ service music (composition) | |
| P.E | Team games | Gymnastics - movement | Dance | Net and wall games | Striking and fielding games, e.g. rounders, stoolball | Athletics- prep for sports day |
| Computing | E safety School website | Animation- link to Christmas/ advent | Creating documents for display. | | Computer coding - Scratch | |
| RE | Living with difference | | Celebrations linked to lent Resurrection and Pentecost | | What makes us happy? | |

| <u>Year A</u> | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Discrete PSHE | <p>Communication weeks</p> <ul style="list-style-type: none"> about change, including transitions (Key Stages /schools), loss, separation, divorce, bereavement importance of protecting personal information, passwords, addresses and images people who are responsible for helping them stay healthy and safe and ways that they can help these people to work collaboratively towards shared goals there are different kinds of responsibilities, rights and duties at home, at school, in the community and | <p>Anti-bullying week</p> <ul style="list-style-type: none"> recognise increasing independence brings increased responsibility to keep themselves and others safe pressure to behave in an unacceptable, unhealthy or risky way comes from a variety of sources, including people they know and media recognise when and how to ask for help, use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong | <ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health (including the media) strategies for keeping physically and emotionally safe eg road safety, e-safety differentiate between terms, 'risk', 'danger' and 'hazard' deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (eg sensible road use, risks in their local environment), use this as an | | <p>SRE –</p> <ul style="list-style-type: none"> recognise they may experience conflicting emotions and when they might need to listen to emotions or overcome them how to make informed choices (including recognising choices can have positive, neutral and negative consequences) how their body changes as they approach and move through puberty recognise how images in the media do not always reflect reality and can affect how people feel about themselves | <p>Transition –</p> <ul style="list-style-type: none"> about change, including transitions (Key Stages /schools), loss, separation, divorce, bereavement pressure to behave in an unacceptable, unhealthy or risky way comes from a variety of sources, including people they know and media recognise when and how to ask for help, use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, |

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| | <ul style="list-style-type: none"> towards the environment school rules about health and safety, basic emergency aid procedures, where and how to get help | <ul style="list-style-type: none"> importance of protecting personal information, passwords, addresses and images people who are responsible for helping them stay healthy and safe and ways that they can help these people differences and similarities arise from factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability recognise and challenge stereotypes realise consequences of anti-social and aggressive behaviours eg bullying, discrimination on individuals and communities to recognise and manage 'dares' | <ul style="list-style-type: none"> opportunity to build resilience | | <ul style="list-style-type: none"> about human reproduction recognise and challenge stereotypes recognise what constitutes a positive, healthy relationship and develop skills to form and maintain these recognise ways in which a relationship can be unhealthy and who to talk to if they need support. be aware of different types of relationship, including friends and families, civil partnerships, marriage that actions affect themselves and others judge what kind of physical contact is acceptable or unacceptable and how to respond concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a | <ul style="list-style-type: none"> anxious or that they believe to be wrong |
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| | | | | | confidence' or 'share a secret' | |
| <p>PSHE Running throughout via Thrive input</p> <ul style="list-style-type: none"> • how to make informed choices (including recognising choices can have positive, neutral and negative consequences) • deepen understanding of good and not so good feelings, extend vocabulary to enable them to explain the range and intensity of feelings to others • recognise they may experience conflicting emotions and when they might need to listen to emotions or overcome them • to recognize and respond appropriately to a wider range of feelings in others • to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • recognise and challenge stereotypes • to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals | | | | | | |