

## Whole School Curriculum Map

EYFS has a one year programme  
Key Stages 1 and 2 have a two year programme – transitional phase from one year programme



## EYFS Overview

### Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My family	Autumn	Water	Journeys	Life Cycles	Superheroes

### Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People in my community	Autumn	Water	Journeys	Life Cycles	Superheroes

**N.B. – These are our overarching themes that have been mapped to national curriculum subjects in KS1. The knowledge content is identified in the intent subject documents.**

# Science

## Overview KS1

A	Animals including Humans – Classification of Animals	Animals including Humans – Animals Basic Needs	Living things and their habitats – What is a living thing? Explore habitats in local environment
Y2	<b>Plants</b> <b>Animals including humans (Animals)</b>	<b>Everyday materials and their properties</b> <b>Animals including Humans(Humans)</b>	<b>Living things and their habitats</b>

### Lower KS2

A	Rocks – classification, fossil formation and soils	Light – reflection of light, danger of light and shadow formation	Sound – how they are made and changes of sound Electricity - simple series circuits, switches and common conductors and insulators	Living things and their habitats – classification, vertebrates and invertebrates and human impact on environments
Y4	<b>Animals Including humans</b>	<b>Forces and magnets</b>	<b>Rocks and other materials</b>	<b>Plants</b>  <b>Light</b>

### Upper KS2

A	Properties & changes of materials – reversible and irreversible changes Forces – understanding the impact of forces including gravity and friction	Light – how we see and formation of shadows Earth & space - the orbit of the solar system plus day and night	Animals including Humans - humans develop into old age		
Y6	<b>Light and Shadows: the eye</b>	<b>Electricity: circuits</b>	<b>Investigating Evolution and Inheritance</b>	<b>iving things and their abitats - classification</b>	<b>Health and lifestyles including circulatory systems</b> Animals including Humans – circulatory system and how to keep the body healthy

# History

## Overview KS1

A	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
2	<b>Events beyond living memory</b> <i>Great Fire of London</i>	<b>Significant events</b> <i>Remembrance Day</i> <i>Gunpowder Plot</i>	<b>Significant individuals- National and international</b> <i>Explorers-Christopher Columbus</i> <i>Ellen MacArthur, Neil Armstrong</i>

## Lower KS2

A	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain
4	<b>Ancient Greece</b> <i>A study of Greek life and achievements and their influence on the western world</i>	<b>The Roman Empire and its impact on Britain</b> <i>Julius Caesar's attempted invasion in 55-54 BC 'Romanisation' of Britain:</i>

## Upper KS2

A	Britain's settlement by Anglo-Saxons and Scots combined with the Viking and Anglo-Saxon struggle for the Kingdom of England	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
6	<b>Wars through Time and the impact on the local area.</b> <i>Can war ever be Justified?</i> <i>Looking at WW1 and WW2 Impact on Britain and the Local area</i>	<b>A local history study- Britain Beyond 1066</b> <i>Oliver Cromwell</i>

# Geography

## Overview KS1

A	<p><b>My School, My Area Weather</b> Use simple fieldwork and observational skills to study local area. Identify seasonal and daily weather patterns in Warrington and the UK.</p>	<p><b>The UK</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p><b>Hot and Cold Places</b> Name and locate the world's seven continents and five oceans. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
2	<p><b><u>Hot and cold Places</u></b> <i>Continents and Oceans (equator, North and South Pole Climate)</i></p>	<p><b><u>Soweto</u></b> <i>Similarities and differences of a small area of the UK and a small area of a contrasting Non European Country</i></p>	<p><b><u>My school my area weather</u></b> <i>(More detailed Local area study) Seasonal changes</i></p>

N.B. Basic Geographical vocabulary, map skills and sources and fieldwork ongoing throughout the year linked as appropriate!

