

2 year rolling programme

		Year A	Year B
<u>Year 1 & 2</u>	Science	<ul style="list-style-type: none"> Plants (identify wild and garden plants, including deciduous and evergreen trees, identify and describe common flowering plants, including trees) Animals, including humans (identify common animals including fish, amphibians, reptiles, birds and mammals, identify animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals, identify basic parts of the human body and relate to senses) Everyday materials (distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties) Seasonal changes (observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies) 	<ul style="list-style-type: none"> Plants (observe and describe how seeds and bulbs grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy) Animals, including humans (notice that animals, including humans, have offspring which grow into adults, find out about and describe the basic needs of animals, including humans, for survival (water, food, air), describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene) Everyday materials (identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching) Living things and their habitats (explore and compare the differences between things that are living, dead, and things that have never been alive, identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other, identify and name a variety of plants and animals in

			their habitats, including micro-habitats)
	Art	<ul style="list-style-type: none"> ● Modelling ● Drawing/Painting ● Sculpture ● Colour, pattern, texture ● Study the work of a range of artists 	<ul style="list-style-type: none"> ● Design and modelling ● Drawing/Painting ● Sculpture ● Colour, pattern, texture, line, shape, form and space
	DT	<ul style="list-style-type: none"> ● Food ● Malleable materials ● Materials ● Modelling 	<ul style="list-style-type: none"> ● Children will use food to prepare dishes ● Children will understand where food comes from ● Uses of everyday materials
	Music	<ul style="list-style-type: none"> ● Exploring sounds ● Beat ● Pitch ● Performance 	<ul style="list-style-type: none"> ● Sounds for effect ● Instruments ● Singing
	Geography	<ul style="list-style-type: none"> ● All About Me - the UK, its capital city and surrounding seas ● Britain in the 1960s /USA - our locality in comparison to a non-EU locality ● Explorers - identify seasonal changes and locate hot and cold areas of the world in relation to the Equator ● Explorers - simple compass directions. The use of aerial photographs. Simple fieldwork within the locality 	<ul style="list-style-type: none"> ● Know all capital cities of the UK ● Name and locate the world's seven continents and five oceans, identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ● Understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country
	History	<ul style="list-style-type: none"> ● Britain in the 1960s ● Explorers 	<ul style="list-style-type: none"> ● Looking at famous person (Neil Armstrong), and how he has contributed to national and international achievements ● Learning about events beyond living memory that are significant nationally or globally (Fire of London) ● Looking at changes in the local area over time
	RE	<ul style="list-style-type: none"> ● 1.7 What does it mean to belong to a faith community? ● UC 1.1 What do Christians believe that God is like? God ● 1.3 Who is Jewish and what do they believe? ● UC 1.2 Who do Christians say made 	<ul style="list-style-type: none"> ● 1.2 Who is a Muslim and what do they believe? ● UC 1.3: Why does Christmas matter to Christians? Incarnation ● UC 1.4: What is the 'good news' Christians believe Jesus

		<p>the world? Creation</p> <ul style="list-style-type: none"> 1.8 How should we care for the world and for others and why does it matter? 	<p>brings? Gospel</p> <ul style="list-style-type: none"> UC 1.5: Why does Easter matter to Christians? <p>Salvation</p> <ul style="list-style-type: none"> 1.5: What makes some places sacred?
	Computing	<ul style="list-style-type: none"> Coding and programming Create digital outputs Recognise uses of IT beyond school Searching and using data Using technology safely 	<ul style="list-style-type: none"> Coding and programming Create digital outputs Recognise uses of IT beyond school Searching and using data Using technology safely
	PE	<ul style="list-style-type: none"> Movement (running, jumping, catching, balance, agility, co-ordination) Team games (attacking and defending) Dance 	<ul style="list-style-type: none"> Gymnastics Dance Games tournaments and competitions for a variety of sports - including bean bag rounders, multi-skills, and sports hall games

