



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



RSHE - Careers



French



Physical Education



Computing



Design Technology



Outdoor Learning

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 is Christmas special for Christians?	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? <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?
History		Our School: What were schools like for our parents & grandparents? How has PaWS changed?			Significant Individuals: Why do we remember Florence Nightingale and Mary Seacole? 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	Creating algorithms (Bee Bots)		Using computers		Digital painting	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 Van Gogh		Exploring Watercolour		Making birds	
DT		Smoothies		Design and sew a pattern for a greetings card		Simple lever mechanisms
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	How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe? 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	Animals, including humans (Life cycles – butterfly and frog)	Animals, including humans (Life cycles – butterfly and frog)	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 Mnaida 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		Stick transformation project	Explore and draw	Exploring the world through mono print		
DT		Design a Christmas tree decoration for St Mary’s Church			Freestanding Structures	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	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How are things shared online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places? Transition to Year 3

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 cook a tartlet	
PE	Gymnastics: Individual sequences using speed and levels. Invasion Games	Hockey Apply simple skills to aid attacking and defending OAA	Dance: Performing group dance phrases of movement/ patterns Multi-skills	Gymnastics: Individual sequences using apparatus. Dance: Linked to Ancient Egypt	Athletics: Sprinting/running, sustained distances, throwing & jumping	Basketball: Demonstrate simple tactics in a game Striking and Fielding
French	A New Start		Calendar Time / Animals		Fruits and Vegetables	
RSHE Life Skills	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	How do we spend time online?	Healthy protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why? Transition to Year 4

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	The internet and Google Classroom	Online Safety - Positives & negatives	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		Water 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	Welcome to school		Places in Town / Family Tree		Jungle Animals / Ice Creams	
RSHE Life Skills	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	Growing up: How will my body and emotions change as I grow up?	Citizenship: How can I spend my money wisely?	The online world: How can I evaluate what I see online?	Staying safe: What signs help me recognise what is safe or unsafe? Transition to Year 5

Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Forces		Animals including humans	Earth and Space	Living things and their habitats	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. 9 – Why is the Torah so important to Jewish people?	U2.5 - What do Christians believe Jesus did to ‘save’ human beings?	? – 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	How did the events of 1066, particularly the Battle of Hastings, shape the future of Britain?	
Geography		How would life compare if I lived in the USA instead of the UK?	Rainforests Should we be allowed to cut down the world’s rainforests?			
Computing	Digital citizenship	Systems and search engines		Presentations (Google Slides)	Selection in quizzes (Scratch)	Video editing
Music	Vocal Performance		Recorders 4		Recorders 5	
Art and Design	Typography and Maps		Land and City Scapes	Fashion Design		
DT	Design and make a chair organiser				Raising Robots Developing STEM skills	Make a healthy bolognaise
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	Me / Time in the City		Clothes		Out of this World	
RSHE Life Skills	How can I support my mind and body as I grow?	The online world: How am I influenced by what I see online?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we make a difference in our communities and beyond?	Connecting with others: Why are healthy relationships important?	Citizenship: How can we be in control of our money? Transition to Year 6

Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Animals including humans	Light	Electricity	Evolution and inheritance		Living things and their habitats
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? Impact on Mnaida pupils	
Computing	Online collaboration and 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	
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	This is Me		Sports		Café Culture	
RSHE Life Skills	My healthy self: How do my choices today shape my future wellbeing?	Connecting with others: What does it mean to stand up for myself and others?	Sex education: How do people become parents and carers?	The online world: How do I feel about being online?	Staying safe: How can I stay safe as I grow up?	Citizenship: How can we protect everyone's rights? Transition to KS3

English	TERM 1				TERM 2				TERM 3			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
 EYFS	FICTION Model Text: Bear Hunt Story Type: Journey Writing Focus: Setting		FICTION Model Text: Little Red Hen Story Type: Cumulative / Journey Writing Focus: Character		FICTION Model Text: Sleepy Bumblebee Story Type: Wishing Tale Writing Focus: Setting		FICTION Model Text: The Gingerbread Man Story Type: Journey Writing Focus: Character	NON-FICTION Model Text: How to Make a Gingerbread Man. Purpose: Instructions Form: Recipe	FICTION Model Text: Owl Babies Story Type: Losing/ Finding Writing Focus: Setting	NON-FICTION Model Text: Owlets Purpose: Information Form: Leaflet	FICTION Model Text: Supertato Story Type: Beating the Baddie Writing Focus: Character	NON-FICTION Model Text: Early recount Form: Diary / journal
Year 1	FICTION Model Text: Paddington Story Type: Journey Writing Focus: Setting	NON-FICTION Model Text: Paddington's Day Out Purpose: Recount Form: Postcard	FICTION Model Text: The Three Little Pigs Story Type: Beat the Baddie Writing Focus: Character		NON-FICTION Model Text: How to Trap a Big Bad Wolf Purpose: Instructions Form: Instructions	FICTION Model Text: Lost and Found Story Type: Wishing Writing Focus: Suspense		NON-FICTION Model Text: Tree Giants Purpose: Information Form: Tourist Guide	FICTION Model Text: Where the Wild Things Are Story Type: Portal Writing Focus: Dialogue		FICTION Model Text: Man on the Moon Story Type: Journey Writing Focus: Action	
Year 2	FICTION Model Text: Zig the Alien Story Type: Journey Writing Focus: Setting	NON-FICTION Model Text: Zig's Diary Purpose: Recount Form: Diary / journal	FICTION Model Text: Little Red Hen Story Type: Beat the Baddie Writing Focus: Character		FICTION Model Text: Kassim and the Greedy Dragon Story Type: Tale of fear Writing Focus: Suspense	NON-FICTION Model Text: The Vampire Dragon Purpose: Information (non-chron) Form: Magazine	FICTION Model Text: Jess and the Giant Story Type: Meeting Writing Focus: Dialogue		FICTION Model Text: The Story of Pirate Penelope Story Type: Wishing Writing Focus: Action	NON-FICTION Model Text: How to look after a Woolly Mammoth Purpose: Instructions Form: Instructions		

