

**A Rolling Curriculum Programme for  
Science & the Foundation Subjects  
in KS1 and KS2**

**N.B. This is a two year rolling programme at Key Stage 1, lower Key Stage 2 and upper Key Stage 2.**

**OVERVIEWS BY SUBJECT**

**Science Overview  
KS1**

Year	Topic 1	Topic 2	Topic 3
A	Animals including Humans (Y1 unit) throughout the year	Animals including Humans (Y2 unit) throughout the year	Animals including Humans (Y1 unit) throughout the year Living things and their habitats (Y2 unit)
B	Seasonal Changes (Y1) Plants (Y1 and Y2 units) throughout the year	Everyday Materials (y1 unit) Seasonal Changes (Y1) Plants (Y1 and Y2 units) throughout the year	Uses of everyday materials (y2 unit) Seasonal Changes (Y1) Plants (Y1 and Y2 units) throughout the year

**Lower KS2**

Year3/4	Topic 1	Topic 2	Topic 3	Topic 4
A	Rocks (Y3) link Geography topic 1 – link to the rocks which make the UK hills, mountains and coasts.	Light (Y3) link to History topic 1 (How did prehistoric people make light at night/ cave shadows etc.)	Sound (Y4) Electricity (Y4) Both discrete or Link to the Iron Man.	Living things and their habitats (Y4) link to History topic 2/ Geog. topic 3 regional comparisons and volcanoes
B	Plants (Y3) link to History Topic 1 importance of water to ancient civilisations Forces ( link to History Topic 1- invention of the wheel, movement of large rocks on sand) & magnets (discrete) Y3	States of Matter (Y4) some links to Geography Topic 2 – water cycle etc.	Animals including Humans (Y3)	Animals including Humans (Y4) Link to the Greek influence on medicine.

**Upper KS2**

Year 5/6	Topic 1	Topic 2	Topic 3	Topic 4
A	Properties & changes of materials Y5 may be some links with History topic 1	Earth & space (Y5) and Light (Y6) link to History topic 2 – Mayan observatories, lines of longitude etc.	Animals including Humans (Y5)	Forces (Y5) link to Geog. Topic 3 – Niagara “Queen of the Falls”
B	Electricity (Y6) may be some links with History topic 1 or taught discretely or link to Christmas Lights	Evolution & inheritance (Y6) Link to Darwin’s travels around S. America Geog. Topic 2 Living things & their habitats (Y5) Some links to Geog. Topic 2 – Plants and animals in S.America.	Living things & their habitats (Y6)	Animals including Humans (Y6)

## History Overview

### KS1

Year	Topic 1	Topic 2
A	2 <sup>nd</sup> ½ Term 1: 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]	Term 3: 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 e.g. Explorers
B	Term 2: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Term 3: Significant historical events, people and places in their own locality.

### Lower KS2

Year	Topic 1	Topic 2
A	Spring term: Changes in Britain from the Stone Age to the Iron Age	Summer term: The Roman Empire and its impact on Britain
B	1 <sup>st</sup> half term: The achievements of the earliest civilizations <u>an overview of where and when the first civilizations appeared</u> all 4 Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of China. 2 <sup>nd</sup> ½ term: a depth study of one.	Ancient Greece – a study of Greek life and <u>achievements and their influence on the western world</u>

### Upper KS2

Year	Topic 1	Topic 2
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.
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

## Geography Overview

### KS1

Year	Topic		
A	<p>1<sup>st</sup> half term:</p> <p><b>Use simple fieldwork and observational skills to study local area.</b>(different focus to B) Build up early mapping skills - then simple map of local area. Use basic symbols in a key.</p> <p>N.B. Basic Geographical vocabulary, map skills and sources and fieldwork ongoing throughout the year linked as appropriate!</p>	<p><b>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</b></p> <p>N.B. Basic Geographical vocabulary, map skills and sources and fieldwork ongoing throughout the year linked as appropriate!</p>	<p><b>Name and locate the world's seven continents and five oceans.</b></p> <p><b>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles</b></p> <p>(link to explorers in History)</p>
B	<p><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> (diff focus to A)</p> <p><b>Identify seasonal and daily weather patterns in the United Kingdom</b> ongoing</p>	<p><b>Study the human and physical geography of a small area of the UK – Local area shops linked to History</b></p> <p><b>Identify seasonal and daily weather patterns in the United Kingdom</b> ongoing throughout the year linked to Science Seasonal changes</p> <p>N.B. Basic Geographical vocabulary, map skills and sources and fieldwork ongoing throughout the year linked as appropriate!</p>	<p><b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country- Soweto twin</b></p> <p>N.B. Geographical vocabulary, map skills and sources and fieldwork ongoing throughout the year linked!</p>