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Year 3 & 4	Science	<ul style="list-style-type: none"> Plants (functions of different parts of flowering plants, requirements of plants for life and growth, how water is transported within plants, pollination, seed formation and seed dispersal) <ul style="list-style-type: none"> Animals, including humans (types and amount of nutrition, acquiring nutrition from food, skeletons and muscles for support, protection and movement) Rocks (comparing/grouping different kinds of rocks, simple fossil formation, make-up of soils from rocks and organic matter) Light (requirement of light to see, dark is the absence of light, reflection, light from the Sun can be dangerous, ways to protect the eyes, formation of shadows and how the size of shadows can change) Forces and magnets (how things move on different surfaces, forces need contact between two objects, magnetic forces can act at a distance, magnets attract or repel each other, 	<ul style="list-style-type: none"> Living things and their habitats (grouping living things, changing environments and the dangers they pose) Animals, including humans (functions of the digestive system in humans, the different types of teeth in humans and their simple functions, food chains, identifying producers, predators and prey, States of matter (compare/group materials; solids, liquids or gases, changes to materials when heated or cooled, measure/research the temperature at which this happens in degrees Celsius, evaporation and condensation in the water cycle and associate the rate of evaporation with temperature, Sound (how sounds are made, vibrations and how they travel, patterns between the pitch, length and volume of a sound, recognise that sounds get fainter as the

		compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials, describe magnets as having two poles, predict whether two magnets will attract or repel each other, depending on which poles are facing)	distance from the sound source increases) ● Electricity (construct simple electrical circuits, name the basic parts, including cells, wires, bulbs, switches and buzzers, identify how lamps and switches work, recognise some common conductors and insulators, and associate metals with being good conductors)
	Art	<ul style="list-style-type: none"> ● Sketchbook ● Pencil tones and shades ● Colour mixing ● 3D sculptures 	<ul style="list-style-type: none"> ● Painting ● Pencil skills ● Colour wheel ● Clay ● Sewing ● Digital photography ● Sculpture
	DT	<ul style="list-style-type: none"> ● Food ● Malleable materials ● Materials 	<ul style="list-style-type: none"> ● Food ● Technic Lego ● Electrical and pulleys
	Music	<ul style="list-style-type: none"> ● Singing ● Performing ● Improvisation ● Using symbols to recall, plan and explore sounds ● Recognising different musical elements 	<ul style="list-style-type: none"> ● Singing ● Performing ● Improvisation ● Using symbols to recall, plan and explore sounds ● Recognising different musical elements
	Geography	<ul style="list-style-type: none"> ● Locational knowledge ● Mountains ● Volcanoes ● Earthquakes ● Settlements 	<ul style="list-style-type: none"> ● Locational knowledge ● Economic activity: <ul style="list-style-type: none"> - Chocolate - Fair Trade
	History	<ul style="list-style-type: none"> ● Changes in Britain from Stone Age to Iron Age ● Settlement by Anglo-Saxons and Scots ● Vikings 	<ul style="list-style-type: none"> ● The Roman Empire and its impact on Britain ● Ancient Egypt
	RE	<ul style="list-style-type: none"> ● UC L2.1 What do Christians learn from the creation story? Creation ● UC L2.2: What is it like for someone to follow God? People of God ● L2.4: Why do people pray? ● L2.5: Why are festivals important to religious communities? 	<ul style="list-style-type: none"> ● UC L2.3 What is the 'Trinity' and why is it important to Christians? Incarnation ● L2.8: What does it mean to be a Hindu in Britain today? ● UC: L2.5: Why do Christians call the day that Jesus died 'Good Friday'? Salvation

		<ul style="list-style-type: none"> ● U.C L2.4: What kind of world did Jesus want? Gospel ● L2.9: What can we learn from religions about deciding what is right and wrong? 	<ul style="list-style-type: none"> ● UC L2.6: For Christians when Jesus left, what was the impact of Pentecost? Kingdom Of God ● L2.6: Why do some people think that life is like a journey and what significant experiences mark this?
	Computing	<ul style="list-style-type: none"> ● Coding and programming ● Understanding networks/emails ● Searching and using data ● Using technology safely 	<ul style="list-style-type: none"> ● Coding and programming ● Understanding networks/emails ● Searching and using data ● Using technology safely
	PE	<ul style="list-style-type: none"> ● Gymnastics ● Athletics ● Fitness ● Dance ● Rounders ● Swimming 	<ul style="list-style-type: none"> ● Gymnastics ● Athletics ● Swimming ● Basketball ● Football ● Tag rugby ● Dance ● Hockey ● Rounders ● Cricket