	TERM 1				TERM 2				TERM 3			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
 Year 3	FICTION Model Text: I'll take you to Mrs. Cole Story Type: Warning Writing Focus: Setting	NON-FICTION Model Text: Bed Monsters [Amazing Aliens (pg.32 edit to make real-life)] Purpose: Information Form: Non-fiction book	FICTION Model Text: Hansel and Gretel Story Type: Beat the Baddie Writing Focus: Character		FICTION Model Text: Poppy, Waldo and the Giant Story Type: Meeting Writing Focus: Suspense		FICTION Model Text: The Twits Story Type: Character Flaw Writing Focus: Dialogue	NON-FICTION Model Text: Hawk Ridge Farm Purpose: Persuasion Form: Letter	FICTION Model Text: The Castle, the Guards and the Songbird Story Type: Portal Writing Focus: Action		NON-FICTION Model Text: Pompeii Paralysed Purpose: Recount Form: Newspaper article	
Year 4	FICTION Model Text: The Canal Story Type: Warning Writing Focus: Setting	NON-FICTION Model Text: The Canal Purpose: Recount Form: Vlog	FICTION Model Text: Charlie and the Chocolate Factory Story Type: Wishing Writing Focus: Character		FICTION Model Text: Zelda Claw Story Type: Tale of Fear Writing Focus: Suspense		FICTION Model Text: Leon and Space Between Story Type: Portal	NON-FICTION Model Text: School of Wizardry Purpose: Persuasion Form: Advert	FICTION Model Text: The Cobbler of Krakov & Smok the Dragon Story Type: Beat the Baddie Writing Focus: Action		NON-FICTION Model Text: The Teacher Pleaser Machine Purpose: Explanation Form: Manual	

	TERM 1				TERM 2				TERM 3			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 5	FICTION Model Text: The Caravan Story Type: Warning Writing Focus: Setting		FICTION Model Text: The Hunt for the Jabberwock Story Type: Beating the Baddie Writing Focus: Character	NON-FICTION Model Text: Trolls Purpose: Information Form: Non-fiction book	FICTION Model Text: The Manor House Story Type: Tale of Fear Writing Focus: Suspense		FICTION Model Text: Adventure at Sandy Cove Story Type: Finding Writing Focus: Dialogue	NON-FICTION Model Text: Should Children be Allowed to Play Where They Want? Purpose: Discussion Form: Magazine (School Newsletter)	FICTION Model Text: Time-Slip Scarab Story Type: Portal Writing Focus: Action		NON-FICTION Model Text: Why Seagulls are a Nuisance Purpose: Explanation Form: Non-fiction book	
Year 6	FICTION Model Text: Red Story Type: Warning / Tale of Fear Writing Focus: Setting	NON-FICTION Model Text: The Multi-Function Mobile Phone Purpose: Persuasion Form: Proposal	FICTION Model Text: Between the Lines Story Type: Character Perspectives Writing Focus: Character	NON-FICTION Model Text: Should Mobile Phones be Allowed in School? Purpose: Discussion Form: Magazine (School Newsletter)	FICTION Model Text: The Catch Story Type: Wishing Writing Focus: Suspense		NON-FICTION Model Text: Stormzy Purpose: Recount Form: Biography		News report: Troy Narrative (various perspectives): Troy Persuasion: Should we sell the school field to developers? Explanation: Global warming Review: Wicked Balanced argument: Wicked Dialogue and character description: Road's End Suspense narrative and dialogue: Alma			