## Lower KS2

A	<p><b>Settlements and Land Use in the North West</b> How have they changed over time, trade, settlements, rivers, canals, sea.</p>	<p><b>Europe with a study of Greece</b> Locate the world countries of Europe. All environmental regions, key physical and human characteristics and major cities.</p>	<p><b>Comparison of North West and region in Greece</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.</p>
4	<p><b><u>Europe with a study of Greece</u></b> <i>(Locate the world countries of Europe All environmental regions, key physical and human characteristics and major cities)</i></p>	<p><b><u>A: Mountains, Volcanoes and Earthquakes B: Comparison of North West and Region in Italy</u></b> <i>(geographical similarities and differences through a study of human and physical</i></p>	<p><b><u>Rivers</u></b> <i>(Water cycle and rivers, settlement, trade, European and World significant rivers )</i></p>

		<i>geography of a region of the UK, Warrington, and a region in a European Country</i>	
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N.B. Geographical skills and fieldwork use maps to describe features use the 8 points of a compass, 4-figure grid references, symbols and key (use of O.S. maps) to build their knowledge of the UK and wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. This is ongoing throughout the year linked as appropriate!

## Upper KS2

A	<p><b>North America</b> Locate the counties of North America. All environmental regions, physical and human characteristics and major cities. A comparison between a region in North America and region in UK.</p>	<p><b>Global Trade/Central America</b> Latitude and longitude, equator, northern and southern hemisphere, tropics of cancer and capricorn, prime/greenwich meridan time zones.</p>	<p><b>Resources: Sustainable Development Goals</b> Human geography distribution of natural resources including energy, food, minerals and water.</p>
6	<p><b><u>South America</u></b></p>		<p><b><u>Climate Change: Our world, Our responsibility</u></b> <b><u>Focus study on Antarctica as example</u></b> <i>Aim of this research unit is to bring together all previous Geography learning, allow children to research utilising prior knowledge an aspect of climate change important to them – Australia Wildfire, Antarctica, Flooding,</i></p>

N.B Geographical skills and fieldwork ongoing throughout the year: use maps, atlases, globes and digital/computer mapping to locate countries and describe features use the 8 points of a compass, 6-figure grid references, symbols and key (use of O.S. maps) to build their knowledge of the UK and use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



## Art and Design

### Overview KS1

A	Pattern and Prints Artist – Paul Klee	Texture and Collage Artist - Henri Matisse	Observational drawing Artist - Pablo Picasso
2	<b><u>Painting</u></b> <i>Colour mixing</i>	<b><u>Sculptures</u></b> <i>Andy Goldsworthy</i>	<b><u>Textiles-</u></b> <i>Wax resist painting on fabric</i>

### Lower KS2

A	Printing Lascaux Cave Art	Drawing movement Artist - I.S Lowry	Painting landscapes Artist – William Turner
4	<b><u>Sculpture</u></b> <i>Pottery linked to Greece showing life</i>	<b><u>Painting</u></b> <i>Water scenes/landscapes</i>	<b><u>Mosaic art and collage</u></b>

### Upper KS2

A	Drawing from a 3D perspective Artist – Paul Kenton	Collage Artist – Megan Coyle	Sculpture – Creating a clay tile Artist – Henri Rousseau
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6	<u>Quilting</u> <i>Textiles</i>	<u>Drawing/ painting</u> <i>Close observational sketches</i>	<u>Pattern &amp; Design</u> <i>Collage</i>
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## Design Technology

### Overview KS1

A	Mechanisms- Sliders and Levers	Food- Preparing fruit and vegetables	Structures- Freestanding structures
2	<u>Textiles</u> <i>Templates and joining techniques</i>	<u>Mechanisms</u> <i>Wheels and axles</i>	<u>Food</u> <i>Fruit and vegetables</i>

### Lower KS2

A	Shell Structures	Electrical Systems- Circuits and Switches	Textiles- 2D shapes to a 3D product
4	<u>Pneumatics</u>	<u>Electrical systems</u> <i>Simple circuits and switches</i>	<u>Textiles</u> <i>2D shapes to a 3D product</i>

### Upper KS2

A	Framed Structures	Food and Nutrition (Celebrating Culture and Seasonality)	Mechanical Systems - Pulleys or Gears
6	<u>Electrical systems</u> <i>More complex switches and circuits</i>		<u>Textiles</u> <i>Framed structures</i>

# MFL

## Overview

### KS1

A	Greetings, colours and numbers Bonfire night and Christmas		Farm animals		Farm animals	
2	Learning powers	Explore and perform	Birthdays and celebrations	Minibeasts	Numbers, colours	Summer Adventures

### Lower KS2

A	A New Start Calendar and Celebrations		Animals I like/don't like Carnival, colours, and playground games		Hungry Giant Going on a picnic	
4	My school, your school	My local area, your local area	A family tree	Easter and carnival	Jungle animals	Summertime

### Upper KS2

A	Talking about ourselves My School, your school In the City Healthy		Eating Carnival Colour/clothes description		Extreme weather and countries Location comparison Going to the beach	
6	Everyday life	Spook house, space house	Playing and enjoying sport	This is me, hobbies and fun	Café culture and restaurants	Performance time

# PE

## Overview

### KS1

A	Physical Literacy	Target Games	Dance	Team Games	Attacking and Defending	Athletics
2	<b>Multi skills</b>	<b>Ball Games</b>	<b>Gymnastics</b>	<b>Outdoor Adventurous Activities</b>	<b>Team Games</b>	<b>Athletics</b>

### Lower KS2

A	Fundamental Movement Skills FMS	Outdoor Adventurous Activities	Dance	Net & Wall Games	Invasion Games	Athletics
4	<b>Multi skills</b>	<b>Invasion Games</b>	<b>Gymnastics</b>	<b>Outdoor Adventurous Activities</b>		<b>Athletics</b>

### Upper KS2

A	Fundamental Movement Skills FMS	Outdoor Adventurous Activities	Dance	Striking and Fielding	Invasion Games	Athletics
6	<b>Multi skills</b>	<b>Invasion Games</b>	<b>Gymnastics</b>	<b>Outdoor Adventurous Activities</b>		<b>Athletics</b>

\*Alternate sports/activities are used in Year A and Year B to support

progression Year 3 – Swimming  
Year 4 – Swimming top-up as required

# Music

## KS1 Music Overview

Year	Topic 1		Topic 2		Topic 3	
A	Hey you	Rhythm in the way we walk	<i>In the groove</i>	<i>Round and round</i>	Your imagination	Reflect, rewind and replay
2	Hands feet and heart	Ho ho ho	<i>I wanna play in a band</i>	<i>Zoo time</i>	Friendship song	Reflect, rewind and replay

## KS2 Music Overview

Year	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
A	<i>Let your spirit fly</i>	<i>Glockenspiel 1</i>	Three little birds	The dragon song	Bringing us together	Reflect, rewind and replay
4	<i>Mamma Mia</i>	<i>Glockenspiel 2</i>	<i>Stop!</i>	<i>Lean on me</i>	<i>Blackbird</i>	Reflect, rewind and replay
A	<i>Livin on a prayer</i>	<i>Classroom jazz 1</i>	<i>Make you feel my love</i>	<i>The fresh prince of bel air</i>	Dancing in the street	Reflect, rewind and replay
6	<i>Happy</i>	<i>Classroom Jazz 2</i>	<i>A new year carol</i>	<i>You've got a friend</i>	Music and me	Reflect, rewind and replay





# PSHE

## Overview

### KS1

A	Being me in my world		Celebrating Difference		Dreams and Goals	
2	Being in my world	Celebrating Difference	Dreams and goals	Health me	Relationships	Changing me

### Lower KS2

A	Being me in my world		Celebrating Difference		Dreams and Goals	
4	Being in my world	Celebrating Difference	Dreams and goals	Health me	Relationships	Changing me

### Upper KS2

A	Being me in my world		Celebrating Difference		Dreams and Goals	
6	Being in my world	Celebrating Difference	Dreams and goals	Health me	Relationships	Changing me

## Computing

### Overview KS1

A	E-Safety	Computing Skills	Programming (with Toys and Scratch Jnr)	Word Processing		Data Collection	Digital Art
B	E-Safety	Algorithms	Programming with Conditionals	Data Collection	Presentation Skills	Creating with Technology	

### Lower KS2

A	E-Safety	Programming and Algorithms	Audio and Movie	Internet	Presentation Skills	Data Collection
B	E-Safety	Word Processing	Presentation Skills		Programming	Animation (and project)

