

Wider Curriculum - Whole School Overview of Coverage

History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6			Crime and punishment	Local History		
			<ul style="list-style-type: none"> changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present Historical skills: enquiry, chronology, sources/ evidence investigative work 	<ul style="list-style-type: none"> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Historical skills: enquiry, chronology, sources/ evidence investigative work 		
Y5	Anglo Saxons	Vikings			Ancient Greece	
	<ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Historical skills: enquiry, chronology, sources/ evidence investigative work 	<ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 Historical skills: enquiry, chronology, sources/ evidence investigative work 			<ul style="list-style-type: none"> Ancient Greece - a study of Greek life and achievements and their influence on the western world Historical skills: enquiry, chronology, sources/ evidence investigative work 	

<p>Y4</p>	<p>Indus Valley Civilisation</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of The Indus Valley Historical skills: chronology, sourcing and evidence and enquiry 	<p>Egyptians</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt Historical skills: chronology, sourcing and evidence and enquiry 	<p>Romans</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire a local history study the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day Historical skills: chronology, sourcing and evidence and enquiry 		
<p>Y3</p>	<p>Stone Age</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Historical skills: chronology, sourcing and evidence and enquiry 	<p>Bronze Age</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Bronze Age Bronze Age religion, technology and travel, for example, Stonehenge Historical skills: chronology, sourcing and evidence and enquiry 	<p>Iron</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age Iron Age hill forts: tribal kingdoms, farming, art and culture Historical skills: chronology, sourcing and evidence and enquiry 		

Y2	<p>Technology</p> <ul style="list-style-type: none"> changes within living memory - where appropriate, these should be used to reveal aspects of change in national life Historical skills: chronological order 	<p>Great Fire of London and Gunpowder Plot</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 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 (Black history month) significant historical events, people and places in their own locality Historical skills: chronological order, historical enquiry, sources (photos/paintings) 			<p>Florence Nightingale and Edith Cavell</p> <ul style="list-style-type: none"> 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 Historical skills: chronological order (order events in her life), historical enquiry, sources (secondary, video clips, pictures books) 	<p>Schools</p> <ul style="list-style-type: none"> changes within living memory - where appropriate, these should be used to reveal aspects of change in national life Historical skills: chronological order, historical enquiry (simple questions, asking and answering), sources (primary sources, visit to Ragged School)
Y1	<p>Toys</p> <ul style="list-style-type: none"> changes within living memory - where appropriate, these should be used to reveal aspects of change in national life Historical skills: chronological order (past and present), historical enquiry (looking at materials), sources (real objects and photos) 	<p>Toys</p> <ul style="list-style-type: none"> 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 (Black History Month - Mo Farah) Historical skills: sources (photos and videos) 			<p>Explorers</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 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 Historical skills: chronological order (simplistic through events that CC carried out), historical enquiry, sources (newspaper article) 	

Reception	Past and present events in own lives		Dinosaurs and monsters		How things are different now in comparison to the past	
	<ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Can talk about some of the similarities and differences in relation to friends or family. • Children talk about past and present events in their own lives. • They know about similarities and differences between themselves and others, and among families, communities and traditions. 		<ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time. • Can talk about some of the things they have observed such as animals/ creatures. • Can make observations of creatures & explain why some things occur, and talk about changes 		<ul style="list-style-type: none"> • Children know difference between past and present events in own lives and some reasons why people's lives were different in the past. • Looks closely at similarities, differences and change. 	
Nursery	All about me	Different ways of living (cultures)	Similarities and differences between friends and family	Significant events in their own experiences		How people change over the years
	<ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates every day actions and events from own family and cultural background, e.g. making and drinking tea. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. 	<ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from others. • In pretend play, imitates every day actions and events from own family and cultural background e.g. making and drinking tea. • Shows interest in different occupations. 	<ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from others. • In pretend play, imitates every day actions and events from own family and cultural background, e.g. making and drinking tea. • Shows interest in different occupations and ways of life. 	<ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Enjoys joining in with family customs and routines. 		<ul style="list-style-type: none"> • Developing an understanding of growth and changes over time. • Learns that they have similarities and differences that connect them to, and distinguish them from others. • Talks about why things happen.

Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	Landscapes of the world: Oceans, rainforests, mountains				Anywhere Island	
	<ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • 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 in North or South America • physical geography, including: rivers, mountains • use maps, atlases and globes to locate countries and describe features studied 				<ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) 	
Y5			Rivers	Europe and Brazil		
			<ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including coasts and rivers) • physical geography, including: rivers and the water cycle 	<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on key physical and human characteristics, countries, and major cities • 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 in North or South America • human geography, including: types of settlement, economic activity including trade links, and the distribution of natural resources including food and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		

Y4

Local area, UK Counties and around London, Eight points of compass, two figure grid, Compare human and physical geography of London (UK) and Rome (Italy)

Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Deserts, Biomes maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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 in North or South America
- use maps, atlases, globes and digital/computer mapping to

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe, measure record and present the

					<p>locate countries and describe features studied</p> <ul style="list-style-type: none"> • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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>human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
Y3					<p>Map work -Locate and name the countries making up the British Isles, with their capital cities.</p>	<p>Rivers & Mountains Physical features Volcanoes & Water Cycle</p>
					<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects 	<ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

					<p>have changed over time</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 	
Y2			<p>Location knowledge: Continents, oceans, countries and cities Focus on Brazil, Australia, Egypt</p> <ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans • identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>Human and physical geography including fieldwork</p> <ul style="list-style-type: none"> • 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 <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical and human features, • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • basic symbols in a key • 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 		

Y1		<ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom (linked to Science seasons) 	<p style="text-align: center;">UK</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p style="text-align: center;">UK</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom • identify seasonal and daily weather patterns in the United Kingdom(linked to Science seasons) 		<p style="text-align: center;">Local Area</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom (linked to Science seasons) • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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 		
Reception	<p style="text-align: center;">Journeys from home to school</p>	<p style="text-align: center;">Comparing their environment to the arctic</p>	<p style="text-align: center;">Comparing the lives of different people around the world.</p>	<p style="text-align: center;">Looking at our local area and comparing to places around the world Animals around the world</p>	<ul style="list-style-type: none"> • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends. • They know about similarities and differences between themselves and others. 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found 	<ul style="list-style-type: none"> • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Enjoys joining in with family customs and routines. • They know about similarities and differences between themselves and others, and among families, communities and traditions. • Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. • Looks closely at similarities, differences, patterns and

	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as natural and found objects. • Can talk about features of own immediate environment. 	<ul style="list-style-type: none"> • objects. • Looks closely at similarities, differences. • Can talk about features of own immediate environment and how environments might vary from one another. 		<ul style="list-style-type: none"> • change. • Know about similarities and differences in relation to places. • Can talk about features of own immediate environment and how environments might vary from one another. Can make observations of animals, plants & explain why some things occur, and talk about changes. • Children know that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that help to maintain the area that they live in.
Nursery	All about me (different homes/local area)	Transport, different places to visit	Changes in the weather	Habitats
	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<ul style="list-style-type: none"> • In pretend play, imitates every day actions and events from own family and cultural background, e.g. making and drinking tea. • Notices detailed features of objects in their environment • Can talk about some of the things they have observed. • Talks about why things happen and how things work. 	<ul style="list-style-type: none"> • Talks about why things happen. • Notices detailed features of objects in their environment • Developing an understanding of growth and changes over time. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	

Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	Living things and their habitats	Evolution and inheritance	Animals and humans		Electricity	Light
	<ul style="list-style-type: none"> ♣ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ♣ give reasons for classifying plants and animals based on specific characteristics ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, 	<ul style="list-style-type: none"> ♣ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ♣ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ♣ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. ♣ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ♣ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. identifying scientific evidence that has been used to support or refute ideas or arguments. ♣ planning different types of scientific enquiries to answer questions 	<ul style="list-style-type: none"> ♣ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ♣ describe the ways in which nutrients and water are transported within animals, including humans. ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 		<ul style="list-style-type: none"> ♣ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ♣ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ♣ use recognised symbols when representing a simple circuit in a diagram. ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ planning different types of scientific enquiries to answer questions 	<ul style="list-style-type: none"> ♣ recognise that light appears to travel in straight lines ♣ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ♣ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ♣ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Y5	Materials and their properties	Forces	Earth and Space	Working scientifically	Living things and their habitats	Animals including humans
	<ul style="list-style-type: none"> ♣ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ♣ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ♣ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ♣ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ♣ demonstrate that dissolving, mixing and changes of state are reversible changes ♣ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda ♣ planning different types of scientific enquiries to answer questions 	<ul style="list-style-type: none"> ♣ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ♣ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ♣ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 	<ul style="list-style-type: none"> ♣ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ♣ describe the movement of the Moon relative to the Earth ♣ describe the Sun, Earth and Moon as approximately spherical bodies ♣ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. ♣ identifying scientific evidence that has been used to support or refute ideas or arguments. 	<ul style="list-style-type: none"> ♣ recording data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 	<ul style="list-style-type: none"> ♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ♣ describe the life process of reproduction in some plants and animals. 	<ul style="list-style-type: none"> ♣ describe the changes as humans develop to old age. ♣ recording data and results of increasing complexity using scientific diagrams and labels and line graphs

Y4	Electricity	States of Matter	Sound	Animals including humans-teeth, digestion and food chains	Living things and their habitats	Stem project- Marble Run
	<p>identify common appliances that run on electricity</p> <ul style="list-style-type: none"> ♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ♣ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ♣ recognise some common conductors and insulators, and associate metals with being good conductors ♣ setting up simple practical enquiries, comparative and fair tests ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	<ul style="list-style-type: none"> ♣ compare and group materials together, according to whether they are solids, liquids or gases ♣ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. ♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 	<ul style="list-style-type: none"> ♣ identify how sounds are made, associating some of them with something vibrating ♣ recognise that vibrations from sounds travel through a medium to the ear ♣ find patterns between the pitch of a sound and features of the object that produced it ♣ find patterns between the volume of a sound and the strength of the vibrations that produced it ♣ recognise that sounds get fainter as the distance from the sound source increases. ♣ setting up simple practical enquiries, comparative and fair tests 	<ul style="list-style-type: none"> ♣ describe the simple functions of the basic parts of the digestive system in humans ♣ identify the different types of teeth in humans and their simple functions ♣ construct and interpret a variety of food chains, identifying producers, predators and prey ♣ identifying differences, similarities or changes related to simple scientific ideas and processes 	<ul style="list-style-type: none"> ♣ recognise that living things can be grouped in a variety of ways ♣ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ♣ recognise that environments can change and that this can sometimes pose dangers to living things ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 	<ul style="list-style-type: none"> ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ using straightforward scientific evidence to answer questions or to support their findings.

Y3	<p>Rocks</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. identifying differences, similarities or changes related to simple scientific ideas and processes making systematic and careful observations 	<p>Nutrition & Digestion</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat reporting on findings from enquiries, including oral and written explanations using results to draw simple conclusions 	<p>Bones</p> <ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, asking relevant questions and using different types of scientific enquiries to answer them 	<p>Forces & Magnets</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others <ul style="list-style-type: none"> compare and group together 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. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<p>Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables setting up simple practical enquiries, comparative and fair tests using results to draw simple conclusions 	<p>Light & dark</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. using straightforward scientific evidence to answer questions or to support their findings. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Y2	<p>Exercise, food and hygiene</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. identifying and classifying gathering and recording data to help in answering questions. asking simple questions 	<p>Life cycles</p> <ul style="list-style-type: none"> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 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 and air) asking simple questions identifying and classifying 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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 microhabitats identifying and classifying asking simple questions 	<p>Materials</p> <ul style="list-style-type: none"> 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. identifying and classifying observing closely, 	<p>Plants</p> <ul style="list-style-type: none"> 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. performing simple tests asking simple questions using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 	<p>Plants</p> <ul style="list-style-type: none"> 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. performing simple tests asking simple questions using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.

