Pevensey & Westham CE Primary School
more amazing every day

Curriculum Map

Subjects		Year Groups
English	Art and Design	Year R
Mathematics	Design Technology	Year 1
Science	French	Year 2
Religious Education	Physical Education	Year 3
History	Computing	Year 4
Geography	RSHE Life Skills	Year 5
Music	Forest School	Year 6

Pevensey and Westham CE Primary School Curriculum

Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science						
RE	Who made the world? Creation	Why does Christmas matter to Christians? Incarnation		What do Christians believe God is like? God	Why does Easter matter to Christians? Salvation	Jesus Life – miracles and parables
History	Personal History	School History	Great Fire of London	Great Fire of London		
Geography	Weather Where I Live	Map Skills *Scotland – St Andrew*	*Wales – St David*	Weather *St Patrick – N. Ireland*	*St George - England*	Weather
Computing	Getting Started	Programming: Beebots		Algorithms unplugged	Introduction to data	
Music	Pulse and Rhythm	Timbre and Rhythmic Patterns	Pitch and Tempo	Classical music, dynamics and tempo	Chanting and tuned percussion	Vocal and Body Sounds
Art and Design		Art and Design Skills	Formal Elements of Art		Landscapes using different media	Sculptures and collages
DT		Cooking and Nutrition - Fruit and Vegetable Smoothie	Mechanisms - Moving Storybook: Sliders Wheels and Axles		Structures - Windmills	Textiles - Puppets
PE	Games activities	Gymnastics	Gymnastics	Dance	Athletics	Striking & Fielding
RSHE Life Skills	Setting Ground Rules, Wellbeing and Learning Knights	Family and relationships	Health and wellbeing	Safety and the changing body	Economic Wellbeing	Citizenship Transition to Y2

Pevensey and Westham CE Primary School Curriculum

Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science						
RE	What does it mean to be a Jew? Faith traditions	Why is light an important sign? Christingle advent	What happens in churches and synagogues	How do people remember God's goodness? Celebrations	What is the good news Jesus Brings? Gospel	
History	Pevensey Castle	Pevensey Castle	Significant Individuals	Significant Individuals		
Geography	UK and Oceans		Welcome to our World	Welcome to our World	Zambia	Zambia
Computing	What is a Computer?	Word Processing			Programming: Scratch Junior	Algorithms and Debugging
Music	Myths and Legends	On this Island – British Songs and Sounds	Musical Me	Orchestral Instruments	Dynamics, timbre, tempo and motifs	African call and response song
Art and Design	Art and Design Skills	Formal Elements of Art		Human Form	Sculpture and Mixed Media	
DT	Textiles - Pouches	Structures - Castles	Cooking and Nutrition - A Balanced Diet			Mechanisms - Moving Monsters Ferris Wheels
PE	Games activities	Gymnastics	Gymnastics	Dance	Athletics	Striking & Fielding
RSHE Life Skills	Setting Ground Rules, Wellbeing and Learning Knights	Family and relationships	Health and wellbeing	Safety and the changing body	Economic Wellbeing	Citizenship Transition to Y3

Pevensey and Westham CE Primary School Curriculum

Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science						
RE	What do Christians learn from the creation story?	What is the Trinity? Incarnation	What is it like to follow God? Old Testament people of God	What is the impact of the Trinity on Christian worship?	Lent, Holy Week	What kind of world did Jesus want? Gospel
History		Prehistoric History	Ancient Egypt	Ancient Egypt	Roman Britain	Roman Britain
Geography	You're Great Britain	You're Great Britain			Volcanoes	Volcanoes
Computing		Digital Literacy	Programming: Scratch	Programming: Scratch	Top Trumps Databases	Networks and the internet
Music	Developing singing technique and keeping in time	Ballads	Creating compositions in response to an animation	Pentatonic melodies and composition	Traditional instruments and improvisation	Jazz
Art and Design	Formal Elements	Prehistoric art				
DT				Structures and functionality	Textiles - Cushions	
PE	Games activities	Gymnastics	Gymnastics	Dance	Athletics	Striking & Fielding
French	French greetings with puppets	French adjectives of colour, size and shape	French playground games - numbers and age	In a French classroom	French transport	A circle of life in French
RSHE Life Skills	Setting Ground Rules, Wellbeing and Learning Knights	Family and relationships	Health and wellbeing	Safety and the changing body	Economic Wellbeing	Citizenship Transition to Y4

