



***Pevensey & Westham
CE Primary School***
life in all its fullness

PaWS Curriculum Overview



Subjects



English



Maths



Science



RE



RSHE Life Skills



History



Geography



Music



Art and Design



Outdoor Learning



French



Physical Education



Computing



Design Technology

Year Groups

Early Years

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

EYFS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Humans and how we change	Seasonal Change	Environments and our world	Planting/Spring	New Life and animals	Being healthy Our Bodies
RE	F4. Being Special: where do we belong?	F2. Why do Christians perform nativity plays at Christmas?	F1. Why is the word 'God' so important to Christians?	F3. Why is Easter special to Christians?	F5. What places are special and why?	
	F6. What times/stories are special and why?					
History	My Story: What changes have occurred in my lifetime? How have I changed?		Toys: Have the toys that we play with changed?		The Royal Family Who is Charles III and why is he important?	
Geography	Local school environment What features are found in the local area?		The Weather What is the weather like around the world?		Holidays Where do we go on holiday? Why?	
Computing	Online safety – Going online	Introducing technology (computers, tablets and robots)		Content creators		
Music	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
Art and Design	Self portraits Print making Plasticine Finger palette	Spirals Autumn leaves Night time collage Draw by torchlight	Draw like a caveman	Colour how it makes me feel Wildflower meadows	Finger puppets Duckling	Natural collage Primal painting Minibeast artwork
PE	Gymnastics: Repeating simple sequences and movement patterns. Transferring weight	Gross motor skills: Expressing themselves through repetitive skills and actions.	Dance: Expressing feeling and emotions.	Gymnastics: Repeating simple sequences and movement patterns. Transferring	Athletics: Understanding the bodies reactions to exercise.	Games activities: Throwing with control, accuracy and receiving a ball with one/both hands.
RSHE Lie Skills	Setting Ground Rules, Wellbeing and Values	Self-regulation	Building relationships Consent	Building relationships	Managing self	Managing self

Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Everyday materials		Animals including humans		Plants	
Seasonal changes to be taught throughout the year						
RE	1.2 - Who do Christians say made the world? Creation	1.1 - What do Christians believe God is like? God	1.7 – Who is Jewish and how do they live? Part 1	1.10 – What does it mean to belong to a faith community?	1.7 – Who is Jewish and how do they live? Part 2	1.9 – How should we care for the world and for others, and why does it matter?
History		Our School: What were schools like for our parents & grandparents? How has PaWS changed?			Significant Individuals: Why do we remember Florence Nightingale, Mary Seacole and Edith Cavell? How do the achievements of these individuals compare?	
Geography	Pevensey & Westham What is the geography of where we live?			The Sunshine Coast Why do we love being beside the seaside?		
Computing	Online behaviour		Using computers	Digital painting	Creating algorithms (Bee Bots)	Digital writing
Music	My Musical Heartbeat	Singing and Signing 1	Introducing tempo and dynamics	Combining pulse rhythm and pitch	Having fun with improvisation	Explore sound and create a story
Art and Design	Spirals Haslund/Kandinsky		Exploring Watercolour		Making birds	
DT		Wheels and axels - moon buggy		Design and sew a pattern for a greetings card		Smoothies
PE	Gymnastics: Travelling around, under, on and over apparatus.	Hockey Control and change of direction	Dance: Explore and perform basic actions in response to teacher led stimuli	Gymnastics: Travelling around, under, on and over apparatus.	Athletics: Performing fundamental skills in running, jumping and throwing Stool Ball	Basketball: Catching and throwing accurately
RSHE Life Skills	Setting Ground Rules, Wellbeing and Values Zones of Regulation	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Consent Transition to Y2

Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Living things and their habitats	Uses of everyday materials	Living things and their habitats		Animals, including humans <small>(Life cycles – butterfly and frog)</small>	Plants
RE	1.6 - Who is a Muslim and how do they live? Part 1	1.3 - Why does Christmas matter to Christians? <u>Incarnation</u>	1.6 - Who is a Muslim and how do they live? Part 2	1.5 - Why does Easter matter to Christians? <u>Salvation</u>	1.4 – What is the ‘good news’ Christians believe Jesus brings? <u>Gospel</u>	1.8 - What makes some places sacred to believers?
History		Great fire of London How do we know so much?	Pevensey Castle Why is there a castle in our village? What significant event occurred in 1066?			
Geography	Welcome to our world What is the weather, climate and environment like around the world?					Off to Africa! How does Mugurameno Village compare with Pevensey and Westham?
Computing	Who are you online?		Information technology	Sequencing instructions (Scratch Jr)	Word processing (Google Docs)	Pictograms
Music	Exploring simple patterns	Singing and Signing 2	Introducing an orchestra		Our Big Concert	
Art and Design		Explore and draw		Exploring the world through mono print	Stick transformation project	
DT		Design a Christmas tree decoration for St Mary’s Church		Design and make a bug house		Design and prepare a healthy wrap for a snack
PE	Gymnastics: Performing sequences on floor and apparatus.	Hockey Apply dribbling, passing, shooting and defending skills to a team game	Dance: Respond imaginatively to stimuli with control, co-ordination and some fluency	Gymnastics: Performing numbered sequences independently.	Athletics: Understanding fundamental athletic techniques and events Stool Ball	Basketball: Be an active participant in team games
RSHE Life Skills	Setting Ground Rules, Wellbeing and Values Zones of Regulation	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Consent Transition to Y3

Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science		Light	Forces and magnets	Animals including humans	Plants	Rocks
RE	L2.1 What do Christians learn from the creation story?	L2.2_What is it like for someone to follow God?	L2.10 – How do festivals & family life show what matters to Jewish people.	L2.9 – How do festivals and worship show what matters to a Muslim?	L2.4 -_What kind of a world did Jesus want?	L2.12 – How and why do people try to make the world a better place?
History		Prehistoric History How did Britain change during prehistory?		Ancient Egypt What were the achievements?		
Geography	The United Kingdom Why is the Southeast so heavily populated?					Extreme Earth Why and where do volcanoes and earthquakes occur?
Computing	Online identity	Computer networks	Events and actions (Scratch)		Desktop publishing (Canva)	Animation
Music	Musical elements		Dr Who anthem		Glockenspiel	
Art and Design	Gestural drawing with charcoal		Telling stories through drawing			Cloth, thread, paint
DT		Design and make a pencil pot for a family member		Make a hand puppet to tell a story	Seasonality – design and prepare a salad school lunch	
PE	Gymnastics: Individual sequences using speed and levels. OAA	Hockey Tag Rugby Apply simple skills to aid attacking and defending	Dance: Performing group dance phrases of movement/ patterns Hockey	Gymnastics: Individual sequences using apparatus. Dance: Linked to Ancient Egypt	Athletics: Sprinting/running, sustained distances, throwing & jumping Stoolball	Basketball: Demonstrate simple tactics in a game Stoolball
French	I am learning French/J'apprends le français		Fruits / les fruits		I can / Je peux	
RSHE Life Skills	Setting Ground Rules, Wellbeing and Values Zones of Regulation	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Transition to Y4

Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science		Sound	States of matter	Electricity	Living things and their habitats	Animals including humans
RE	L2.3 – What is the ‘Trinity’ and why is it important for Christians?	L2.7 – What do Hindus believe God is like?	L2.8 – What does it mean to be Hindu in Britain today?	L2.5 -_What do Christians call the day Jesus died ‘Good Friday’?	L2.6 – For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 – How and why do people mark the significant events of life?
History	Romans How did the arrival of the Romans change Britain?		Anglo-Saxons and Vikings Should this period of time be called the ‘Dark Ages’? How well did Saxons & Vikings get on with each other?			
Geography		National Parks What are National Parks for?			Water Friend of Foe? What challenges are coastal communities facing?	
Computing	Online Safety - Positives & negatives	The internet and Google Classroom		Repetition in games (Scratch)	Spreadsheets (Google Sheets)	Photo editing
Music	Recorders 1		Recorders 2		Recorders 3	
Art and Design	Story telling through drawing		Exploring Pattern		Sculpture/Structure	
DT		Design and create a pneumatic toy for a KS1 child		Make a bendy bag to store a chosen item		Adapting a biscuit recipe
PE	Gymnastics: Small body balances with and without support.	Hockey Apply a variety of skill to aid attacking and defending Swimming	Dance: Linking group movement phrases fluently	Gymnastics: Symmetry actions, turning on lateral axis.	Athletics: Sprinting/running, sustained distances, throwing & jumping Stool Ball	Basketball: Perform a range of skills for attack and defence
French	Presenting myself / Je me présent		Vegetables/ Les légumes		What is the weather? / Quel temps fait-il?	
RSHE Life Skills	Setting Ground Rules, Wellbeing and Values Zones of Regulation	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Transition to Y5

Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Forces		Living things and their habitats	Earth and Space	Animals including humans	Properties and change of materials
RE	U2.1_What does it mean if Christians believe God is loving and holy?	U2. 8 - What does it mean to be a Muslim in Britain today?	U2.5 - What do Christians believe Jesus did to 'save' human beings?	U2. 9 – Why is the Torah so important to Jewish people?	? – Christianity – People of God: 'How can following God bring freedom and justice?'	U2.10 – What matters most to Humanists and Christians?
History				The Mayans Explain their disappearance	A Battle and an Abbey Why is there an Abbey at Battle? Why was the Abbey destroyed?	
Geography	Coastal Project - EIP	A larger version of the UK? How does the UK compare to the USA?	Rainforests Should we be allowed to cut down the world's rainforests?			
Computing	Digital citizenship	Systems and search engines	Presentations (Google Slides)		Video editing	Selection in quizzes (Scratch)
Music	Vocal Performance		Recorders 4		Recorders 5	
Art and Design	Typography and Maps		Land and City Scapes		Fashion Design	
DT		Design a bridge for students at PaWS to cross the railway line		Design and make a bag to store wash kit at camp		Make a healthy bolognaise for fussy eaters
PE	Gymnastics: Adapt existing skills and use more complex apparatus. Complex sequences.	Hockey Apply dribbling, passing, shooting and defending skills in isolation & combination	Dance: Suggest movement patterns/body actions and show consistency/control	Gymnastics: Adapt existing skills and use more complex apparatus. Complex sequences.	Athletics: Sprinting/running, sustained distances, throwing & jumping Stool Ball	Basketball: Apply a range of passes and catches in a competitive game
French	Ice-creams / Les glaces		My family / Ma famille		In the classroom / En classe	
RSHE Life Skills	Setting Ground Rules, Wellbeing and Values Zones of Regulation	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Transition to Y6

Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Light	Living things and their habitats	Electricity		Evolution and inheritance	Animals including humans
RE	U2. 11 – Why do some people believe in God and some people not?	U2.3 – Why do Christians believe Jesus was the Messiah?	U2.7 – Why do Hindus want to be good?	U2.6 – For Christians, what kind of king is Jesus?	U2.2 – Creation and science: conflicting or complementary?	U2.12 – How does faith help people when life gets hard?
History	World War II Home Front 1939-1945: What was life like in Britain during the Second World War?		Greece What was so special about Ancient Greece? The story of the Trojan Horse – fact, myth or legend?			
Geography			Greece Why is tourism important in Greece? Why does Greece have an immigration crisis?		Changing World How is climate change affecting the world? How will it impact me?	
Computing	Finding balance	Online collaboration		Websites (Google Sites)	Variables in games (Scratch)	Audio editing
Music	Arrange and mix compositions using music creation software		Compose music for a film		Musical performance Y6 production and diocese service	
Art and Design				Human form – drawings and skeletons	Identity	Shadow puppets
DT	Sew an apron to wear for our World War Two tea party	Design and make a soup for WW2 Tea Party	To make an alarm to protect the school vegetable patch			
PE	Gymnastics: Complex sequences. Complex sequences and analysing performances.	Hockey Apply and evaluate principles suitable for attacking and defending.	Dance: Refining and modifying activities/dances.	Gymnastics: Complex sequences. Complex sequences and analysing performances.	Athletics: Sprinting/running, sustained distances, throwing & jumping Stool Ball	Basketball: Apply running, jumping, throwing and catching skills in isolation and combination
French	Do you have a pet? / As-tu un animal?		My home / Chez moi		Clothes / Les vêtements	
RSHE Life Skills	Setting Ground Rules, Wellbeing and Values Zones of Regulation	Family and relationships	Identity Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Transition to KS3

English

	TERM 1 & 2		TERM 3 & 4		TERM 5 & 6	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Inform i) Labels, lists and captions	Entertain Narrative: Stories with predictable phrasing	Inform i) Instructions ii) Recount	Entertain Narrative: Contemporary Fiction – reflecting children’s own experiences	Inform i) Report ii) Recount	Entertain Traditional Tales – Fairy Tales
	Entertain Narrative: Stories with predictable phrasing					
Year 2	Entertain Traditional Tales – Fairy Tales	Entertain i) Traditional Tales – Fairy Tales ii) Recount	Inform i) Explanations ii) Instructions	Entertain Stories with recurring literary language	Entertain Traditional Tales – fairy tales (alternative versions)	Inform i) Recount ii) Explanations
Year 3	Entertain Class text based writing (setting and character) Traditional Tales - Fables	Entertain Traditional Tales - Myths (creation stories)	Persuade Advertisements	Inform i) Report ii) Explanation	Inform i) Recount ii) Biography	Entertain Adventure stories
		Inform Instructions	Entertain Traditional Tales - fables			
Year 4	Entertain i) Spooky story settings ii) Writing and performing a play	Inform i) Instruct ii) Explanation	Entertain Traditional Tales – Myths (quests)	Persuade i) Advertisement ii) Persuasive letter writing	Inform i) Report ii) Recount	Entertain Dilemma/Suspense story
Year 5	Inform Letters to EY children	Inform i) Non Chron Report ii) Explanation	Persuade i.) Letter ii.) Poster iii.) Speech	Discuss i) Balanced discussion	Inform i) Newspaper article ii) Biographical recount	Entertain Portal Story
	Entertain Narrative – building suspense			Entertain Narrative		
Year 6	Persuade i) Persuasive speech ii) Campaign Letter	Entertain Fiction from our literary heritage	Entertain Short Stories/Setting Description	Entertain Myths	Inform i) Report ii) Essay	Discuss i) Debate ii) Balanced argument
			Inform Report			

Year 1	TERM 1 & 2		TERM 3 & 4		TERM 5 & 6	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry	Nursery Rhymes	Nursery Rhymes	Vocabulary building	Rhyming couplets	Vocabulary building	Rhyming couplets
Mentor Texts						
Example final written outcomes	Read and perform Nursery Rhymes	Read and perform Nursery Rhymes	Read, write and perform free verse	Recite familiar poems by heart	Read, write and perform free verse	Recite familiar poems by heart
Purpose	Inform i) Labels, lists and captions	Entertain Narrative: Stories with predictable phrasing	Inform i) Instructions ii) Recount	Entertain Narrative: Contemporary Fiction – reflecting children’s own experiences	Inform i) Report ii) Recount	Entertain Traditional Tales – Fairy Tales
	Entertain ii) Narrative: Stories with predictable phrasing					
Example Audience	A class book to be created, shared and displayed. Record video for Portfolio	A class book to be shared and displayed. Record video for Portfolio	Instructions to help another class / parents (open learning?) how to complete a task.	Writing competition? Story time with a partner class (e.g. EYFS)	Lift-the-flap class book with information about the seasons for children.	Writing competition? Story time with a partner class (e.g. EYFS)
Mentor Texts	Handa’s Surprise – Eileen Browne (PoR) / I WANT MY HAT BACK - Jon Klassen (PoR)	Handa’s Surprise – Eileen Browne (PoR) / I WANT MY HAT BACK - Jon Klassen (PoR)	Toby and the Great Fire of London - Margaret Nash	Through the Magic Mirror - Anthony Browne	Rain/Sun/Storm/Snow – Sam Usher	Jack and the Beanstalk/Jill and the Beanstalk etc.
Example final written outcomes	Re-tell (verbal) a narrative using patterns from listening and reading. ii) Write simple sentences using patterned words and phrases taken from familiar stories.	Write sentences innovating patterned words and phrases taken from familiar stories. Write a short story about a central character.	i) Instructions based on a practical experience (e.g. a simple recipe). ii) Simple first person recount based on personal experience.	Character/setting description Write a series of sentences to retell events based on personal experience.	i) A simple non chronological report with a series of sentences to describe aspects of the subject ii) Simple first person recount based on personal experience – sequencing at least 3 events.	Character/setting description Retelling of a traditional tale. Sequencing sentences to form short narratives (5-part story).