### Upper KS2

A	E-Safety	Presentations	Programming	Webpages	Audio and Sound	Data
B	E-Safety	Presentations	Network	Programming	Databases	Movies

RE

Overview

KS1

A	Christianity: God Why do Christians say that God is a father?	Christianity: Jesus Why is Jesus special to Christians?	Islam How might belief about creation affect the way people treat the world?	Christianity: Church How might some people show that they 'belong' to God?	Judaism Why might some people put their trust in God?	
2	<b>Christianity (God)</b>	<b>Christianity (Jesus)</b>	<b>Hindu dharma</b>	<b>Islam</b>	<b>Christianity (Church)</b>	<b>Judaism</b>

Lower KS2

A	Christianity: God How and why have people served God?	Christianity: Jesus What does it mean to be a disciple of Jesus?	Islam Why is the prophet Muhammad (pbuh) an example for Muslims?	Christianity: Church What do Christians mean by the Holy Spirit?	Hindu Dharma Why is family an important part of Hindu life?	Sikhism Why are Gurus important to Sikhs?
4	<b>Hindu dharma</b>	<b>Christianity (God)</b>	<b>Sikhism</b>	<b>Christianity (Jesus)</b>	<b>Islam</b>	<b>Christianity (Church)</b>

Upper KS2

A	Christianity: God Why is it sometimes difficult to do the right thing?	Christianity: Church How do people decide what to believe?	Islam Why is the Qu'ran important to Muslims?	Christianity: Jesus What do we mean by miracles?	Hindu Dharma What might Hindus learn from stories about Krishna?	Judaism Do people need laws to guide them?
6	<b>Christianity (Church)</b>	<b>Hindu dharma</b>	<b><u>Islam</u></b>	<b><u>Christianity (Jesus)</u></b>	<b><u>Buddhism</u></b>	<b><u>Christianity (God)</u></b>

THE 2 YEAR ROLLING

**Key Stage One Year 1: YEAR**

A 2021-2022

**PROGRAMME**

<b>SCIENCE</b>					
<b>Animals including Humans</b> Classification of Animals		<b>Animals including Humans</b> Animals Basic Needs		<b>Living things and their habitats – what is a living thing?</b> Explore habitats in local environment	
<b>HISTORY</b>					
<b>Changes within living memory</b> Where appropriate these should be used to reveal aspects of change in national life			<b>Events beyond living memory that are significant nationally or globally</b> (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)		
<b>GEOGRAPHY</b>					
<b>My School, My Area Weather</b> Use simple fieldwork and observational skills to study local area. Identify seasonal and daily weather patterns in Warrington and the UK.		<b>The UK</b> Name, locate & identify characteristics of the 4 countries and capital cities of the UK and the surrounding seas.		<b>Hot and Cold Places</b> Name and locate the world's 7 continents, 5 oceans, Hot & cold areas of the world relate to poles, equator Seasonal and Daily weather patterns.	
<b>ART</b>					
<b>Texture and Collage – Henri Matisse</b>		<b>Pattern and Prints – Paul Klee</b>		<b>Observational Drawing -Pablo Picasso</b>	
<b>DT</b>					
<b>Mechanisms</b> Sliders and Levers		<b>Food</b> Preparing Fruit & vegetables		<b>Structures</b> Freestanding Structures	
<b>PE</b>					
Physical Literacy	Target Games	Dance	Team Games	Attacking and Defending	Athletics
<b>Music</b>					
<b>Exploring Pulse</b> Rhythm and duration		<b>Exploring Pitch</b> Timbre, tempo and dynamics		<b>Exploring Sounds</b> Instruments and symbols	
<b>Computing</b>					
<b>E-Safety</b>	<b>Computing Skills</b>	<b>Programming</b> With Toys and Scratch Jnr	<b>Word Processing</b>	<b>Data Collection</b>	<b>Digital Art</b>
<b>PSHE</b>					
Keeping Safe and Making Choices		Diversity		Environmental Issues	
<b>RE</b>					