Pevensey and Westham CE Primary School Curriculum

Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science						
RE	Hinduism	How and why do faith groups celebrate?	What are sacred texts? Bible, Vedas Qu'ran Prophecy	LKS2 Why do Christians call it Good Friday? Salvation	What was the impact of Pentecost?	Who lived their faith well? Paul
History			Anglo-Saxons and Vikings	Anglo-Saxons and Vikings	1066	1066
Geography	Mountains	Mountains			Rivers and Water	Rivers and Water
Computing		Collaborative Learning	Further coding with Scratch	Website Design		Computational Thinking
Music	Body and tuned percussion	Adapting and transporting motifs	Rock and Roll	Haiku, music and performance	Samba and carnival sounds and instruments	Blues
Art and Design	Art and Design skills		Formal elements of art	Sculpture	Every picture tells a story	
DT	Cooking and Nutrition – Adapting a recipe	Structures – Pavilions	Mechanism – sling shot cars	Electrical systems - torches		Textiles – Fastening
PE	Games activities	Gymnastics	Gymnastics	Dance	Athletics	Striking & Fielding
French	Portraits - describing in French	Clothes	French numbers, calendars and birthdays	French weather and the water cycle	French Food	French and the Eurovision song contest
RSHE Life Skills	Setting Ground Rules, Wellbeing and Learning Knights	Family and relationships	Health and wellbeing	Safety and the changing body	Economic Wellbeing	Citizenship Transition to Y5

Pevensey and Westham CE Primary School Curriculum

Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science						
RE	What does it mean if God is holy and loving? God	How can following God bring freedom and Justice? People of God	Good news – Jesus teaching, the sermon on the mount. Parables and miracles Gospel – link to charities		What are the 5 pillars of Islam? Mosques Mohammed	
History			The Plague	Tudors/English Reformation		Mayans
Geography	USA	USA				Rainforest
Computing	Micro:bit	Micro:bit	Search Engines	Search Engines	Mars Rover 2	Sonic Pi
Music	Composition Notation	South and West Africa	Looping and Remixing	Composition to represent the festival of colour	Changes in pitch, tempo and dynamics	Musical Theatre
Art and Design	Art and Design Skills	Formal Elements - Architecture		Every Picture Tells a Story		Design for a Purpose
DT		Structures Bridges	Textiles Stuffed Toys		Mechanisms Pop-up Books	
PE	Games activities	Gymnastics	Gymnastics	Dance	Athletics	Striking & Fielding
French	Portraits - describing in French	Clothes	French numbers, calendars and birthdays	French weather and the water cycle	French Food	French and the Eurovision song contest
RSHE Life Skills	Setting Ground Rules, Wellbeing and Learning Knights	Family and relationships	Health and wellbeing	Safety and the changing body	Economic Wellbeing	Citizenship Transition to Y6