### Lower KS2

Year	Topic 1	Topic 2	Topic 3
A	<p><b>United Kingdom: geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains and coasts )</b> link to Rocks in Science</p> <p><b>Geographical skills and fieldwork</b> ongoing throughout the year: <b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features use the 8 points of a compass, 4-figure grid references, symbols and key (use of O.S.</b></p>	<p><b>United Kingdom: land-use patterns; and understand how some of these aspects have changed over time</b> link to changes in land use and settlement from Stone Age to Iron Age</p> <p><b>Geographical skills and fieldwork</b> ongoing throughout the year: <b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features use the 8 points of a compass, 4-figure grid references, symbols</b></p>	<p><b>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country e.g. Pompeii</b></p> <p><b>Compare physical geography: volcanoes and earthquakes and human geography e.g. trade links, and the distribution of natural resources including energy, food, minerals</b> Why did the Romans want to settle in Britain? Links to <b>The Roman Empire and its impact on</b></p>

	maps) to build their knowledge of the UK and the 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.	and key (use of Ordnance Survey maps) to build their knowledge of the UK and the 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.	Britain e.g. roads and the growth of Roman cities <b>Geographical skills and fieldwork</b> ongoing throughout the year
<b>B</b>	<p>Locate the world's countries, using maps to focus only on the <u>overview of where and when the first ancient civilizations appeared</u> Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of China.</p> <p>The importance of Rivers on settlements <b>Geographical skills and fieldwork</b> ongoing throughout the year: use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>	<p><b>Rivers, Weather and the Water Cycle</b> Physical geography: climate zones, biomes and vegetation belts of Europe, UK rivers &amp; water cycle</p> <p>human geography, trade links, and the distribution of water <b>Geographical skills and fieldwork</b> 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.</p>	<p>The geography behind the Historical study of Ancient Greece</p> <p>And/ or a study of Spain (if this is the school's other Language) <b>Geographical skills and fieldwork</b> 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, 4-figure grid references, symbols and key (use of O.S. maps) to build their knowledge of the UK and the 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.</p>

## Upper KS2

Year	Topic 1	Topic 2	Topic 3
<b>A</b>	<p>Name and locate counties and cities of the United Kingdom</p> <p>link to the enquiry of Viking and Anglo-Saxon place names</p> <p><b>Geographical skills and fieldwork</b> 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, 4-figure grid references, symbols and key (use of O.S. maps) to build their knowledge of the UK and the wider world use fieldwork to observe, measure,</p>	<p>locate the world's countries, using maps to focus on Central America, (link to Mayans in History) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Geographical skills and fieldwork</b> ongoing throughout the year: use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</p>	<p>locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries &amp; major cities</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America (e.g. Niagara)</p> <p><b>Geographical skills and fieldwork</b> ongoing throughout the year: use maps, atlases, globes and</p>

	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.	<b>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</b>	digital/computer mapping to locate countries and describe  use fieldwork to observe, measure, record and present the human and physical features in the local area (and compare with Niagara) using a range of methods, including sketch maps, plans and graphs, and digital technologies.
B	Geographical skills and fieldwork link to the Historical study 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, 4-figure grid references, symbols and key (use of O.S. maps) to build their knowledge of the UK and the 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.	<b>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical &amp; human characteristics, countries, major cities</b> <b>physical geography of all South America: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and human geography of all South America: types of settlement and land use, economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water</b> Geographical skills and fieldwork ongoing	Geographical skills and fieldwork link to Local Study in History 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, 4-figure grid references, symbols and key (use of O.S. maps) to build their knowledge of the UK and the 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.