Y1	Materials (What's it made of)	Animals (Animal Kingdom) Seasons: Autumn	Animals continued	Senses/ body parts Seasons	seasons	Plants (seasons)
	<ul style="list-style-type: none"> ♣ distinguish between an object and the material from which it is made ♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ♣ 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. <p style="color: red; margin-top: 10px;">♣ observing closely ♣ performing simple tests ♣ identifying and classifying</p>	<ul style="list-style-type: none"> ♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores ♣ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ♣ observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies. -identify deciduous and evergreen trees <p style="color: red; margin-top: 10px;">♣ observing closely ♣ identifying and classifying</p>	<ul style="list-style-type: none"> ♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores ♣ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p style="color: red; margin-top: 10px;">♣ observing closely ♣ identifying and classifying</p>	<ul style="list-style-type: none"> ♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies. <p style="color: red; margin-top: 10px;">♣ gathering and recording data to help in answering questions. ♣ identifying and classifying</p>	<p>observe changes across the four seasons</p> <ul style="list-style-type: none"> ♣ observe and describe weather associated with the seasons and how day length varies. <p style="color: red; margin-top: 10px;">♣ gathering and recording data to help in answering questions. ♣ observing closely</p>	<ul style="list-style-type: none"> ♣ identify and name a variety of common wild and garden plants, (a few flowers covered will work on plants) including deciduous and evergreen trees ♣ identify and describe the basic structure of a variety of common flowering plants, including trees. <p style="color: red; margin-top: 10px;">♣ observing closely ♣ identifying and classifying ♣ performing simple tests</p>
Reception	Parts of the Body Pets/Animals	Changes in Season/Weather Sharks and sea creatures		Growing Plants (inc labelling parts) Life cycles	Materials Comparing scientific concepts (sinking/floating, freezing/melting)	Parts of the Body Pets/Animals
	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as animals. • Shows care and concern for living things and the environment. • Looks closely at similarities and differences. 	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Can make observations of animals, plants & explain why some things occur, and talk about changes. 		<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Can make observations of plants & explain why some things occur, and talk about changes. 	<ul style="list-style-type: none"> • Talks about why things happen and how things work. • Looks closely at similarities, differences and change. • They are familiar with basic scientific concepts such as floating, sinking, experimentation. 	<ul style="list-style-type: none"> • Developing an understanding of growth and changes over time. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe

Nursery	Changes in materials	Changes of weather	Hygiene	Life cycles	Healthy living	Growing plants (decay, changes over time)
	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment. • Can talk about some of the things they have observed such as natural and found objects. 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Talks about why things happen and how things work. • Developing an understanding of changes over time. 	<ul style="list-style-type: none"> • Clearly communicates their need for potty or toilet. • Beginning to be independent in self-care, but still often needs adult support. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. 	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> • Beginning to recognise danger and seek support of significant adults for help. • Observes the effects of activity on their bodies. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time.

Design & Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6		Building bridges				
		<ul style="list-style-type: none"> ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures 				

Y5		<p style="text-align: center;">Biscuits</p> <ul style="list-style-type: none"> ♣ use research and develop design criteria to inform the design of appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p style="text-align: center;">Sewing</p> <ul style="list-style-type: none"> ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, and pattern pieces ♣ select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 			
Y4					<p style="text-align: center;">Money containers</p> <ul style="list-style-type: none"> ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	

Y3					<p style="text-align: center;">Photograph Frames</p> <ul style="list-style-type: none"> ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and prototypes -select from and use a wider range of tools and equipment to perform practical tasks ♣ select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities -investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Y2		<p style="text-align: center;">Food technology</p> <ul style="list-style-type: none"> ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of ingredients. 			<p style="text-align: center;">Designing and making vehicles</p> <ul style="list-style-type: none"> ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ explore and use mechanisms