Pevensey and Westham CE Primary School Curriculum

Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science						
RE	Was Jesus the Messiah? Judaism link	What did Jesus do to save human beings? Salvation	What difference does Resurrection make to Christians? Gospel	What kind of king is Jesus?	Creation and science conflict or complementary? Creation / secular world view	
History	World War II What was life like for the evacuees during WW2?		Greece What was significance and influence of Ancient Greece?			
Geography	Counties of UK		Ancient Greece What is it like to live in Greece compared to England?	Ancient Greece What is it like to live in Greece compared to England?	Changes How is climate change affecting the world?	Changes How is climate change affecting the world?
Computing	Bletchley Park	Bletchley Park	Python (loops and nested loops)	Big Data 2	Big Data 2	Skills Showcase
Music	Songs of World War II	Advanced rhythms	Transposition: Pop art	Coast - Fingal's Cave by Mendelssohn	Film music	Leavers' song
Art and Design	Art and Design Skills		Make My Voice Heard		Photography	Still life
DT	Textiles: Make do and mend	Come Dine With Me	Mechanisms: Automata toys	Electrical systems: Steady hand games.		Structures: Playground
PE	Games activities	Gymnastics	Gymnastics	Dance	Athletics	Striking & Fielding
French	Portraits - describing in French	Clothes	French numbers, calendars and birthdays	French weather and the water cycle	French Food	French and the Eurovision song contest
RSHE Life Skills	Setting Ground Rules, Wellbeing and Learning Knights	Family and relationships	Health and wellbeing	Safety and the changing body	Economic Wellbeing	Citizenship Transition to KS3

Pevensey and Westham CE Primary School Curriculum

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	**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
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** Traditional Tales - Myths (creation stories)	**Inform** i) Recount (memoir) ii) Instructions	**Entertain** Traditional Tales – Fables	**Persuade** Advertisements	**Inform** i) Report ii) Explanation	**Entertain** Adventure stories
Year 4	**Inform** i) Instructions ii) Explanations	**Entertain** i) Writing and performing a play ii) Story settings	**Entertain** Traditional Tales - Myths (quests)	**Inform** i) Report ii) Recount	**Persuade** i) Advertisement ii) persuasive letter writing	**Entertain** Suspense story
Year 5	**Entertain** Traditional Tales - legends	**Inform** i) Report ii) Explanation	**Discuss** i) Balanced discussion	**Entertain** Suspense and mystery	**Inform** i) Newspaper article ii) Biographical recount	**Persuade** i) Letter ii) Speech
Year 6	**Inform** i) Recount ii) Biography	**Entertain** Fiction from our literary heritage	**Entertain** Short Stories	**Persuade** i) Persuasive speech ii) Campaign Letter	**Inform** i) Report ii) Essay	**Discuss** i) Debate ii) Balanced argument

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** ii) Narrative: Stories with predictable phrasing	**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
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).

Pevensey and Westham CE Primary School Curriculum   English – Year 2

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 (OR Little Red/Rapunzel/Hansel and Gretal – Bethan Woollvin)	
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.

Pevensey and Westham CE Primary School Curriculum   English – Year 3

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		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** Traditional Tales - Myths (creation stories)	**Inform** i) Recount ii) Instructions	**Entertain** Traditional Tales – Fables	**Persuade** Advertisements	**Inform** i) Report ii) Explanation	**Entertain** Adventure stories
Example Audience	A class text to be created, shared and displayed. Record video for Portfolio.	Add to own 'autobiography'/ memoir book	Class assembly and/or open learning. Story time with a partner class (e.g. Year 2).	Client – Brighton Museum (create advertisement to increase visitors)	Reports to be added to School Website (wider community?).	Story time with a partner class (e.g. Year 2).
Mentor Texts	Just So Stories for Little Children (Usborne)	Stone Age Boy – Satoshi Kitamura Boy (extracts) – Roald Dahl	Aesop's Fables - Michael Rosen The Lord of the Forest	The Spider and the Fly The Green Book (B&B Adverts)	Erupt! – Joan Marie Galat (National Geographic Kids)	Escape from Pompeii - Christina Balit The Green Ship – Quentin Blake
Example final written outcomes	Re-tell (verbal) a narrative using patterns from listening and reading. 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	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) Write and evaluate a *range* of instructions (including directions) e.g. a treasure hunt	Setting description Write a new fable to convey a moral.	Write advertisements focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.	i) 'Tour guide' report on local area: Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider-gram to organise the information. ii) Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Character / setting description Write an adventure story, focusing on plot.