## Art and Design Overview

### KS1

Year	Topic 1	Topic 2	Topic 3
A	<b>Printing</b> Patterns in the natural environment and on animals (Luciene Day female artist/designer )	<b>Drawing/Painting</b> Humans/Self Portrait (Paul Klee Expressionism/Cubism)	<b>Textiles</b> Hot and cold places (wax resist/painting on fabric, colour matching, simple stitches) Aboriginal art
B	<b>Drawing/Painting</b> Plants/Impressionism/Realism	<b>3D Card Sculpture</b> Making local environment in the style of Hunterwasser (environmentalist/painter and architect) Group piece	<b>Collage</b> Soweto/local animals in style of South African Art or an invented creature

### Lower KS2

Year	Topic 1	Topic 2	Topic 3
A	<b>Drawing/Painting/pastel and paint</b> Landscapes/simple perspective ( Turner, Constable then post impressionists Emily Carr, Wolf Kahn contemporary – Claire West)	<b>Printing</b> Primitive Art Rocks, fossils	<b>Collage</b> Influence/Romans/Mosaics Murals/group piece with recycled materials i.e. plastic bottle tops.
B	<b>Drawing/Painting</b> Egyptian profile study/Cubism/African Art Picasso/ self portraits photo montage/drawing with wire Alexandra Nechita contemporary female cubist artist	<b>Textiles</b> Rivers/Batik/Monet Large scale Group piece using wax resist/masking tape applique	<b>3D</b> Greeks/study pottery Myths and Legends/Modroc/make a vessel depicting life now or an imaginative myth

### Upper KS2

Year	Topic 1	Topic 2	Topic 3
A	<b>Collage</b> Illuminated Letters Anglo Saxon Art	<b>3D</b> Mayan Art Clay tiles to make a Stela Tell a story ( Katriana Chapman )	<b>Drawing/Painting</b> Sikh/Islam/Hindu/Judaism The Singh Twins ( contemporary female Sikh artists) Miniaturists paintings/cultural identity
B	<b>Printing</b> Link to SEAL Culture and Diversity; self portraits Expressionism Andy Warhol/Jean Michael Basquiat	<b>Textiles/3D/Collage</b> Surrealism quilting group piece	<b>Drawing/Painting</b> Magritte 'In a box'

## Design Technology Overview

### KS1

Year	Topic 1	Topic 2	Topic 3
A	Sliders and Levers	Preparing Fruit and Vegetables	Freestanding Structures
B	Mechanisms – Wheels and Axles		Templates and Joining Techniques

### Lower KS2

Year	Topic 1	Topic 2	Topic 3
A	Shell Structures	Simple circuits and switches	Textiles – 2D/3D Shapes
B	Levers and Linkages		Healthy and Varied Diet

### Upper KS2

Year	Topic 1	Topic 2	Topic 3
A	Frame Structures	Celebrating Culture and seasonality	Mechanisms - Pulleys or Gears
B	More Complex Switches		Textiles – Combining different shapes



**MFL Overview**

**KS1**

Year	Topic 1	Topic 2	Topic 3
A	Communication	Celebrations	Summertime
B	Explorers	Discovery	Fiesta and Party Time

**Lower KS2**

Year	Topic 1	Topic 2	Topic 3
A	My World – New Start/Celebrations	The World Around Us - Animals	Exploring the Target Language World – Food and Culture
B	My World – School/Local Area	The World Around Us - Family	Exploring the Target Language World – Summertime in Spain

**Upper KS2**

Year	Topic 1	Topic 2	Topic 3
A	My World - Cities	Healthy Eating and Going to the Market	Countries and Travel Time
B	Everyday Life	Playing and Enjoying Sport	Café and Restaurants

## PE Overview

### KS1

Year	Term 1		Term 2		Term 3	
A	Multi-Skills FOM	Fundamental Movement Skills	Gymnastics - Apparatus	OAA – Explore and Discover	Team Games	Athletics
B	Multi-Skills FMS	FOM – Ball Games	Rhythmic Gymnastics	OAA – Map Reading	Team Building and Problem Solving	Sports Day Activities

### Lower KS2

Year	Term 1		Term 2		Term 3	
A	Multi-Skills - FOM	Invasion Games	Gymnastics – Apparatus (Warrington Wolves – Tag Rugby)	OAA – Problem Solving	Striking and Fielding	Athletics
B	Multi-Skills - FMS	FMS – Ball Games	Rhythmic Gymnastics (Warrington Wolves – Tag Rugby)	OAA – Map Reading	Net and Wall	Sports Day Activities