Y1						<p align="center">Puppets</p> <ul style="list-style-type: none"> ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria
Reception	<p align="center">Making George Puppets</p>	<p align="center">Sculpture (making models)</p>			<p align="center">Paper mache bog babies</p>	<p align="center">Junk modelling with different materials</p>
	<ul style="list-style-type: none"> • Constructs with a purpose in mind, using a variety of resources. • Selects appropriate resources and adapts work where necessary. • Create simple representations of events, people and objects. 	<ul style="list-style-type: none"> • Uses simple tools and techniques competently and appropriately. • Manipulates materials to achieve a planned effect. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, shape and form. 	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Children develop their own ideas through selecting and using materials and working on processes that interest them. 	<ul style="list-style-type: none"> • Understands that different media can be combined to create new effects. • Uses available resources to create props to support role-play. • Manipulates materials to achieve a planned effect. 		

Nursery	Constructing pieces together to build and balance	Making models - how can we improve them?	Structures - making enclosures and creating spaces		Use of tools and their purpose	Making puppets
	<ul style="list-style-type: none"> • Experiments with blocks, colours and marks. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. 	<ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Selects appropriate resources and adapts work where necessary. 	<ul style="list-style-type: none"> • Uses various construction materials. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. 		<ul style="list-style-type: none"> • Realises tools can be used for a purpose. • Uses simple tools and techniques competently and appropriately. 	<ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. • Realises tools can be used for a purpose.

Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	Henry Rousseau		People in action	Standalone art lessons (SATs prep)		Optical illusions
	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting about great artists in history 		<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint] 			<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting about great artists in history
Y5	Street Art	Pointillism			Ancient Greek Pottery	Artistic Styles
	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting about great artists 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting about great artists, architects in history 			<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, sculpture with a range of materials (clay) 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint,] about great artists in history
Y4	Observational drawings of still life	Cross Curricular-Clay-Egyptian jewellery	Print making-William Morris		Kandinsky	
	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, pencil 	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, sculpture with a range of materials pencil, paint, clay to improve their mastery of art and design techniques, including drawing, pencil 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 		<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] great artists, architects and designers in history 	

Y3	Andy Warhol Pop Art	Observational drawings	William Morris - printing			
	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 			
Y2	Drawing and sketching		Printing		Comparing significant artists: Matisse and Van Gogh	
	<ul style="list-style-type: none"> to use drawing, to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		<ul style="list-style-type: none"> describing the differences and similarities between different practices and disciplines, and making links to their own work 	
Y1	Collage Manipulate and combine materials	Animal sculptures		Sketching/ Observational drawing (ourselves)	Sketching/ Observational drawing	
	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> to use sculpture to share their ideas, experiences and imagination 		<ul style="list-style-type: none"> to use drawing, to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> to use drawing, to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	

Reception	The children explore a wide variety of colour, materials, media, texture, shape and form throughout the year depending on interests etc.	Mixing Colours	Using natural materials in art	Observational paintings		
	<ul style="list-style-type: none"> • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Through their explorations they find out and make decision about how media and materials can be combined and changed. 	<ul style="list-style-type: none"> • Explores what happens when they mix colours. • Chooses particular colours to use for a purpose. 	<ul style="list-style-type: none"> • Constructs with a purpose in mind, using a variety of resources. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Uses simple tools and techniques competently and appropriately. 		
Nursery	<p>Experimenting with different mediums (chalk, pastel, pen, paint etc)</p> <ul style="list-style-type: none"> • Experiments with blocks, colours and marks. • Realises tools can be used for a purpose. 		<p>Exploring colour and how colour changes</p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed 		<p>Describing textures</p> <ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. 	

PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	Net/Wall Games Gymnastics	Dance Invasion games	Gymnastics Invasion games	Invasion games Dance	Striking/Fielding games Outdoor & adventurous act.	Athletics
	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> perform dances using a range of movement patterns play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> perform dances using a range of movement patterns play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
Y5	Net and Wall Games	Invasion Games	Gymnastics	Swimming		Athletics
	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	

Y4	<ul style="list-style-type: none"> • Dance - communication • Net and wall games 	<ul style="list-style-type: none"> • Gymnastics balance • Invasion games - controlling and receiving 	<ul style="list-style-type: none"> • Dance - Characterisation Laugh a minute 1 • Invasion games - keeping possession of ball 	<ul style="list-style-type: none"> • Gymnastics - receiving body weight • Striking and fielding games 	<ul style="list-style-type: none"> • Athletics • Outdoor and adventurous activities 	<ul style="list-style-type: none"> • Athletics • Invasion games - Marking an tackling
	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to • achieve their personal best. • Marking an tackling • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to • achieve their personal best. • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to • achieve their personal best. • Keeping possession of ball • Marking an tackling • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to • achieve their personal best. • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> •use running, jumping, throwing and catching in isolation and in combination •Marking an tackling •play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
Y3	Gymnastics	Dance	Invasion Games	Net/Ball Games	Orienteering & Outdoor adventure activities	Athletics
	<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Outdoor adventure activities • Invasion Games • take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> • Marking an tackling • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination

Y2	Games Dribbling Gymnastics Balance	Dance- Communicate different moods/feelings Games- throwing & catching	Gymnastics Parts high & low Dance- Using dynamics to develop the dance	Games- Sending Skills Gymnastics- Jumping & landing	Dance- Different styles Games Hitting & striking	Gymnastics Spinning & turning Games Running jumping & hopping
	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching • developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> • developing balance, agility and co-ordination • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • developing balance, agility and co-ordination 	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching • developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> • developing balance, agility and co-ordination • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • developing balance, agility and co-ordination
Y1	Games	Gymnastics	Dance	Gymnastics	Dance	Games
	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching • developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> • developing balance, agility and co-ordination 	<ul style="list-style-type: none"> • developing balance, agility and co-ordination • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • developing balance, agility and co-ordination 	<ul style="list-style-type: none"> • developing balance, agility and co-ordination • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching • developing simple tactics for attacking and defending • participate in team games
Reception	Travelling and jumping on planks, benches and tables Throwing and catching (balls)	Exploring large apparatus Passing and rolling using hands and feet	Dance - animals in the jungle Hoops and quoits	Rocking and Rolling Parachute games	Large Apparatus Team Games	
	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching • developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> • developing balance, agility and co-ordination 	<ul style="list-style-type: none"> • developing balance, agility and co-ordination • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • developing balance, agility and co-ordination 	<ul style="list-style-type: none"> • developing balance, agility and co-ordination • perform dances using simple movement patterns. 	

Nursery	No P.E lessons until after Christmas Physical skills - space awareness, climbing steps etc.	<p>Simple P.E games/mat work</p> <ul style="list-style-type: none"> • Runs safely on whole foot. • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. 	<p>Simple P.E games/mat work</p> <ul style="list-style-type: none"> • Climbs confidently and is beginning to pull themselves up on the nursery climbing equipment. • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 	<p>Apparatus</p> <ul style="list-style-type: none"> • Can kick a large ball. • Can catch a large ball. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<p>Bat and ball skills</p> <ul style="list-style-type: none"> • Runs safely on whole foot. • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown.
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Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<p style="text-align: center;">Multimedia</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	<p style="text-align: center;">Online Safety</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Programming</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use sequence, selection, and repetition in programs; work with variables and various forms of input and output 		<p style="text-align: center;">Technology in our lives</p> <ul style="list-style-type: none"> use search technologies effectively, and be discerning in evaluating digital content, appreciate how results are selected and ranked, 	<p style="text-align: center;">Handling Data</p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Y5	<p style="text-align: center;">Multimedia</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	<p style="text-align: center;">Internet Safety</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Coding</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use sequence, selection, and repetition in programs; work with variables and various forms of input and output 		<p style="text-align: center;">Handling Data</p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> use search technologies effectively, and be discerning in evaluating digital content, appreciate how results are selected and ranked,