<b>Christianity: God</b> Why do Christians say that God is a father?	<b>Christianity: Jesus</b> Why is Jesus special to Christians?	<b>Islam</b>	<b>Christianity: Church</b> How might some people show they “belong to God”	<b>Judaism</b> Why might some people put their trust in God?
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		How might belief about creation affect the way people treat the world?		
<b>MFL</b>				
Greetings, colours and numbers Bonfire night and Christmas	Farm Animals		Farm Animals	

## Lower Key Stage Two Year 3: YEAR

A 2021-2022

<b>SCIENCE</b>					
<b>Rocks</b> Classification, fossil formation and soils	<b>Light</b> Reflection of light, danger of light and shadow formation	<b>Sound and Electricity</b> How sounds are made and changes of sound Simple series circuits, switches and common conductors and insulators		<b>Living things and their Habitats</b> Classification, vertebrates and invertebrates and human impact on environment	
<b>HISTORY</b>					
<b>Changes from Stone Age to Iron Age</b>			<b>The Roman Empire and its impact on Britain</b>		
<b>GEOGRAPHY</b>					
<b>Settlements and land Use in the North West</b> How they have changed over time, trade, settlements, rivers, canals, sea	<b>Europe with a study of Greece</b> Locate the world countries of Europe. All environmental regions, key physical and human characteristics and major cities		<b>Comparison of North West and region in Greece</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country		
<b>ART</b>					
<b>Drawing movement</b> L.S Lowry	<b>Painting landscapes</b> William Turner		<b>Printing</b> Lascaux Cave Art		
<b>DT</b>					
<b>Shell Structures</b>	<b>Electrical Systems</b> Circuits and switches		<b>Textiles</b> 2D shapes to a 3D product		
<b>PE – Supplement of swimming in Year 3 &amp; Year 4</b>					
Multi-Skills - FOM	OAA	Dance	Net/Wall Games	Invasion Games	Athletics
<b>Music</b>					
<b>Exploring Musical Arrangements</b> Texture	<b>Exploring sounds</b> Playing a picture		<b>Exploring Melody and lyrics</b> Writing jingles		
<b>Computing</b>					
<b>E-Safety</b>	<b>Programming and Algorithms</b>	<b>Audio and movie</b>	<b>Internet</b>	<b>Presentation Skills</b>	<b>Data Collection</b>
<b>PSHE</b>					
British Values	Our Community		Role Models		Keeping Safe and Making Choices
<b>R.E</b>					
<b>Christianity: God</b>	<b>Christianity: Jesus</b>	<b>Islam</b>	<b>Christianity: Church</b>	<b>Hindu Dharma</b>	<b>Sikhism</b>



How and why have people served God?	What does it mean to be a disciple of Jesus?	Why is the prophet Muhammad (pbuh) an example for Muslims?	What do Christians mean by the Holy Spirit?	Why is a family an important part of Hindu life?	Why are Gurus important to Sikhs?
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**MFL**

<b>A new start</b> Calendar and celebrations	<b>Animals I like/don't like</b> Carnival, colours and playground games	<b>Hungry Giant</b> Going on a picnic
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**Upper Key Stage 2 Year 5: YEAR A**  
**2021-2022**