Year 2	TERM 1 & 2		TERM 3 & 4		TERM 5 & 6	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry	Vocabulary building	-	Vocabulary building	Structure – calligrams	Vocabulary building	Structure – calligrams
Mentor Texts	The Puffin Book of Fantastic First Poems	-	10 Things found in a Wizard’s Pocket (From The Very Best of... Ian McMillan)	The Puffin Book of Fantastic First Poems		The Puffin Book of Fantastic First Poems
Example final written outcomes	Read list poems. Write and perform own versions.	-	Read, write and perform free verse	Write own calligrams (based on single words)	Read, write and perform free verse	Write own calligrams (shape poems)
Purpose	Entertain Traditional Tales – Fairy Tales (setting description)	Entertain i) Traditional Tales – Fairy Tales ii) Recount	Inform i) Explanations ii) Instructions	Entertain Stories with recurring literary language	Entertain Traditional Tales – fairy tales (alternative versions)	Inform i) Recount ii) Explanations
Example Audience	Class assembly. Publish a class ‘Guess Who/Where?’ book for character/setting descriptions.	i) Create a ‘mini book’ to share in ‘Story time’ with a partner class (e.g. Year 1). ii) Add to own ‘autobiography’/ memoir book.	Instructions to help another class / parents (open learning?) how to complete a task.	Publish a class ‘Guess Who/Where?’ book for character/setting descriptions. Story time with a partner class (e.g. Yr 1).	Writing competition? Publish a class book of Twisted Fairy Tales for the school library	Review a product / toy (e.g. for Amazon) with explanation on how it works
Mentor Texts			The Storm Whale - Benji Davies	Meerkat Mail - Emily Gravett / That Rabbit Belongs to Emily Brown - Cressida Cowell	3 Little Wolves and the Big Bad Pig / The True Story of the 3 little pigs	
Example final written outcomes	Re-tell (verbal) a narrative using patterns from listening and reading. Setting description	i) Retelling of a traditional tale that includes characterisation i.e. a good and a bad character. Sequencing sentences to form short narratives (5-part story). ii) Write a first person recount based on personal experience, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	i) Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation ii) Write a series of fiction-based instructions (i.e. ‘How to trap an ogre’), including diagrams.	Character description Use a familiar story as a model to write a new story Sequencing sentences to form short narratives with more complex vocabulary (5-part story)	Character / setting description Write a traditional tale from a key character’s perspective. Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.	i) Write a first person recount based on personal experience, using adverbs of time to aid sequencing, and maintaining consistency in tense and person. ii) Produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced.

Year 3	TERM 1		TERM 2		TERM 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry	Vocabulary building	Structure – Haiku	Vocabulary building	Structure – Tanka	Vocabulary building	Structure – Kenning
Mentor Texts	The Sound Collector - Roger McGough	Poems with 'Light' as a theme	betWEEN the Dog & the WoLF (after Aesop) – James Carter			
Example final written outcomes	Read, write and perform free verse	Read, write and perform poetry	Read, write and perform free verse	Read, write and perform poetry	Read, write and perform free verse	Read, write and perform poetry
Purpose	Entertain Class text based writing (setting and character)	Entertain Traditional Tales - Myths (creation stories)	Persuade Advertisements	Inform i) Report ii) Explanation	Inform i) Recount ii) Autobiography/Biography	Entertain Adventure stories
	Traditional Tales - Myths (creation stories)	Inform Instructions	Entertain Traditional Tales – Fables			
Example Audience	A class text to be created, shared and displayed.	Companion Guide for 'The Stone Age Boy'	Client – Brighton Museum (create advertisement to increase visitors)	Reports to be added to School Website (wider community?).	Add to own 'autobiography'/ memoir book	Story time with a partner class
			Share with partner class			
Mentor Texts	Class text (Peter Pan and Winnie the Pooh)	Stone Age Boy – Satoshi Kitamura	The Spider and the Fly The Green Book (B&B Adverts)		Erupt! – Joan Marie Galat (National Geographic Kids) David Attenborough	Escape from Pompeii - Christina Balit Flood
	Just So Stories for Little Children (Usborne)		Aesop's Fables - Michael Rosen The Lord of the Forest			
Example final written outcomes	Re-tell a narrative using patterns from listening and reading.	Write and evaluate a <i>range</i> of instructions (including directions)	Write advertisements focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing	'Tour guide' report on ??????: Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using	Write a first person recount based on personal experience, using adverbs of time to aid sequencing, and	Character / setting description