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		Geometry Position and direction
Spring Term	Number Decimals Number Ratio		Number Fractions, decimals and percentages		Number Algebra		Measurement Converting Units	Measurement Area, perimeter and volume		Number Ratio		Consolidation
Summer Term	Statistics		Geometry Properties of Shape		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	Animals, including humans (Life cycles – butterfly and frog)	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		Animals including humans	Earth and Space	Living things and their habitats	Properties and change of materials
Y6	Living things and their habitats	Light	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 and Mary Seacole? 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?	How did the events of 1066, particularly the Battle of Hastings, shape the future of Britain?	
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 Mnaida 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		How would life compare if I lived in the USA instead of the UK?	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? Impact on Mnaida pupils	

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	Creating algorithms (Bee Bots)		Using computers		Digital painting	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	The internet and Google Classroom	Online safety - Positives and negatives	Repetition in games (Scratch)	Spreadsheets (Google Sheets)	Photo editing	
Y5	Digital citizenship	Systems and search engines		Presentations (Google Slides)	Selection in quizzes (Scratch)	Video editing
Y6	Online collaboration and 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 Fundamentals Instrument groups Introduction to notation		Developing Notation Xylophones		Singing alongside British sign Language	
Y4	Getting started with the Recorder		Further Notation Developing skills with the Recorder		Singing and song writing Body percussion Musical appreciation	
Y5	<i>Vocal Performance – Young Voices</i>		Progressing with the recorder		Confidence with the Recorder	
Y6	GAPS from NC – musical genres Improvisation		Arrange and mix compositions using music creation software Garage Band		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 VanGogh		Exploring Watercolour		Making birds	
Y2		Stick transformation project	Explore and draw	Exploring the world through mono print		
Y3	Gestural drawing with charcoal		Telling stories through drawing			Cloth, thread, paint
Y4	Story telling through drawing		Exploring Pattern		Water Sculpture/Structure	
Y5	Typography and Maps		Architecture: Dream Big and Small	Fashion Design		
Y6				Human form – drawings and skeletons	Identity	

Design and Technology

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R						
Y1		Design and create a moving vehicle (moon buggy)		Design and sew a pattern for a greetings card		Design and make a healthy smoothies
Y2		Design a Christmas tree decoration for St Mary's Church			Freestanding Structure	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 cook a tartlet	
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 and make a chair organiser				Raising Robots Developing STEM skills	Make a healthy bolognaise
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	A New Start		Calendar Time / Animals		Fruits and Vegetables	
Y4	Welcome to school		Places in Town / Family Tree		Jungle Animals / Ice Creams	
Y5	Me / Time in the City		Clothes		Out of this World	
Y6	This is Me		Sports		Café Culture	

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. Invasion Games	Hockey Apply dribbling, passing, shooting and defending skills in isolation and combination OAA	Dance: Suggest movement patterns/body actions and show consistency and control Multi-skills	Gymnastics: Adapt existing skills and use more complex apparatus. Complex sequences. Dance	Athletics: Sprinting/running, sustained distances, throwing & jumping	Basketball: Apply a range of passes and catches in a competitive game Striking and Fielding
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 is Christmas special for Christians?	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. 9 – Why is the Torah so important to Jewish people?	U2.5 - What do Christians believe Jesus did to 'save' human beings?	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	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Y1	How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Y2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How are things shared online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Y3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	How do we spend time online?	Healthy protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Y4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	Growing up: How will my body and emotions change as I grow up?	Citizenship: How can I spend my money wisely?	The online world: How can I evaluate what I see online?	Staying safe: What signs help me recognise what is safe or unsafe?
Y5	How can I support my mind and body as I grow?	The online world: How am I influenced by what I see online?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we make a difference in our communities and beyond?	Connecting with others: Why are healthy relationships important?	Citizenship: How can we be in control of our money?
Y6	My healthy self: How do my choices today shape my future wellbeing?	Connecting with others: What does it mean to stand up for myself and others?	Sex education: How do people become parents and carers?	The online world: How do I feel about being online?	Staying safe: How can I stay safe as I grow up?	Citizenship: How can we protect everyone's rights?
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.						

RSHE Life Skills - Careers

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YR	People Who Help Us					
	Nurse	Firefighter	Police	Vet	Farmer	Teacher
Y1	Jobs in Our Community					
	Post worker	Chef	Dentist	Paramedic	Coastguard	Bus driver
Y2	Creating and Building					
	Builder	Architect	Engineer	Carpenter	Electrician	Landscape Gardener
Y3	Exploring the world around us					
	Veterinarian	Zookeeper	Park Ranger	Marine biologist	Archaeologist	Meteorologist
Y4	Innovation and Discovery					
	Scientist	Software Developer	Robotics Engineer	Pharmacist	Aerospace Engineer	Renewable Energy Technician
Y5	Communication, Creativity and Influence					
	Graphic Designer	Journalist	Musician	Author	Marketing Specialist	Film Producer
Y6	Future Pathways and Leadership					
	Entrepreneur	Doctor/Surgeon	Lawyer	Civil Engineer	Careers Fair and routes into employment	