Pevensey and Westham CE Primary School Curriculum   English – Year 4

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	**Inform** i) Instructions ii) Explanations	**Entertain** i) Writing and performing a play ii) Write a section of a narrative (or several narratives) focusing on setting	**Entertain** Traditional Tales - Myths (quests)	**Persuade** i) Advertisement ii) persuasive letter writing	**Inform** i) Report ii) Recount	**Entertain** Suspense story
Example Audience					Class newspaper to be displayed in the library	
Mentor Texts		Into the Forest - Anthony Browne (PoR)	Arthur and the Golden Rope – Joe Todd Stanton (PoR)			
Example final written outcomes	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	i) Write and perform a play, based on a familiar story ii) Develop a setting, focussing on word choices to develop positive/negative settings	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.

Pevensey and Westham CE Primary School Curriculum   English – Year 5

Year 5	TERM 1		TERM 2		TERM 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry	Vocabulary building	Structure – cinquain	Vocabulary building	Structure – spoken word poetry/rap	Vocabulary building	-
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	**Entertain** Narrative workshop	**Inform** i) Non Chron Report ii) Explanation	**Discuss** i) Balanced discussion	**Entertain** Portal Story	**Inform** i) Newspaper article ii) Biographical recount	**Persuade** i) Letter ii) Speech
Example Audience		Client – Trek America Ltd Postcards home				
Mentor Texts	The Man Between the Towers - Mordicai Gerstein Harry Potter	Eleven - Tom Rogers Trek America magazines	Children of Winter - Berlie Doherty Hansel and Gretal – Anthoney Browne	Treason - Berlie Doherty	Infinite Lives of Maisie Day – Christopher Edge	The Great Kapok Tree – Lynne Cherry The Vanishing Rainforest - Richard Platt
Example final written outcomes	Re-tell (verbal) a narrative using patterns from listening and reading.\n\nReview 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\n\nii) Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	Write up a balanced discussion presenting two sides of an argument, following a debate	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.	i) Report linked to History/Geography programme of study.\n\nii) Compose a biographical account based on research (e.g. of an author)	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes

Pevensey and Westham CE Primary School Curriculum   English – Year 6

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	**Inform** Report	**Inform** i) Biography ii) Essay (time dependent)	**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 Migorian (PoR)	Rose Blanche - Roberto Innocenti (PoR)	Orchard Book of Greek Myths by Geraldine McCaughrean Odysseus and the Iliad by Marcia Williams	Holes - Louis Sarchar	The Lost Words – Jackie Morris	First News (non-fiction magazine) The Book of Hopes- various authors. You are Awesome- Matthew Syed
Example final written outcomes	Peruade 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 *for* and *against* arguments in note form ii) A write-up of the debate that presents and evaluates the opinions of multiple differing viewpoints

Year 1 – Yearly Overview

	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	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)				Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement: money	Time	Consolidation

Mathematics – Year 2

Year 2 – Yearly Overview

	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	Number: Place value			Number: Addition and Subtraction					Measurement: Money		Number: Multiplication and Division	
Spring	Number: Multiplication and Division		Statistics		Geometry: Properties of Shape			Number: Fractions			Measurement: length and height	Consolidation
Summer	Position and direction			Problem solving and efficient methods		Measurement: Time			Measurement: Mass, Capacity and Temperature		Investigations	

Year 3 – Yearly Overview

	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	Number – Place Value			Number – Addition and Subtraction					Number – Multiplication and Division			Consolidation
Spring	Number - Multiplication and Division			Measurement: Money	Statistics		Measurement: length and perimeter			Number - Fractions		Consolidation
Summer	Number – fractions			Measurement: Time			Geometry – Properties of Shapes		Measurement: Mass and Capacity			Consolidation

Mathematics – Year 4

Year 4 – Yearly Overview

	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	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	Number- Multiplication and Division			Consolidation
Spring	Number- Multiplication and Division			Measurement - Area	Fractions					Decimals		Consolidation
Summer	Decimals		Measurement- Money		Time	Statistics		Geometry- Properties of Shape			Geometry- Position and Direction	Consolidation