			<p>attention and a range of linguistic devices.</p>	<p>a spider-gram to organise the information. Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively</p>	<p>maintaining consistency in tense and person</p>	
			<p>Setting description Write a new fable to convey a moral. Write a creation myth based on ones read e.g. how the zebra got his stripes. Ending should be a section rather than one final sentence</p>			

Year 4	TERM 1		TERM 2		TERM 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry	Vocabulary building	Structure – Haiku/ Tanka/Kennings	Vocabulary building	Structure – narrative poetry	Vocabulary building	Structure – riddles
Mentor Texts						The Owl and the Pussycat
Example final written outcomes	Read, write and perform free verse	Read, write and perform poetry	Read, write and perform free verse	Read, write and perform riddles	Read, write and perform free verse	Recite some narrative poetry by heart. Write own (non-rhyming) short narrative poem.
Purpose	Entertain i) Writing and performing a play ii) Write a section of a narrative (or several narratives) focusing on setting	Inform i) Instructions ii) Explanations	Entertain Traditional Tales - Myths (quests)	Persuade i) Advertisement ii) persuasive letter writing	Inform i) Report ii) Recount	Entertain Dilemma/Suspense story
Example Audience					Class newspaper to be displayed in the library	
Mentor Texts	The frog prince continued Guess who’s coming for dinner	Into the Forest - Anthony Browne (PoR)	Arthur and the Golden Rope – Joe Todd Stanton (PoR)			
Example final written outcomes	i) Write and perform a play, based on a familiar story ii) Develop a setting, focussing on word choices to develop positive/negative settings	i) Create a set of precise instructions developing the use of fronted adverbials (including prepositions) and precise noun phrases ii) Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	Character description (in the style of: a ‘Wanted’ poster; ‘lonely hearts’ advert; job application) Write a myth focusing on effective characterisation. Link dialogue to characterisation, interweaving speech and action.	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	i) Write own report independently based on notes gathered from several sources ii) Write a news/ sports report of an ‘unfolding event’ (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Write a suspense story. Build in suspense writing to introduce the dilemma. Clear distinction between resolution and ending. Ending should include reflection on events or the characters.

Year 5	TERM 1		TERM 2		TERM 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry	Emotional Menagerie Free Verse Poetry	Vocabulary building	Senses – free verse	Magic Box	Vocabulary building	Senses – Henry VIII
Mentor Texts	City Jungle – Pie Corbett		Fog – Carl Sandburg	Hip Hop Speaks to Children: A Celebration of Poetry with a Beat	In the Magic Box – Kit Wright	-
Example final written outcomes	Read, write and perform free verse	Read and respond to cinquains. Experiment with writing their own.	Read, write and perform free verse	Listen to, read and respond to raps. Experiment with writing their own.	Read, write and perform free verse. Diamante Poetry	-
Purpose	Inform Letters to EY children	Inform i) Non Chron Report ii) Explanation	Persuade i.) Letter ii.) Poster iii.) Speech	Discuss i) Balanced discussion	Inform i) Newspaper article ii) Biographical recount	Entertain Portal Story
	Entertain Narrative – building suspense			Entertain Narrative		
Example Audience		Client – Trek America Ltd Postcards home				
Mentor Texts	The Man Between the Towers - Mordcai Gerstein Harry Potter	Eleven - Tom Rogers Trek America magazines	The Great Kapok Tree – Lynne Cherry The Vanishing Rainforest - Richard Platt	Man on the Moon	Pandora visit Infinite Lives of Maisie Day – Christopher Edge	Treason - Berlie Doherty
Example final written outcomes	Re-tell (verbal) a narrative using patterns from listening and reading. Review key narrative techniques: Suspense and mystery, characterisation and creating atmosphere in a setting.	i) Write a report, in the form of an information leaflet, in which two or more subjects are compared ii) Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	Write up a balanced discussion presenting two sides of an argument, following a debate	i) Report linked to History/Geography programme of study. ii) Compose a biographical account based on research (e.g. of an author)	i) Setting description ii) Portal story focusing on action and effective characterisation to drive the plot forward. Show subtle shifts in characterisation with more complex good/bad characters.

Year 6	TERM 1		TERM 2		TERM 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry	-	Vocabulary building	Vocabulary building	Rhyming couplets	Vocabulary building	Rhyming couplets
Mentor Texts	-					
Example final written outcomes	-	Read and perform free verse	Read, write and perform free verse	Recite familiar poems by heart	Read, write and perform free verse	Recite familiar poems by heart
Purpose	Persuade Persuasive speech	Entertain Narrative	Entertain Short Stories/Setting Description Inform Report	Entertain Narrative - myths Inform Report	Inform i.) Biography ii.) Essay	Discuss i) Debate ii) Balanced argument (link to Geography)
Example Audience	Local community – Tea party	Local community – Tea party				
Mentor Texts	Goodnight Mr Tom – Michelle Magorian (PoR)	Rose Blanche - Roberto Innocenti (PoR)	Sherlock Holmes Spiderman	Orchard Book of Greek Myths by Geraldine McCaughrean Odysseus and the Iliad by Marcia Williams	Charles Darwin – biography David Attenborough – biography Essay – climate change	First News (non-fiction magazine)
Example final written outcomes	Persuade others of a point of view and write in the style of a formal letter.	Review key narrative technique e.g. creating settings, characterisation, atmosphere. A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique.	Short Stories conveying different genres (Include suspense, cliff hangers, flashbacks/forwards, time slips etc.)	Newspaper report of a key event in Greek history.	i) Biography of a person of interest. ii) Essay linked to History/Geography Programme of Study	i) Oracy – have a class/group debate (create a ‘podcast’/‘radio phone-in’ and write up the <i>for</i> and <i>against</i> arguments in note form ii) A write-up of the debate that presents and evaluates the opinions of multiple differing viewpoints Topics – solar panels, SATs