Y4	We are co- authors - Multimedia	Online safety	We are game developers- Programming	Coding	Scratch	Handling Data
	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
Y3	Multimedia	On-line safety	Programming	Tech in our lives	Data handing	Multimedia
	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
Y2	Multimedia (Ebooks)	Online safety	Coding	Coding: Making games	Handling data	Coding
	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> recognise common uses of information technology beyond school

Y1	Multimedia	Online Safety	Coding	Coding (producing games)	Handling data	Handling data
	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> • recognise common uses of information technology beyond school
Reception	Technology in our homes		Logging in Simple City	Using 'paint' programme	Playing games Bee Bot etc	Creates own games
	<ul style="list-style-type: none"> • Recognise that a range of technology is used in places such as homes and schools • Knows that information can be retrieved from computers 		<ul style="list-style-type: none"> • Completes a simple program on a computer • Uses ICT hardware to interact with age-appropriate computer software. 	<ul style="list-style-type: none"> • Completes a simple program on a computer • Uses ICT hardware to interact with age-appropriate computer software. 	<ul style="list-style-type: none"> • Uses ICT hardware to interact with age-appropriate computer software • Select and use technology for particular purposes. 	<ul style="list-style-type: none"> • Completes a simple program on a computer • Uses ICT hardware to interact with age-appropriate computer software
Nursery	<ul style="list-style-type: none"> • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 	<ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. 	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. 	<ul style="list-style-type: none"> • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 	<ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. 	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment • Knows how to operate simple equipment e.g. turns on CD player and uses remote control.

RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	Rosh Hashanah & Yom Kippur	Shabbat	The Buddhist Community	Holy week to Pentecost	Hindu	Mandir
	<ul style="list-style-type: none"> • Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness. • Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning. • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities. • Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable. • Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect. • Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as music, art and poetry. • understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable. 	<ul style="list-style-type: none"> • Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness. • Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning. • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities. • Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable. • Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect. • Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as music, art and poetry. • understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable. 	<ul style="list-style-type: none"> • Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness. • Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning. • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities. • Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable. • Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect. • Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as music, art and poetry. • understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable. 	<ul style="list-style-type: none"> • Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect. • Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness. 	<ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals. • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities. • Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning. • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities. • Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable. • Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews. • Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as music, art and poetry. 	<ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals. • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities. • Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning. • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities. • Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable. • Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews. • Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as music, art and poetry.

Y5	<p style="text-align: center;">Buddhism</p> <ul style="list-style-type: none"> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities. Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness. 	<p style="text-align: center;">Muslim Community</p> <ul style="list-style-type: none"> Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals. Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as music, art and poetry. Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning. 	<p style="text-align: center;">Christianity</p> <ul style="list-style-type: none"> Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness. Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable. 	<p style="text-align: center;">Judaism</p> <ul style="list-style-type: none"> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities. Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect. 		<p style="text-align: center;">The Sikh Community</p> <ul style="list-style-type: none"> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews.
Y4	<p style="text-align: center;">Judaism</p> <ul style="list-style-type: none"> Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals. 	<p style="text-align: center;">Islam</p> <ul style="list-style-type: none"> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities. 	<p style="text-align: center;">Hinduism</p> <ul style="list-style-type: none"> Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities. 	<p style="text-align: center;">Christianity</p> <ul style="list-style-type: none"> Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities. Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning. Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews. 	<p style="text-align: center;">Sikhism</p> <ul style="list-style-type: none"> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities. 	<p style="text-align: center;">Golden Rule-British Values</p> <ul style="list-style-type: none"> Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect. Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness.

Y3	<p style="text-align: center;">Judaism</p> <ul style="list-style-type: none"> • Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning. 	<p style="text-align: center;">Christianity</p> <ul style="list-style-type: none"> • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities. • Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals. 	<p style="text-align: center;">Islam</p> <ul style="list-style-type: none"> • Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable. 			<p style="text-align: center;">Hinduism</p> <ul style="list-style-type: none"> • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities.
Y2	<p style="text-align: center;">Diwali</p> <ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them. • Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them. 	<p style="text-align: center;">Hannukah</p> <ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them. • Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them. 	<p style="text-align: center;">Ramadan & Eid-ul-Fitr</p> <ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them. 	<p style="text-align: center;">Easter</p> <ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them. • Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them. • Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them. 	<p style="text-align: center;">Growing up in a Christian family</p> <ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them. • Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them. 	<p style="text-align: center;">(PSHE catch up)</p> <ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them. • Explore questions about belonging, meaning and truth so that they can express their own opinions and ideas in response, using words, music, art or poetry.