### Upper KS2

Year	Term 1		Term 2		Term 3	
A	Multi-Skills - FOM	Invasion Games	Gymnastics - Apparatus	OAA – Problem Solving	Striking and Fielding	Athletics
B	Multi-Skills	Ball Games	Rhythmic Gymnastics	OAA – Map Reading	Net and Wall	Sports Day Activities

### Swimming Y3 & Y4 – Summer term block

## Music Overview

### KS1

Year	Topic 1	Topic 2	Topic 3
A	Exploring Sounds	Exploring duration – Listening to UK National Anthems	Exploring Instruments – Around the World
B	Exploring Pitch	Exploring Pulse and Rhythm	Exploring Timbre/Tempo/Dynamics – S. African Music

### Lower KS2

Year	Topic 1	Topic 2	Topic 3			
A	Composers of the UK	Exploring Arrangements	Exploring Pentatonic Scales	Exploring Rhythmic Patterns	Exploring Sound Colours	Exploring Descriptive Sounds
B	Exploring Sound Sources	Exploring Singing Games	Exploring Lyrics and Melody	Exploring Rhythm and Pulse	Great Musicians and Composers	Performing Together

### Upper KS2

Year	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
A	Exploring Descriptive Sounds	Exploring Pentatonic Scales	Exploring Arrangements	Exploring Sound Colours	Exploring Sounds – link to forces	Great American Musicians and Composers
B	Development of Musical Entertainment	Exploring Musical Processes	Exploring Lyrics and Melody	Exploring Rhythm and Pulse	Exploring Sound Sources	Performing Together

**PSHE Overview**

**KS1**

Year	Topic 1	Topic 2	Topic 3
A	Keeping Safe and Making Choices	Diversity	Environmental Issues
B	Feeling and Managing Change	Kindness and Charitable Giving	Our Community

**Lower KS2**

Year	Topic 1	Topic 2	Topic 3	Topic 4
A	British Values	Our Community	Role Models	Keeping Safe and Making Choices
B	Diversity	Health and Well-Being	Kindness and Charitable Giving	

**Upper KS2**

Year	Topic 1	Topic 2	Topic 3	
A	Diversity	Feelings and Managing Change	War and Conflict	
B	Social Issues	Political and Economic Issue	Environmental Issues	Global Dimension

## Computing Overview

### KS1

Year	Topic 1	Topic 2	Topic 3	Topic 4
A	Digital Citizenship & Technology (DL) Lv1	You've got mail (CS, IT, DL) Whatever the Weather (IT)	Code-tastic (CS) Super Sci-Fi (IT, DL)	Let's Fix IT (CS) Vehicles (IT, DL)
B	Digital Citizenship & Technology (DL) Lv1	We are all Connected (CS) Pictures Tell a Thousand Words	Walking with Dinosaurs (CS) Our Local Area (IT, DL)	App Attack - Games Design (CS) Pictures Tell a Thousand Words

### Lower KS2

Year	Topic 1	Topic 2	Topic 3	Topic 4
A	Digital Citizenship & Technology (DL) Lv2	Back to the Future (CS) Heroes (CS, IT)	Cars (CS) Hurray for Hollywood (DL)	Interface Designer (CS) Final score (DL)
B	Digital Citizenship & Technology (DL) Lv2	Big Robots (CS) Get Blogging (CS, IT, DL)	We love Games (CS) Class Democracy (IT, DL)	Young Coders (CS, IT) We are Publishers (DL)

### Upper KS2

Year	Topic 1	Topic 2	Topic 3	Topic 4
A	Digital Citizenship & Technology (DL) Lv3	Let's learn a language (CS) Heroes & Villains -Graphics (DL)	Appy Times Pt 1 (CS) Around the World (CS, IT, DL)	Appy Times Pt 2 (CS) Young Authors - interactive (IT, DL)
B	Digital Citizenship & Technology (DL) Lv3	Making Games (CS) Grand Designs (DL, IT)	Maths & Cryptography (CS) Interactive Art Exhibition (DL)	Web Site Designers (CS) Let's change the world: Inventors (CS, DL)