Mathematics – Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Number Place value (within 10)					Number Addition and subtraction (within 10)					Geometry Shape	Consolidation
Spring Term	Number Place value (within 20)			Number Addition and subtraction (within 20)			Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume	
Summer Term	Number Multiplication and division			Number Fractions		Geometry Position and direction	Number Place value (within 100)		Measurement Money	Measurement Time		Consolidation

Mathematics – Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Number Place value				Number Addition and subtraction				Geometry Shape			
Spring Term	Measurement Money		Number Multiplication and division				Measurement Length and height		Measurement Mass, capacity and temperature			
Summer Term	Number Fractions			Measurement Time			Statistics		Geometry Position and direction		Consolidation	

Mathematics – Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Number Place value			Number Addition and subtraction				Number Multiplication and division				
Spring Term	Number Multiplication and division			Measurement Length and perimeter			Number Fractions			Measurement Mass and capacity		
Summer Term	Number Fractions		Measurement Money		Measurement Time			Geometry Shape		Statistics		Consolidation

Mathematics – Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Number Place value				Number Addition and subtraction			Measurement Area	Number Multiplication and division			Consolidation
Spring Term	Number Multiplication and division			Measurement Length and perimeter		Number Fractions				Number Decimals		
Summer Term	Number Decimals		Measurement Money		Measurement Time		Consolidation	Geometry Shape		Statistics	Geometry Position and direction	

Mathematics – Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Number Place value			Number Addition and subtraction		Number Multiplication and division			Number Fractions A			
Spring Term	Number Multiplication and division			Number Fractions B		Number Decimals and percentage			Measurement Perimeter and area		Statistics	
Summer Term	Geometry Shape			Geometry Position and direction		Number Decimals			Number Negative numbers	Measurement Converting units		Measurement Volume

Mathematics – Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Number Place value		Number Addition, subtraction, multiplication and division				Number Fractions A		Number Fractions B		Measurement Converting units	
Spring Term	Number Ratio		Number Algebra		Number Decimals		Number Fractions, decimals and percentages		Measurement Area, perimeter and volume		Statistics	
Summer Term	Geometry Shape			Geometry Position and direction		Themed projects, consolidation and problem solving						

Science

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	Humans and how we change	Seasonal Change	Environments and our world	Planting/Spring	New Life and animals	Being healthy Our bodies
Y1	Everyday materials		Animals including humans		Plants	
Seasonal changes to be taught throughout the year						
Y2	Living things and their habitats	Uses of everyday materials	Living things and their habitats		Animals, including humans (Life cycles – butterfly and frog)	Plants
Y3		Light	Forces and magnets	Animals including humans	Plants	Rocks
Y4		Sound	States of matter	Electricity	Living things and their habitats	Animals including humans
Y5		Forces	Living things and their habitats	Earth and Space	Animals including humans	Properties and change of materials
Y6	Light	Living things and their habitats	Electricity		Evolution and inheritance	Animals including humans

History

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	My Story: What changes have occurred in my lifetime? How have I changed?		Toys: Have the toys that we play with changed?		The Royal Family Who is Charles III and why is he important?	
Y1		Our School: What were schools like for our parents & grandparents? How has PaWS changed?			Significant Individuals: Why do we remember Florence Nightingale, Mary Seacole and Edith Cavell? How do the achievements of these individuals compare?	
Y2		Great fire of London How do we know so much about what happened in the Great Fire of London?	Pevensey Castle Why is there a castle in our village? What significant event occurred in 1066?			
Y3		Prehistoric History What was Prehistoric Britain? How did Britain change during prehistory?		Ancient Egypt What were the achievements? How does it contrast with prehistoric Britain?		
Y4	Romans How did the arrival of the Romans change Britain?		Anglo-Saxons and Vikings Should this period of time be called the 'Dark Ages'? How well did Saxons & Vikings get on with each other?			
Y5				The Mayans Manmade or Natural Disaster – which best explains the disappearance of the Maya around AD 900?	A Battle and an Abbey Why is there an Abbey at Battle? Why was the Abbey destroyed?	
Y6	World War II Home Front 1939-1945: What was life like in Britain during the Second World War?		Greece What was so special about Ancient Greece? The story of the Trojan Horse – fact, myth or legend?			

Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	Local school environment What features are found in the local area?		The Weather What is the weather like around the world?		Holidays Where do we go on holiday? Why?	
Y1	Pevensey & Westham What is the geography of where we live?			The Sunshine Coast Why do we love being beside the seaside?		
Y2	Welcome to our world What is the weather, climate and environment like around the world?					Off to Africa! How does Mugurameno Village compare with Pevensey and Westham?
Y3	The United Kingdom Why is the Southeast so heavily populated?					Extreme Earth Why and where do volcanoes and earthquakes occur?
Y4		National Parks What are National Parks for?			Water Friend of Foe?: What challenges are coastal communities facing?	
Y5	Coastal Project	A larger version of the UK? How does the UK compare to the USA?	Rainforests Should we be allowed to cut down the world's rainforests?			
Y6			Greece Why is tourism important in Greece? Why does Greece have an immigration crisis?		Changing World How is climate change affecting the world? How will it impact me?	