Mathematics – Year 5

Year 5 – Yearly Overview

	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	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Perimeter and Area		Consolidation
Spring	Number – Multiplication and Division			Number – Fractions						Number – Decimals & Percentages		Consolidation
Summer	Number – Decimals			Geometry- Properties of Shapes			Geometry- Position and Direction	Measurement- Converting Units		Measures Volume		Consolidation

Mathematics – Year 6

Year 6 – Yearly Overview

	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	Number- Place Value		Number- Addition, Subtraction, Multiplication and Division				Fractions				Geometry- Position and Direction	Consolidation
Spring	Number- Decimals		Number- Percentages		Number- Algebra		Measurement Converting units	Measurement Perimeter, Area and Volume		Number- Ratio		Consolidation
Summer	Geometry- Properties of Shapes		Problem solving			Statistics		Investigations				Consolidation

Science

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1						
Y2						
Y3						
Y4						
Y5						
Y6						

Pevensey and Westham CE Primary School Curriculum

History

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			When our Grandparents were little		The Royal Family	
Y1	Personal History Schools		Great Fire of London			
Y2	Pevensey Castle		Significant Individuals			
Y3		Prehistoric History	Ancient Egypt		Roman Britain	
Y4			Anglo Saxons and Vikings		1066	
Y5			The Plague	Tudors/English Reformation		Mayans
Y6	World War Two		Ancient Greece			

Pevensey and Westham CE Primary School Curriculum

Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	Local school environment					
Y1	Where I Live				The Weather	
Y2			Welcome to our world		Zambia	
Y3	You're Great Britain!				Volcanoes	
Y4	Mountains				Rivers and Water	
Y5	USA				Rainforests	
Y6			Greece		Changing World	

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Computing

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1	Getting Started	Programming: Beebots		Algorithms unplugged	Introduction to data	
Y2	What is a Computer?	Word Processing			Programming: Scratch Junior	Algorithms and Debugging
Y3	Digital Literacy	Programming: Scratch	Programming: Scratch	Top Trumps Databases	Networks and the internet	
Y4		Collaborative Learning	Further coding with Scratch	Website Design		Computational Thinking
Y5	Micro:bit	Micro:bit	Search Engines	Search Engines	Mars Rover 2	Sonic Pi
Y6	Bletchley Park	Bletchley Park	Python (loops and nested loops)	Big Data 2	Big Data 2	

Online Safety

At Pevensey and Westham, age appropriate online safety teaching linked to the UK Council for Child Internet Safety (UKCCIS) Framework is taught termly 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.

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Music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1	Pulse and Rhythm	Timbre and rhythmic patterns	Pitch and tempo	Classical music, dynamics and tempo	Chanting and tuned percussion (space theme)	Vocal and Body Sounds
Y2	Myths and Legends	On this Island: British songs and sounds	Musical Me	Orchestral Instruments	Dynamics, timbre, tempo and motifs	African call and response song
Y3	Developing singing technique and keeping in time	Ballads	Creating compositions in response to an animation	Pentatonic melodies and composition	Traditional instruments and improvisation	Jazz
Y4	Body and tuned percussion	Adapting and transposing motifs	Rock and Roll	Haiku, music and performance	Samba and carnival sounds and instruments	Blues
Y5	Composition notation	South and West Africa	Looping and remixing	Composition to represent the festival of colour	Changes in pitch, tempo and dynamics	Musical Theatre
Y6	Songs of World War 2	Advanced rhythms	Transposition: Pop Art theme	Coast - Fingal's Cave by Mendelssohn	Film music	Composing and performing a Leavers' Song

Art and Design

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1		Art and Design Skills	Formal Elements of Art		Landscapes using different media	Sculptures and collages
Y2	Art and Design Skills	Formal Elements of Art		Human Form	Sculpture and Mixed Media	
Y3						
Y4	Art and Design skills		Formal elements of art	Sculpture	Every picture tells a story	
Y5	Art and Design Skills	Formal Elements - Architecture		Every Picture Tells a Story		Design for a Purpose
Y6	Art and Design Skills		Make My Voice Heard		Photography	Still life