**RE Overview**

**KS1**

Year	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>A</b>	<b>Christianity The Church</b> What do some people do because they believe in God?	<b>Christianity Jesus</b> How do some people behave/feel because they believe in God?	<b>Christianity God</b> How do people find out about God? How & why are some stories about God special/sacred & important in religion?	<b>Islam</b> Why do some people think God made the world?	<b>Hindu Dharma</b> What is God like?	<b>Judaism</b> What special places/times do people have for God?
<b>B</b>	<b>Christianity God</b> What do people think is important to do daily, weekly, monthly? Why are these important?	<b>Christianity Jesus</b> What makes us go "wow" or makes us think hard?	<b>Christianity The Church</b> How & why is celebrating & remembering important in religion & worship?	<b>Islam</b> Why do some people have religious rituals?	<b>Hindu Dharma</b> What is really important? Why is this? How do we show this? Can worship help people remember what is important?	

**Lower KS2**

Year	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>A</b>	<b>Christianity - God</b> What does it mean to be inspired?	<b>Christianity - Jesus</b> Can one person change the world?	<b>Christianity - Church</b> How and why is celebrating and remembering important in religion and worship?	<b>Buddism</b> What can we learn from the life of people who started a religion?	<b>Islam</b> Are founders of faith good role models?	<b>Judaism</b> Who inspires you?
<b>B</b>	<b>Christianity</b> What lights our way? Can saying sorry change things?	<b>Christianity</b> Why are some occasions sacred? How do religious families & communities practise their faith? What contribution do they make to local life?	<b>Christianity</b> What are we prepared to sacrifice or never sacrifice?	<b>Judaism</b> Can words have power? How do religious families & communities practise their faith?	<b>Buddism</b> What do religions say about doing good?	<b>Islam</b> What is expected from a person following a religion?

**Upper KS2**

Year	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>A</b>	<b>Christianity</b> What do religious texts & teachings say about God, the world & human life?	<b>Christianity</b> What guidance should we follow?	<b>Christianity</b> How might symbols influence how someone leads their life?	<b>Islam</b> Do/should religious teachings affect our laws today?	<b>Hindu</b> What kind of writing & stories are important to beliefs/religions?	<b>Sikh/Islam/Hindu/Judaism</b> What can we learn from the way religions treat their scriptures?

<b>B</b>	<b>Christianity</b> Is life like a journey? What do we do to commit ourselves on a journey.	<b>Christianity</b> How do religions & communities mark the signposts & turning points on a journey? MAP is Jesus a role model?	<b>Buddism</b> Can people change?	<b>Christianity</b> What can we learn from the journey that Jesus made?	<b>Islam</b> What should our attitude be on a journey?	<b>Hindu</b> What is the map for our journey?
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## THE 2 YEAR ROLLING PROGRAMME

### Key Stage One: YEAR A

Autumn Term		Spring Term		Summer Term	
Enquiry	What is a map?	What is worth remembering?	What is the UK like? Is the UK the same all over?		How can I explore the world? How were Explorers lives different?
Text			ABCUK-James Dunn The Queen's Handbag- S. Anthony		Meerkat Mail by Emily Gravett.
Visit	Fire of Nantwich at Nantwich Museum				Welsh Mountain Zoo- world map labels!
<b>SCIENCE</b>		<b>Working scientifically and Animals including Humans (Y1 and Y2 units) to run throughout the year using the local environment</b>			
<b>Animals including Humans Y1</b>		<b>Animals including Humans Y2</b>		<b>Living things and their habitats Y2</b>	
<b>HISTORY significant events beyond living memory</b>				Compare lives of 3 <b>Significant individuals</b> - Explorers	
<b>GEOGRAPHY</b>		Key basic geographical vocabulary including key physical and human features and map skills and fieldwork throughout the year			
Basic map skills plan view	Local fieldwork	Locating significant events on maps.	Name, locate & identify characteristics of 4 countries and capital cities of the UK and the surrounding seas		Name and locate the world's 7 continents, 5 oceans, Hot & cold areas of the world relate to poles, equator
<b>ART</b>					
Pattern		Decoration		Printing – Linked to Architecture	
<b>DT</b>					
Sliders and Levers		Preparing Fruit & vegetables		Freestanding Structures	
<b>PE</b>					
Multi-Skills FOM	Fundamental Movement Skills	Gymnastics - Apparatus	OAA – Explore and Discover	Team Games	Athletics
<b>Music</b>					
Exploring sounds		Exploring duration - Listening to UK National anthems		Exploring Instruments – Around the World	
<b>Computing</b>					
Coding		Collect, explore & record data		Digital communications & the web	
<b>PSHE</b>					
New beginnings SEAL	Developing responsibilities	Getting on & falling out SEAL	Money management	Good to be me SEAL	Likes & dislikes
<b>RE</b>					
Christianity God	Christianity Jesus	Christianity The Church	Islam	Hindu/Dharma	Judaism
<b>FML</b>					
Communication		Celebration		Summertime	