Computing

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	Going online	Introducing technology (computers, tablets and robots)		Content creators		
Y1	Online behaviour		Using computers	Digital painting	Creating algorithms (Bee Bots)	Digital writing
Y2	Who are you online?		Information technology	Sequencing instructions (Scratch Jr)	Word processing (Google Docs)	Pictograms
Y3	Online identity	Computer networks	Events and actions (Scratch)		Desktop publishing (Canva)	Animation
Y4	Positives and negatives	The internet and Google Classroom		Repetition in games (Scratch)	Spreadsheets (Google Sheets)	Photo editing
Y5	Digital citizenship	Systems and search engines	Presentations (Google Slides)		Video editing	Selection in quizzes (Scratch)
Y6	Finding balance	Online collaboration	Websites (Google Sites)		Variables in games (Scratch)	Audio editing

Online Safety

At Pevensey and Westham, age appropriate online safety teaching linked to the UK Council for Child Internet Safety (UKCCIS) Framework is taught through the Education for a Connected World resources. In addition, all year groups address online safety throughout the computing curriculum, in response to class concerns or when relevant in the wider media.

Digital Literacy	Computer Science		Information Technology	
Online safety	Computing systems and networks	Programming	Presenting Information	Digital media

Music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
Y1	My Musical Heartbeat	Singing and Signing 1	Introducing tempo and dynamics	Combining pulse rhythm and pitch	Having fun with improvisation	Explore sound and create a story
Y2	Exploring simple patterns	Singing and Signing 2	Introducing an orchestra		Our Big Concert	
Y3	Musical elements		Dr Who anthem		Glockenspiel	
Y4	Recorders 1		Recorders 2		Recorders 3	
Y5	<i>Vocal Performance</i>		Recorders 4		Recorders 5	
Y6	Arrange and mix compositions using music creation software		Compose music for a film		Musical performance Y6 production and diocese service	

Art and Design

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	Self portraits Print making Plasticine Finger palette	Spirals Autumn leaves Night time collage Draw by torchlight	Draw like a caveman	Colour how it makes me feel Wildflower meadows	Finger puppets Duckling	Natural collage Primal painting Minibeast artwork
Y1	Spirals Haslund/Kandinsky		Exploring Watercolour		Making birds	
Y2		Explore and draw		Exploring the world through mono print	Stick transformation project	
Y3	Gestural drawing with charcoal		Telling stories through drawing			Cloth, thread, paint
Y4	Story telling through drawing		Exploring Pattern		Sculpture/Structure	
Y5	Typography and Maps		Architecture: Dream Big and Small		Fashion Design	
Y6				Human form – drawings and skeletons	Identity	Shadow puppets

Design and Technology

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R						
Y1		Design and sew a pattern for a greetings card		Design and create a moving vehicle (moon buggy)		Design and make a healthy smoothies
Y2		Design a Christmas tree decoration for St Mary's Church		Design and make a bug house		Design and prepare a healthy wrap for a snack
Y3		Design and make a pencil pot for a family member		Make a hand puppet to tell a story	Seasonality – design and prepare a salad school lunch	
Y4		Design and create a pneumatic toy for a KS1 child		Make a bendy bag to store a chosen item		Adapting a biscuit recipe
Y5	Design a bridge for students at PaWS to cross the railway line			Design and make a bag to store wash kit at camp		Make a healthy bolognaise for fussy eaters
Y6	Sew an apron to wear for our World War Two tea party	Design and make a soup for WW2 Tea Party	To make an alarm to protect the school vegetable patch			

Cooking and Nutrition	Workshop	Textiles
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French

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3	I am learning French/J'apprends le français		Fruits / les fruits		I can / Je peux	
Y4	Presenting myself / Je me présent		Vegetables/ Les légumes		What is the weather? / Quel temps fait-il?	
Y5	Ice-creams / Les glaces		My family / Ma famille		In the classroom / En classe	
Y6	Do you have a pet? / As-tu un animal?		My home / Chez moi		Clothes / Les vêtements	

