

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<b><i>Get me out of here!</i></b>		<b><i>Spies, smugglers and storms</i></b>		<b><i>Building an empire</i></b>	
<b>Trips/ special days</b>	Visit to Jerwood Galley		Smugglers visit (Hastings Old Town) Bexhill beach visit (art)			Battle Abbey
<b>Text English ?</b>	<b>Way Home</b> <ul style="list-style-type: none"> <li>• Writing in role</li> <li>• Diary writing</li> <li>• Free verse</li> <li>• Newspaper writing</li> <li>• Letter writing</li> </ul>	<b>Journey to the River Sea</b> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Rewriting parts of the narrative as a play script</li> <li>• Recounts (diary entries)</li> <li>• Writing in role (choice of form and audience)</li> <li>• Persuasive letter</li> <li>• Newspaper report writing</li> <li>• Character profile</li> <li>• Caption writing</li> <li>• Note writing</li> <li>• Script marking</li> </ul>	<b>There's a girl in the boys toilet</b> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Letters</li> <li>• Reflective first person narratives</li> <li>• Character profiles</li> <li>• Notes for class discussion and debate</li> <li>• Written comparisons</li> </ul>	<b>The Highwayman</b> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Recounts (diary entries)</li> <li>• Persuasive letter</li> <li>• Character profile</li> <li>• Rewriting parts of the poem as a narrative</li> </ul>	<b>Cosmic</b> <ul style="list-style-type: none"> <li>• Writing in role</li> <li>• Diary writing</li> <li>• Free verse</li> <li>• Newspaper writing</li> <li>• Letter writing</li> </ul>	<b>Author Study (Macbeth)</b> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Letters</li> <li>• Reflective first person narratives</li> <li>• Character profiles</li> <li>• Notes for class discussion and debate</li> <li>• Written comparisons</li> </ul>
<b>Maths</b>	Number- place value Number- addition, subtraction, multiplication and division Statistics Number- decimals & percentages Number-fractions Problem solving		Number- addition, subtraction, multiplication and division Number-fractions Number-decimals & percentages Problem solving Measurement- Perimeter & area		Number-decimals Geometry- properties of shapes Geometry- position and direction Measurement- converting units Measurement- volume Problem solving	
<b>Science</b>	Science week- how to be a scientist  Water Cycle	<b>Science-Forces</b> <ul style="list-style-type: none"> <li>• Gravity;</li> <li>• Pulleys, gears and levers;</li> <li>• Air and water resistance and friction.</li> </ul>	<b>Science- Materials</b> <ul style="list-style-type: none"> <li>• Separate materials;</li> <li>• Solutions;</li> <li>• Solid, liquids and gases;</li> </ul>	<b>Science- Living Things and Habitats</b> <ul style="list-style-type: none"> <li>• Life cycles;</li> <li>• Reproduction of animals and plants for class</li> </ul>	<b>Science – Earth and Space (Yr 5)</b> <ul style="list-style-type: none"> <li>• Solar System and movement</li> </ul>	<b>Science – Animals incl. Humans</b> <ul style="list-style-type: none"> <li>• <b>SRE</b>;</li> <li>• Humans and old age;</li> </ul>

			<ul style="list-style-type: none"> <li>• Properties of materials</li> <li>• Dissolving, mixing, reversible changes.</li> <li>• Forming new materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Classify groups of organisms;</li> <li>• Reasons for classifying species.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• of the planets;</li> <li>• Moon and Lunar cycle;</li> <li>• Day and Night.</li> </ul>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>• 8 point compass and direction;</li> <li>• Human and physical features (Local and worldwide maps);</li> <li>• Sketching maps and graphs;</li> <li>• Using digital technology (Log it);</li> <li>• Orienteering (Start and finish).</li> </ul>	<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America</li> </ul>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography: the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Place knowledge linked to smugglers- changes to the physical geography</li> <li>• Geographical skills and fieldwork- creating a map for the smugglers route</li> </ul>		
<b>History</b>		<b>History – Mayans</b> <ul style="list-style-type: none"> <li>• Who were they?</li> <li>• 5W's;</li> <li>• Contrast with British history at that time (900AD).</li> </ul>	Local history study <ul style="list-style-type: none"> <li>• Smugglers</li> </ul>		<b>History-Battle Of Hastings</b> <ul style="list-style-type: none"> <li>• Local History</li> <li>• Re-enactment</li> </ul> ICT links Bayeux tapestry, Video editing.	
<b>Art</b>	Sketching (linked to Quentin Blake exhibition at the Jerwood) and watercolours	Art/ English week	Turner (links with storms); beach visit			Bayeux tapestry
<b>Design Technology</b>	Making water cycle models	DT linked to Christmas-enterprise week	design and create their own healthy meal		design and create their own space station	
<b>Music</b>	Recorders	Unit-classroom 1	Unit – Make you feel my love	Unit- Fresh Prince of Bel Air	Unit-Dancing in the street	Production (singing)