## Key Stage One : YEAR B

Autumn Term		Spring Term		Summer Term	
Enquiry	Where can the Naughty Bus go?	Have shops changed since grandparents were 6?		Is life in Soweto the same or different to here?	
Text	The Naughty Bus by Jerry and Jan Oke	Remember When by Peter Opie		Bob the builder Curtis Jobling Warrington author	
Visit	The Bus Museum at Leyland				
<b>SCIENCE</b>		<b>Working scientifically, Seasonal Changes and Plant (Y1 and Y2 units) to run throughout the year using the local environment</b>			
Seasonal Changes and Plants 1 and 2		Everyday Materials Y1 Seasonal Changes and Plants		Uses of Everyday Materials Y2 Seasonal Changes and Plants	
<b>HISTORY</b>					
Changes within living memory –ways to travel		Changes within living memory – shops in local area		Significant local historical events, people & places	
<b>GEOGRAPHY</b>		Basic geographical vocabulary, key physical and human features, map skills, fieldwork, Seasonal and daily weather throughout year			
Geography of the school and grounds Fieldwork Seasonal and daily weather patterns in the UK		Surrounding environment: Human/physical features Fieldwork. Seasonal/daily weather patterns in UK		Similarities/ differences between small area of UK and in a contrasting non- European country Soweto	
<b>ART</b>					
Observational Painting		3D Sculptures		Textiles	
<b>DT</b>					
Mechanisms – Wheels and Axles		Templates & Joining Techniques			
<b>PE</b>					
Multi-Skills FMS	FOM – Ball Games	Rhythmic Gymnastics	OAA – Map Reading	Team Building and Problem Solving	Sports Day Activities
<b>Music</b>					
Exploring Pitch		Exploring Pulse & Rhythm		Exploring Timbre/Tempo/Dynamics – S. African Music	
<b>Computing</b>					
Create & share digital artefacts		Problem solving & real world technology		Produce, edit & publish media	
<b>PSHE</b>					
Relationships; SEAL	Being healthy, medicines & keeping safe	Changes; SEAL	Citizenship & community	Going for goals; SEAL	Relationships
<b>RE</b>					
Christianity God	Christianity Jesus	Christianity The Church	Islam	Hindu Dharma	Judaism
<b>FML</b>					
Explorers		Discovery		Fiesta & Party Time	