Design and Technology

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1		**Cooking and Nutrition** Fruit and Vegetable Smoothie	**Mechanisms** Moving Storybook: Sliders Wheels and Axles		**Structures** Windmills	**Textiles** Puppets
Y2	**Textiles** Pouches	**Structures** Castles	**Cooking and Nutrition** A Balanced Diet			**Mechanisms** Moving Monsters Ferris Wheels
Y3				**Structures and Functionality**	**Textiles** Cushions	
Y4	**Cooking and Nutrition** Adapting a Recipe	**Structures** Pavilions	**Mechanisms** Slingshot Cars	**Electrical Systems** Torches		**Textiles** Fastenings
Y5		**Structures** Bridges	**Textiles** Stuffed Toys		**Mechanisms** Pop-up Books	
Y6	**Textiles** Make do and mend	**Cooking and Nutrition** Come Dine With Me	**Mechanisms** Automata Toys	**Electrical Systems** Steady Hand Games		**Structures** Playgrounds

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French*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3	**French greetings with puppets** Practise introductions in French with puppets	**French adjectives of colour, size and shape** Teach French adjectives of colour and size and describe shapes though games.	**French playground games - numbers and age** French numbers to twelve, time and age questions	**In a French classroom** French classroom vocabulary	**French transport** French holiday vocabulary	**A circle of life in French** French science and animal vocabulary
Y4	**Portraits - describing in French** French descriptions of appearance	**Clothes - getting dressed in France** French indefinite articles and possessive adjectives	**French numbers, calendars and birthdays** French days of the week, dates and seasons	**French weather and the water cycle** French weather, compass points and temperatures	**French food - Miam, miam!** This topic revises serval areas of previous learning	**French and the Eurovision Song Contest** Asking questions and understanding structures, using different vocabulary for different contexts.
Y5	**French monster pets** French animal vocabulary and adjective forms	**French space explorers** Scientific vocabulary as well as their grammar	**Shopping in France** Through games, stories and role-play, pupils develop vocabulary that they could use on a trip to France	**French speaking world** Pupils learn to give and follow directions in French and to use comparative language,	**Verbs in a French week** identify the infinitive and other forms of verbs	**Meet my French family** Describe family members and their preferences, using the correct form of mon, ma and mes
Y6	**French sport and the Olympics** Sports vocabulary and how to express preferences	**French football champions** Asking and responding to questions	**In my French house** Vocabulary related to houses and prepositions to describe where items are		**Planning a French holiday** Present and near future tenses. Becoming familiar with holiday related vocabulary	**Visiting a town in France** Directional, transport vocabulary and prepositional phrases

* French was introduced at Pevensey and Westham in 2020/21. In order to ensure effective progression, all years started at the beginning of our programme so it will not be until 2023/24 until pupils have completed the full scheme of work.