<a href="http://www.charanga.com">www.charanga.com</a>	Unit – ‘Livin on a Prayer’ Recorders	Christmas songs/ carol service Recorders	Recorders	Recorders	Recorders	Recorders
<b>P.E</b>	Swimming Net and wall- skills for Netball	Dance Gymnastics	Dance Gymnastics	Net and wall- skills for badminton	Striking and fielding games, e.g. rounders, stoolball	Athletics- prep for sports day
<b>Computing</b>	E safety Internet research and website design	Scratch: Developing games	3D modelling: SketchUp	Flowol	Radio Station	Using and Applying skills
<b>RE</b>	<ul style="list-style-type: none"> <li>Belief in God and Islam</li> </ul>	<ul style="list-style-type: none"> <li>Islamic art and Nativity</li> </ul>	<ul style="list-style-type: none"> <li>Stories from the Islamic faith</li> </ul>	<ul style="list-style-type: none"> <li>Five Pillars of Islam</li> <li>The Easter Story</li> </ul>	<ul style="list-style-type: none"> <li>Prayer and worship</li> </ul>	<ul style="list-style-type: none"> <li>Christian Pilgrimage</li> </ul>
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Discrete PSHE</b>	<p>Communication weeks</p> <ul style="list-style-type: none"> <li>about change, including transitions (Key Stages /schools), loss, separation, divorce, bereavement</li> <li>importance of protecting personal information, passwords, addresses and images</li> <li>people who are responsible for helping them stay healthy and safe and ways that they can help these people</li> <li>to work collaboratively towards shared goals</li> <li>there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> </ul>	<p>Anti-bullying week</p> <ul style="list-style-type: none"> <li>recognise increasing independence brings increased responsibility to keep themselves and others safe</li> <li>pressure to behave in an unacceptable, unhealthy or risky way comes from a variety of sources, including people they know and media</li> <li>recognise when and how to ask for help, use basic techniques for resisting pressure to do something dangerous,</li> </ul>	<ul style="list-style-type: none"> <li>what positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>strategies for keeping physically and emotionally safe eg road safety, e-safety</li> <li>differentiate between terms, ‘risk’, ‘danger’ and ‘hazard’</li> <li>deepen understanding of risk by recognising,</li> </ul>		<p>SRE –</p> <ul style="list-style-type: none"> <li>recognise they may experience conflicting emotions and when they might need to listen to emotions or overcome them</li> <li>how to make informed choices (including recognising choices can have positive, neutral and negative consequences)</li> <li>how their body changes as they approach and move through puberty</li> <li>recognise how images in the</li> </ul>	<p>Transition –</p> <ul style="list-style-type: none"> <li>about change, including transitions (Key Stages /schools), loss, separation, divorce, bereavement</li> <li>pressure to behave in an unacceptable, unhealthy or risky way comes from a variety of sources, including people they know and media</li> <li>recognise when and how to ask for help, use basic techniques for resisting pressure to do</li> </ul>

	<ul style="list-style-type: none"> <li>school rules about health and safety, basic emergency aid procedures, where and how to get help</li> </ul>	<p>unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <ul style="list-style-type: none"> <li>importance of protecting personal information, passwords, addresses and images</li> <li>people who are responsible for helping them stay healthy and safe and ways that they can help these people</li> <li>differences and similarities arise from factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</li> <li>recognise and challenge stereotypes</li> <li>realise consequences of anti-social and aggressive behaviours eg bullying, discrimination on individuals and communities</li> <li>to recognise and manage 'dares'</li> </ul>	<p>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 opportunity to build resilience</p> <ul style="list-style-type: none"> <li></li> </ul>		<p>media do not always reflect reality and can affect how people feel about themselves</p> <ul style="list-style-type: none"> <li>about human reproduction</li> <li>recognise and challenge stereotypes</li> <li>recognise what constitutes a positive, healthy relationship and develop skills to form and maintain these</li> <li>recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>be aware of different types of relationship, including friends and families, civil partnerships, marriage</li> <li>that actions affect themselves and others</li> <li>judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>	<p>something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p>
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<p>PSHE Running throughout via Thrive input</p> <ul style="list-style-type: none"> <li>• how to make informed choices (including recognising choices can have positive, neutral and negative consequences)</li> <li>• deepen understanding of good and not so good feelings, extend vocabulary to enable them to explain the range and intensity of feelings to others</li> <li>• recognise they may experience conflicting emotions and when they might need to listen to emotions or overcome them</li> <li>• to recognize and respond appropriately to a wider range of feelings in others</li> <li>• 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</li> <li>• 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</li> <li>• to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>• recognise and challenge stereotypes</li> <li>• to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li> </ul>						