		Year A	Year B
Year 5 & 6	Science	<ul style="list-style-type: none"> ● Living things and their habitats (differences in the life cycles of mammals, amphibians, insects and birds, the life process of reproduction in some plants and animals, ● Animals, including humans (the changes as humans develop to old age – physical and emotional) ● Properties and changes of materials (solids, liquids and gases, separating mixtures through filtering, sieving and evaporating, comparative and fair tests, reversible change and how some changes result in the formation of new materials, irreversible changes) ● Earth and space (the movement of the Earth, and other planets, relative to the Sun in the solar system, the movement of the Moon, the Sun, Earth and Moon as approximately spherical bodies, day and night and the apparent movement of the sun across the sky) 	<ul style="list-style-type: none"> ● Living things and their habitats (classification, similarities and differences, micro-organisms, plants and animals) <ul style="list-style-type: none"> ● Animals, including humans (the human circulatory system, functions of the heart, blood vessels and blood, the impact of diet, exercise, drugs and lifestyle, transport of nutrients and water in animals, including humans) ● Evolution and inheritance (changes in living things over time, importance of fossils and how they provide information about living things that inhabited the Earth millions of years ago, how living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents, adaptation in animals and plants and how this may lead to evolution, ● Light (light appears to travel in straight lines, how we see things)

		<ul style="list-style-type: none"> Forces (gravity, air resistance, water resistance and friction, levers, pulleys and gears) 	<p>using reflection, light travels from light sources to our eyes or from light sources to objects and then to our eyes, understand why shadows have the same shape as objects that cast them)</p> <ul style="list-style-type: none"> Electricity (brightness/volume relate to voltage in a circuit, how components function, use recognised symbols when representing a simple circuit in a diagram)
	Art	<ul style="list-style-type: none"> Sketching Watercolours Colour mixing Models – Modroc, paper, glue, etc. Digital photography 	<ul style="list-style-type: none"> Sketching Colour mixing Clay Screen printing Mixed media work Weaving Digital photography
	DT	<ul style="list-style-type: none"> Food Textiles Cams 	<ul style="list-style-type: none"> Food Textiles Mouldable materials
	Music	<ul style="list-style-type: none"> Improvisation Rhythmic phases Singing (Young Voices) Understanding and awareness of how musical pieces fit together Composition and performing Use of musical vocabulary 	<ul style="list-style-type: none"> Improvisation Rhythmic phases Recorder tuition Understanding and awareness of how musical pieces fit together Composition and performing Use of musical vocabulary
	Geography	<ul style="list-style-type: none"> Locational knowledge Rivers (UK/Europe/S. America) Water cycle 	<ul style="list-style-type: none"> Locational knowledge Climate zones (UK/Europe/S. America) Coasts
	History	<ul style="list-style-type: none"> Study of local history Ancient Greeks 	<ul style="list-style-type: none"> Study of a non-European society – Early Islam The Victorian era
	RE	<ul style="list-style-type: none"> UC U2.1: What does it mean if Christians believe that God is Holy and loving? God <ul style="list-style-type: none"> U.C. U2.4 Why do Christians believe that Jesus was the Messiah? Incarnation <ul style="list-style-type: none"> U2.1: Why do some people believe in God and some people not? U2.5: Is it better to express your belief in arts and architecture or charity and generosity? U2.5: Christians and how to 	<ul style="list-style-type: none"> U2.6: What does it mean to be a Muslim in Britain today? UC: U2.2: Creation and science, conflicting or complementary? Creation UC U2.6: What do Christians believe Jesus did to save people? Salvation UC U2.8: For Christians what kind of king was Jesus? Kingdom of God



		<p>live: What would Jesus do? Gospel</p> <ul style="list-style-type: none"> U2.7: What matters most to humanists and Christians? 	<ul style="list-style-type: none"> U2.3: What do religions say to people when life gets hard?
	Computing	<ul style="list-style-type: none"> Coding and programming Understanding networks/emails Searching and using data Using technology safely 	<ul style="list-style-type: none"> Coding and programming Understanding networks/emails Searching and using data Using technology safely
	PE	<ul style="list-style-type: none"> Gymnastics Basketball Tag rugby Dance Hockey Rounders Cricket Lacrosse 	<ul style="list-style-type: none"> Gymnastics Basketball Tag rugby Dance Hockey Rounders Cricket Circuit training Robinwood outdoor adventure