## Lower Key Stage Two : YEAR A

Autumn Term		Spring Term		Summer Term		
Enquiry	How do rocks affect landscape/ buildings?	When would you rather live Stone Bronze or Iron Age?		Was the Romans impact on Britain good or bad?		
Text	A Pebble in my pocket Meredith Hooper	Stone Age Boy Kitamura Street through time S. Noon.		Escape from Pompeii Christina Balit		
Visit	Quarry? Louise George to advise	Visitors – 10,000 Years B.C. Workshop		Grosvenor Museum & Roman soldier Chester tour		
<b>SCIENCE</b>		Working scientifically to run throughout the year. Should also use the local environment throughout the year for Living things and their habitats				
Rocks	Electricity & Sound	Light		Living things and their Habitats (Y4) depth study		
<b>HISTORY</b>						
		Changes from Stone Age to Iron Age		The Roman Empire and it impact on Britain		
<b>GEOGRAPHY</b>		Human & physical geog, using atlases, OS Maps, 4 figure grid references, 8 compass points and fieldwork where appropriate throughout the year				
UK: Geographical regions, key topographical features – hills, mountains, coasts, Fieldwork		UK: settlements & land use patterns. Understand how these have changed over time link to History		Similarities/differences of human/physical geog. of <u>regions</u> in UK & European country Pompeii Volcanoes.		
<b>ART</b>						
Landscape Painting		Observational Drawing		Printing – Linked to Architect		
<b>DT</b>						
Shell Structures		Simple circuits and switches		Textile- 2D/3D Shapes		
<b>PE – Supplement of swimming in Year 3 &amp; Year 4</b>						
Multi-Skills FOM		Invasion Games	Gymnastics – Apparatus (Warrington Wolves – Tag Rugby)	OAA – Problem Solving	Striking and Fielding	Athletics
<b>Music</b>						
Composers of the UK		Exploring Arrangements	Exploring Pentatonic Scales	Exploring Rhythmic Patterns	Exploring Sound Colours	Exploring Descriptive Dounds
<b>Computing</b>						
Coding		Collect, explore & record data		Digital communication & the web		
<b>PSHE</b>						
New beginnings; SEAL		Citizenship	Going for gold; SEAL	Careers	Relationships	Drugs & alcohol
<b>R.E</b>						
Christianity		Christianity	Christianity	Judaism	Islam	Buddism
<b>FML</b>						
My World – New Start/Celebration		The World Around Us - Animals		Exploring the Target Language World – Food and Culture		

## Lower Key Stage Two : YEAR B

Autumn Term		Spring Term		Summer Term	
Enquiry	What do the first cities all have in common?	Does it really always rain in Manchester?		Why are the Ancient Greeks heroes to us today?	
Text	My nine lives by Clio, Egyptology	Ordnance Survey Maps		Percy Jackson & lightening thief, Greek Myths and legends	
Visit	World Museum Liverpool	Fieldwork river study Quarry Bank Rangers Styal.		Walker Art Gallery Liverpool: Greek sculptures/myths in art	
<b>SCIENCE</b>					
Plants (Y3) need for water etc.		Forces (Link to History) and Magnets	States of Matter	Animals including Humans (Y3 & Y4 units) Greek medicine	
<b>HISTORY</b>					
Overview/achievements of 1st civilisations then Egypt			Ancient Greece – life, achievements and influence today		
<b>GEOGRAPHY</b>					
Human & physical geog, using atlases, OS Maps, 4 figure grid references, 8 compass points and fieldwork where appropriate throughout the year					
Importance of rivers to settlements		Rivers, Weather, the Water cycle, Fieldwork		Geog study of Greek region/trade and/or Spain for FML	
<b>ART</b>					
Architects and designers in History – all year – Egyptians and Greeks – influence on today.					
3D Sculptures		Painting – Linked to Great Artists		Collages – Linked to Ancient Greece	
<b>DT</b>					
Levers and Linkages			Healthy and Varied Diet		
<b>PE – Supplement of swimming in Year 3 &amp; Year 4</b>					
Multi-Skills FMS	FMS – Ball Games	Rhythmic Gymnastics (Warrington Wolves – Tag Rugby)	OAA – Map Reading	Net and Wall	Sports Day Activities
<b>Music</b>					
Exploring Sound Sources	Exploring Singing Games	Exploring Lyrics & Melody	Exploring Rhythm & Pulse	Great Musicians & Composers	Performing Together
<b>Computing</b>					
Creating & sharing digital artefacts		Problem solving and real world technology		Produce, edit & publish media	
<b>PSHE</b>					
Getting on & falling out; SEAL	Culture & diversity	Good to be me	Finance & charities	Change; SEAL	Relationships
<b>R.E</b>					
Christianity	Christianity	Christianity	Judaism	Buddism	Islam
<b>FML</b>					
My World – School/Local Area		The World Around Us - Family		Exploring the Target Language World – Summertime in Spain	