<b>SCIENCE</b>					
<b>Properties &amp; changes of materials</b> Reversible and irreversible changes <b>Forces</b> Understanding the impact of forces including gravity and friction		<b>Light</b> How we see and formation of shadows <b>Earth and Space</b> The orbit of the solar system plus day and night		<b>Animals including Humans</b> Human developing into old age	
<b>HISTORY</b>					
<b>Britain's settlement by Anglo-Saxons and Scots combined with the Viking and Anglo Saxon struggle for the Kingdom of England</b>			<b>A Non-European society that provides contrasts with British history</b> One study chosen from: early Islamic civilisation, including a study of Baghdad c.AD 900, Mayan civilisation c.AD 900, Benin (West Africa) c. AD 900-1300		
<b>GEOGRAPHY</b>					
<b>North America</b> Locate the counties of North America. All environmental regions, physical and human characteristics and major cities. A comparison between a region in North America and a region in UK		<b>Global Trade/Central America</b> Latitude and longitude, equator, northern and southern hemisphere, tropics of cancer and Capricorn, prime/Greenwich meridian time zones		<b>Resources: Sustainable Development Goals</b> Human geography distribution of natural resources including energy, food, minerals and water	
<b>ART</b>					
<b>Drawing from a 3D perspective</b> Paul Kenton		<b>Collage</b> Megan Coyle		<b>Sculpture-</b> Creating a clay tile Henri Rousseau	
<b>DT</b>					
<b>Frame Structures</b>		<b>Food and nutrition</b> Celebrating Culture, and Seasonality		<b>Mechanical Systems</b> Pulleys or Gears	
<b>PE</b>					
Multi- Skills - FOM	OAA	Dance	Striking and Fielding	Invasion Games	Athletics
<b>Music</b>					
<b>Exploring musical arrangements</b> Creating a Rondo		<b>Exploring Sounds</b> Exploring sound sources		<b>Exploring Melody and Lyrics</b> Part song performance	
<b>Computing</b>					
<b>E-Safety</b>	<b>Presentations</b>	<b>Programming</b>	<b>Webpages</b>	<b>Audio and Sound</b>	<b>Data</b>
<b>PSHE</b>					
Diversity		Feeling and Managing Change		War and Conflict	
<b>R.E</b>					

<b>Christianity: God</b>	<b>Christianity: Church</b>	<b>Islam</b>	<b>Christianity: Jesus</b>	<b>Hindi Dharma</b>	<b>Judaism</b>
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Why is it sometimes difficult to do the right thing?	How do people decide what to believe?	Why is the Qu'ran important to Muslims?	What do we mean by miracles?	What might Hindus learn from stories about Krishna?	Do people need laws to guide them?
<b>MFL</b>					
<b>Talking about ourselves</b> My School, your school, In the city Healthy		<b>Eating Carnival</b> Colour/clothes description		<b>Extreme weather and countries</b> Location comparison, going to the beach	

## Key Stage One: YEAR B 2023-2024

SCIENCE					
<b>Seasonal Changes</b> Changes across the four seasons, associated weather and day length <b>Plants</b> Basic structure of flowering plants ongoing through seasons		<b>Materials</b> Classification of everyday materials and their properties, <b>Seasonal Changes</b> Ongoing <b>Plants</b> How seeds and bulbs grow ongoing through seasons		<b>Materials</b> Uses of everyday materials <b>Seasonal Changes</b> Ongoing <b>Plants</b> What a plant needs ongoing through seasons	
HISTORY					
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods eg. explorers			Significant historical events, people and places in their own locality		
GEOGRAPHY					
<b>My School My Area</b> Use simple fieldwork and observational skills to study the Geography of their school and its grounds and the key human and physical features of its surrounding environment		<b>Warrington</b> Study the human and physical geography of a small area of the UK (local area) Identify seasonal and daily weather patterns in the UK ongoing throughout the year.		<b>Soweto</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country – Soweto twin	
ART					
Painting - Colour mixing Monet		Sculpture Local Cheshire artist- Andy Golsworthy		Textiles - Wax resist printing on a fabric South African designer – Sindiso Khumalo	
DT					
Mechanisms Wheels and Axles		Food Preparing fruit and vegetables		Textiles Templates & Joining Techniques	
PE					
Physical Literacy	Target Games	Dance	Team Games	Attacking and Defending	Athletics
Music					
Hands, feet, heart	Ho ho ho	I wanna play in a band	Zootime	Friendship song	Reflect, rewind, replay
Computing					

E-Safety	Algorithms		Programming with conditionals	Data Collection	Presentation Skills	Creating with Technology
PSHE						

Feelings and Managing Change		Kindness and Charitable Giving		Our Community
<b>RE</b>				
Christianity: God Does how we treat the world matter	Christianity: Jesus Why do Christians say Jesus is the light of the world	Islam Why do Muslims believe it is important to obey God?	Christianity: The Church What unites the Christian Community?	Hindu Dharma How might people express their devotion
<b>FML</b>				
Harvest Time Body Parts Autumn	Birthdays Animals Easter		Summer Mini Beasts	