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Physical Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	**Games activities** Linking skills and actions in ways relevant to various activities	**Gymnastics** Repeating simple sequences and movement patterns	**Gymnastics** Transferring weight from different body parts	**Dance** Expressing feeling and emotions	**Athletics** Understanding the bodies reactions to exercise	**Striking & Fielding** Throwing with control, accuracy and receiving a ball with one/both hands
Y1	**Games activities** Watching others and making judgments on others performances.	**Gymnastics** Travelling at different speeds, levels and directions	**Gymnastics** Travelling around, under, on and over apparatus.	**Dance** Choreographing routines linking actions to create a dance phase.	**Athletics** Performing fundamental skills in running, jumping and throwing	**Striking & Fielding** Throwing, catching and receiving
Y2	**Games activities** Competitive scoring and rules.	**Gymnastics** Performing sequences on floor and apparatus.	**Gymnastics** Performing numbered sequences independently.	**Dance** Choreographing dance phrases.	**Athletics** Understanding fundamental athletic techniques and events.	**Striking & Fielding** Using relevant sized equipment to perform fundamental skills
Y3	**Invasion** Positioning when attacking/defending.	**Gymnastics** Individual sequences using speed and levels.	**Gymnastics** Individual sequences using apparatus.	**Dance** Performing group dance phrases of movement/ patterns	**Athletics** Sprinting/running, sustained distances, throwing & jumping	**Striking & Fielding** Throw/catch/striking/ positioning
Y4	**Invasion** Tactics to overcome opposition.	**Gymnastics** Small body balances with and without support.	**Gymnastics** Symmetry actions, turning on lateral axis.	**Dance** Linking group movement phrases fluently.	**Athletics** Sprinting/running, sustained distances, throwing & jumping	**Striking & Fielding** Throw/catch/striking in appropriate situations
Y5	**Invasion** Develop understanding of Invasion	**Gymnastics** Adapt existing skills and use more complex apparatus	**Gymnastics** Complex sequences	**Dance** Performing various dance styles	**Athletics** Sprinting/running, sustained distances, throwing & jumping	**Striking & Fielding** Throw/catch/striking in appropriate situations
Y6	**Invasion** Lead and 'teach' lower key stage Invasion	**Gymnastics** Complex sequences.	**Gymnastics** Complex sequences and analysing performances	**Dance** Refining and modifying activities/dances	**Athletics** Sprinting/running, sustained distances, throwing & jumping	**Striking & Fielding** Throw/catch/striking in appropriate situations

Pevensey and Westham CE Primary School Curriculum

Religious Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1	Who made the world? Creation	Why does Christmas matter to Christians? Incarnation		What do Christians believe God is like? God	Why does Easter matter to Christians? Salvation	Jesus Life – miracles and parables
Y2	What does it mean to be a Jew? Faith traditions	Why is light an important sign? Christingle advent	What happens in churches and synagogues	How do people remember God's goodness? Celebrations	What is the good news Jesus Brings? Gospel	
Y3	What do Christians learn from the creation story?	What is the Trinity? Incarnation	What is it like to follow God? Old Testament people of God	What is the impact of the Trinity on Christian worship?	Lent, Holy Week	What kind of world did Jesus want? Gospel
Y4	Hinduism	How and why do faith groups celebrate?	What are sacred texts? Bible, Vedas Qu'ran Prophecy	LKS2 Why do Christians call it Good Friday? Salvation	What was the impact of Pentecost?	Who lived their faith well? Paul
Y5	What does it mean if God is holy and loving? God	How can following God bring freedom and Justice? People of God	Good news – Jesus teaching, the sermon on the mount. Parables and miracles Gospel – link to charities		What are the 5 pillars of Islam? Mosques Mohammed	
Y6	Was Jesus the Messiah? Judaism link	What did Jesus do to save human beings? Salvation	What difference does Resurrection make to Christians? Gospel	What kind of king is Jesus?	Creation and science conflict or complementary? Creation / secular world view	

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RSHE Life Skills

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1	Setting Ground Rules, Wellbeing and Learning Knights	Family and relationships	Health and wellbeing	Safety and the changing body	Economic Wellbeing	Citizenship Transition to Y2
Y2	Setting Ground Rules, Wellbeing and Learning Knights	Family and relationships	Health and wellbeing	Safety and the changing body	Economic Wellbeing	Citizenship Transition to Y3
Y3	Setting Ground Rules, Wellbeing and Learning Knights	Family and relationships	Health and wellbeing	Safety and the changing body	Economic Wellbeing	Citizenship Transition to Y4
Y4	Setting Ground Rules, Wellbeing and Learning Knights	Family and relationships	Health and wellbeing	Safety and the changing body	Economic Wellbeing	Citizenship Transition to Y5
Y5	Setting Ground Rules, Wellbeing and Learning Knights	Family and relationships	Health and wellbeing	Safety and the changing body	Economic Wellbeing	Citizenship Transition to Y6
Y6	Setting Ground Rules, Wellbeing and Learning Knights	Family and relationships	Health and wellbeing	Safety and the changing body	Economic Wellbeing	Citizenship Transition to KS3

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.

Forest School

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1						
Y2						
Y3						
Y4						
Y5						
Y6						