## Upper Key Stage : YEAR A

Autumn Term		Spring Term		Summer Term	
Enquiry	Who won in the struggle for England?	Can I throw light on what happened to the Mayans?		How are the USA and Canada different?	
Text	Beowulf adapted by Michael Morpurgo	The Chocolate Tree. The hero Twins (graphic Novel)		Queen of the Falls.	
Visit	Weaver Hall, Northwich for A-S & Vikings	Jodrell Bank observatory		<b>Manchester Museum of Science &amp; Industry- forces</b>	
<b>SCIENCE</b>					
Properties & changes in materials		Earth & space	Light	Animals incl. Humans Y5	Forces- Queen of the Falls
<b>HISTORY</b>					
Britain's settlement by Anglo-Saxons, Scots, Vikings		Non European society to contrast with Britain c900			
<b>GEOGRAPHY</b>					
Human & physical geog, using atlases, OS Maps, 6 figure grid references, 8 compass points and fieldwork where appropriate throughout the year					
Name and locate counties and cities of the UK. Place name enquiry linked to Saxons and Vikings.		Countries, cities, env. areas of C. America. Mayan settlements. Latitude/longitude/time zones etc.		N. America countries, cities, env. areas. Earthquake zone. Compare Niagara and a UK region. Fieldwork	
<b>ART</b>					
Collage		Observational Drawing - Architects		Painting – American Artists	
<b>DT</b>					
Frame Structures		Food - Celebrating Culture, and Seasonality		Mechanisms - Pulleys or Gears	
<b>PE – Supplement of swimming in Year 3 &amp; Year 4</b>					
Multi- Skills - FOM	Invasion Games	Gymnastics - Apparatus	OAA – Problem Solving	Striking and Fielding	Athletics
<b>Music</b>					
Exploring Descriptive Sounds	Exploring pentatonic scales	Exploring arrangements	Exploring sound colours	Exploring sounds – link to forces	Great American musicians & composers
<b>Computing</b>					
Coding		Collect, explore & record data		Digital communications & the web	
<b>PSHE</b>					
New beginnings; SEAL	Citizenship	Going for Goals; SEAL	Careers	Relationships	Drug & alcohol
<b>R.E</b>					
Christianity	Christianity	Christianity	Islam	Hindu	Sikh/Islam/Hindu/Judaism
<b>FML</b>					
My World - Cities		Healthy Eating and Going to the Market		Countries and Travel Time	

## Upper Key Stage Two: YEAR B

Autumn Term		Spring Term		Summer Term	
Enquiry	What will switch you onto studying History?	Is there more to S.America than just the Amazon?		How do make the right choices? (Science)	
Text	Depends on chosen theme in History!	What Mr. Darwin saw Mick Manning			
Visit	Depends on chosen theme in History!	Chester Zoo – S. American animals etc.		Residential? Day visit?	
<b>SCIENCE</b>					
Electricity		Evolution & Inheritance	Living things and their habitats Y5	Living things and their habitats Y6	Animals including humans Y6
<b>HISTORY</b> Could be pupil led once enquiry modelled					
Study of aspect/ theme in British History (over time)				A local History study – can be combined with term 1	
<b>GEOGRAPHY</b> Human & physical geog, using atlases, OS Maps, 6 figure grid references, 8 compass points and fieldwork where appropriate throughout the year					
Map skills linked to the History focus. Fieldwork.		S. America countries, cities, environmental and climate zones, biomes		Fieldwork , Map skills, write a local guide.	
<b>ART</b>					
Textiles – British Designs		Printing – Linked to Camouflage		3D Sculptures	
<b>DT</b>					
Electrical systems: More complex switches & circuits				Textiles - Combining Different Shapes	
<b>PE</b> – Supplement of swimming in Year 3 & Year 4					
Multi-Skills	Ball Games	Rhythmic Gymnastics	OAA – Map Reading	Net and Wall	Sports Day Activities
<b>Music</b>					
Development of Musical entertainment over time	Exploring musical processes	Exploring lyrics & melody	Exploring rhythm and pulse	Exploring sound sources	Performing together
<b>Computing</b>					
Create & share digital artefacts		Problem solving & real world technology		Produce, edit & publish media.	
<b>PSHE</b>					
Getting on & falling out; SEAL	Culture & diversity	Good to be me; SEAL	Finance & charities	Changes; SEAL	Relationships
<b>R.E</b>					
Christianity	Christianity	Buddism	Christianity	Islam	Hindu
<b>FML</b>					
Everyday Life		Playing and Enjoying Sport		Cafés and Restaurants	