## Lower Key Stage 2: YEAR B 2023-2024

<b>SCIENCE</b>					
<b>Plants</b> Function of parts of a flowering plant, requirements for growth, plus pollination, seed formation and dispersal <b>Forces</b> Magnets	States of Matter Solids, liquid and gas, includes water cycle	Animals Including Humans Nutrition, skeletons and muscles	Animals including Humans Digestive system and teeth. Food chains		
<b>HISTORY</b>					
The achievements of the earliest civilisations an overview of where and when the first civilisations appeared all 4 ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of China, a depth study of one.			Ancient Greece A study of Greek life and their achievements and their influence on the western world		
<b>GEOGRAPHY</b>					
The UK regions		Mountains, volcanoes and earthquakes	Rivers Water cycle and rivers, settlement, trade, European and world significant rivers		
<b>ART</b>					
Collage and Mosaic Antoni Gaudi		Textiles Vincent Van Gogh	Sculpture Ancient Greek pottery/Modern Otto and Vivaka Heino		
<b>DT</b>					
Mechanical Systems Levers and Linkages		Pneumatics	Healthy and Varied Diet Cooking and Nutrition		
<b>PE – Supplement of swimming in Year 3 &amp; Year 4</b>					
Multi-Skills - FOM	OAA	Dance	Net/Wall Games	Invasion Games	Athletics
<b>Music</b>					
Mamma Mia	Glockenspiel 2	Stop!	Lean on me	Blackbird	Reflect, rewind, replay
<b>Computing</b>					
E-Safety	Word Processing	Presentation Skills	Programming	Animation (and project)	





Healthy Me		Relationships		Changing Me	
<b>R.E</b>					
Christianity: God How and why have people served God?	Christianity: Jesus Why do Christians say Jesus is the light of the world?	Islam Why do Muslims believe it is important to obey God?	Christianity – The Church What unites the Christian community?	Hindu Dharma How might people express their devotion?	
<b>FML</b>					
Welcome to our school My town, your town		Family Members Celebrating carnival Parts of the body		I don't feel well Jungle animals Summertime Weather phrases	

**Upper Key Stage Two: YEAR B  
2023-2024**

<b>SCIENCE</b>					
<b>Electricity</b> Using recognised symbols, comparing circuits including the impact of voltage on components		<b>Evolution and Inheritance</b> How living things adapt to their environment and how this may lead to evolution <b>Living things and their habitats</b> Life Cycles		<b>Living things and their habitats</b> Classification using observable characteristics including micro-organisms, plants and animals <b>Animals including Humans</b> Circulatory system and how to keep the body healthy	
<b>HISTORY</b>					
A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066			A local history study British theme beyond 1066		
<b>GEOGRAPHY</b>					
South America Evolution and inheritance Biomes			Climate Change: Our world, our responsibility Focus study		
<b>ART</b>					
<b>Painting –Still life</b> Georgia O’keefe		<b>Printing</b> Jean Michal basquait		<b>Textiles - quilting</b> Sir Christopher Wren, Norman Foster and Renio Piano	
<b>DT</b>					
<b>Electrical systems</b> More complex switches & circuits		<b>Cams</b>		<b>Textiles</b> Combining Different Shapes	
<b>PE</b>					
Multi- Skills – FOM	OAA	Dance	Striking and Fielding	Invasion Games	Athletics
<b>Music</b>					
Happy	Classroom jazz 2	A new year carol	New unit	You’ve got a friend	Reflect, rewind, replay
<b>Computing</b>					
E-Safety	Presentations	Network	Programming	Databases	Movies
<b>PSHE</b>					
Social Issues		Political and Economic Issues		Environmental Issues	
				Global Dimensions	
<b>R.E</b>					

Christianity: Church	Hindu Dharma	Islam	Christianity: Jesus	Buddhism	Christianity: God
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How do Christians mark the turning points on the journey of life	Do we have to live our lives in a certain way?	What is Hajj and why is it important to Muslims?	Why do Christians believe Good Friday is good	What do we mean by a good life?	If life is like a journey, what is the destination?
<b>FML</b>					
Revisiting me Asking the time My everyday life/Your everyday life/where we live	Playing sport/enjoying sport Fun at the Fair		Café , culture and going to the restaurant Performances Year6 specific: Class performances		