Physical Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	Gymnastics: Repeating simple sequences and movement patterns. Transferring weight	Gross motor skills: Expressing themselves through repetitive skills and actions.	Dance: Expressing feeling and emotions.	Gymnastics: Repeating simple sequences and movement patterns. Transferring	Athletics: Understanding the bodies reactions to exercise.	Games activities: Throwing with control, accuracy and receiving a ball with one/both hands.
Y1	Gymnastics: Travelling at different speeds, levels and directions. Travelling around, under, on and over apparatus.	Hockey Control and change of direction	Dance: Explore and perform basic actions in response to teacher led stimuli	Gymnastics: Travelling at different speeds, levels and directions. Travelling around, under, on and over apparatus.	Athletics: Performing fundamental skills in running, jumping and throwing Stoolball	Basketball: Catching and throwing accurately
Y2	Gymnastics: Performing sequences on floor and apparatus. Performing numbered sequences independently.	Hockey Apply dribbling, passing, shooting and defending skills to a team game	Dance: Respond imaginatively to stimuli with control, co-ordination and some fluency	Gymnastics: Performing sequences on floor and apparatus. Performing numbered sequences independently.	Athletics: Understanding fundamental athletic techniques and events Stoolball	Basketball: Be an active participant in team games
Y3	Gymnastics: Individual sequences using speed and levels. OAA	Hockey Tag Rugby Apply simple skills to aid attacking and defending	Dance: Performing group dance phrases of movement/patterns Hockey	Gymnastics: Individual sequences using apparatus. Dance: Linked to Ancient Egypt	Athletics: Sprinting/running, sustained distances, throwing & jumping Stoolball	Basketball: Demonstrate simple tactics in a game Stoolball
Y4	Gymnastics: Small body balances with and without support. Symmetry actions, turning on lateral axis.	Hockey Apply a variety of skill to aid attacking and defending during games Swimming	Dance: Linking group movement phrases fluently	Gymnastics: Small body balances with and without support. Symmetry actions, turning on lateral axis.	Athletics: Sprinting/running, sustained distances, throwing & jumping Stoolball	Basketball: Perform a range of skills for attack and defence
Y5	Gymnastics: Adapt existing skills and use more complex apparatus. Complex sequences.	Hockey Apply dribbling, passing, shooting and defending skills in isolation and combination	Dance: Suggest movement patterns/body actions and show consistency and control	Gymnastics: Adapt existing skills and use more complex apparatus. Complex sequences.	Athletics: Sprinting/running, sustained distances, throwing & jumping Stoolball	Basketball: Apply a range of passes and catches in a competitive game
Y6	Gymnastics: Complex sequences. Complex sequences and analysing performances.	Hockey Apply and evaluate principles suitable for attacking and defending.	Dance: Refining and modifying activities/dances.	Gymnastics: Complex sequences. Complex sequences and analysing performances.	Athletics: Sprinting/running, sustained distances, throwing & jumping Stoolball	Basketball: Apply running, jumping, throwing and catching skills in isolation and combination

Religious Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	F4. Being Special: where do we belong?	F2. Why do Christians perform nativity plays at Christmas?	F1. Why is the word 'God' so important to Christians?	F3. Why is Easter special to Christians?	F5. What places are special and why?	
	F6. What times/stories are special and why?					
Y1	1.2 - Who do Christians say made the world? <u>Creation</u>	1.1 - What do Christians believe God is like? <u>God</u>	1.7 – Who is Jewish and how do they live? Part 1	1.10 – What does it mean to belong to a faith community?	1.7 – Who is Jewish and how do they live? Part 2	1.9 – How should we care for the world and for others, and why does it matter?
Y2	1.6 - Who is a Muslim and how do they live? Part 1	1.3 - Why does Christmas matter to Christians? <u>Incarnation</u>	1.6 - Who is a Muslim and how do they live? Part 2	1.5 - Why does Easter matter to Christians? <u>Salvation</u>	1.4 – What is the 'good news' Christians believe Jesus brings? <u>Gospel</u>	1.8 - What makes some places sacred to believers?
Y3	L2.1 What do Christians learn from the creation story?	L2.2_What is it like for someone to follow God?	L2.10 – How do festivals and family life show what matters to Jewish people.	L2.9 – How do festivals and worship show what matters to a Muslim?	L2.4 -_What kind of a world did Jesus want?	L2.12 – How and why do people try to make the world a better place?
Y4	L2.3 – What is the 'Trinity' and why is it important for Christians?	L2.7 – What do Hindus believe God is like?	L2.8 – What does it mean to be Hindu in Britain today?	L2.5 -_What do Christians call the day Jesus died 'Good Friday'?	L2.6 – For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 – How and why do people mark the significant events of life?
Y5	U2.1_What does it mean if Christians believe God is loving and holy?	U2. 8 - What does it mean to be a Muslim in Britain today?	U2.5 - What do Christians believe Jesus did to 'save' human beings?	U2. 9 – Why is the Torah so important to Jewish people?	U2.4 – Christians and how to live: 'What would Jesus do?'	U2.10 – What matters most to Humanists and Christians?
Y6	U2. 11 – Why do some people believe in God and some people not?	U2.3 – Why do Christians believe Jesus was the Messiah?	U2.7 – Why do Hindus want to be good?	U2.6 – For Christians, what kind of king is Jesus?	U2.2 – Creation and science: conflicting or complementary?	U2.12 – How does faith help people when life gets hard?
	Understanding Christianity	Hinduism	Islam	Judaism	Thematic	

RSHE Life Skills

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YR	Setting Ground Rules, Wellbeing and Values	Self-regulation	Building relationships Consent	Building relationships	Managing self	Managing self
Y1	Setting Ground Rules, Wellbeing and Values Zones of Regulation	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Consent Transition to Y2
Y2	Setting Ground Rules, Wellbeing and Values Zones of Regulation	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Consent Transition to Y3
Y3	Setting Ground Rules, Wellbeing and Values Zones of Regulation	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Transition to Y4
Y4	Setting Ground Rules, Wellbeing and Values Zones of Regulation	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Transition to Y5
Y5	Setting Ground Rules, Wellbeing and Values Zones of Regulation	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Transition to Y6
Y6	Setting Ground Rules Wellbeing & Values Zones of Regulation	Family and relationships	Identity Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Transition to KS3
<p>At Pevensey and Westham, age appropriate learning will also take place through RSHE Life Skills lessons in response to class concerns or when relevant in our broader school community or wider media throughout the year.</p>						