Y1	Christianity - Harvest	Christianity - Christmas	Growing up in a Muslim family	Holi - Hinduism		Growing up in a Jewish Family
	<ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them. 	<ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them. 	<ul style="list-style-type: none"> Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them. Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them. 	<ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them. 		<ul style="list-style-type: none"> Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.
Reception	Special Times	Celebrations and traditions (Christmas)	Different cultures in the class		Celebrations and traditions (Eid)	
	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. Children talk about past and present events in their own lives and in the lives of family members Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. They know about similarities and differences between themselves and others, and among families, communities and traditions. 		<ul style="list-style-type: none"> Recognises and describes special times or events for family or friends Enjoys joining in with family customs and routines. 	
Nursery	Interest in lives who are familiar to them	Special times and events in the family	Different occupations	Different ways of life (different families, worships etc)		Preparing for the next year (PSHE)
	<ul style="list-style-type: none"> Has a sense of own immediate family and relations Shows interest in the lives of people who are familiar to them. 	<ul style="list-style-type: none"> Learns that they have similarities and differences that connect them to, and distinguish them from others 	<ul style="list-style-type: none"> Shows interest in different occupations and ways of life. 	<ul style="list-style-type: none"> In pretend play, imitates every day actions and events from own family and cultural background, e.g. making and drinking tea. Learns that they have similarities and differences that connect them to, and distinguish them from others. 		<ul style="list-style-type: none"> Beginning to have their own friends. Can usually adapt behaviour to different events, social situations and changes in routine.

PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<p>Living in the wider world</p> <ul style="list-style-type: none"> • About respect for themselves and others, and the importance of responsible actions and behaviour • About rights and responsibilities as members of families, other groups and citizens • About different groups and communities • To respect equality and diversity, and how to be a productive member of a diverse community • About the importance of respecting and protecting the environment • About where money comes from, keeping it safe, and the importance of managing it effectively • The part that money plays in people's lives • A basic understanding of enterprise 	<p>Relationships</p> <ul style="list-style-type: none"> • How to develop and maintain a variety of relationships, within a range of social and cultural contexts • How to recognise and manage emotions within relationships • How to respond to risky or negative relationships, including bullying and abuse • How to respond to risky or negative relationships and ask for help • How to respect equality and diversity in relationships 	<p>Health and well being (Drugs)</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle • How to maintain physical, mental and emotional health and wellbeing • How to manage risks to physical and emotional health and wellbeing • Ways of keeping physically and emotionally safe • How to manage change, including puberty, transition and loss • How to make informed choices about health and wellbeing, and where to get help with this • How to respond in an emergency • To identify different influences on health and wellbeing 		<p>SRE</p> <ul style="list-style-type: none"> • How to recognise and manage emotions within relationships • How to respect equality and diversity in relationships • How to manage change, including puberty, transition and loss 	
Y5					<p>Health and well being (Drugs)</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle • How to maintain physical, mental and emotional health and wellbeing • How to manage risks to physical and emotional health and wellbeing • Ways of keeping physically and emotionally safe • To identify different influences on health and wellbeing 	<p>SRE</p> <ul style="list-style-type: none"> • How to manage change, including puberty, transition and loss

Y4	<p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> • Ways of keeping physically and emotionally safe • How to recognise and manage emotions within relationships 		<p style="text-align: center;">Living in the wider world</p> <ul style="list-style-type: none"> • How to respond in an emergency • About rights and responsibilities as members of families, other groups and citizens 		<p style="text-align: center;">Health and well being</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle • How to maintain physical, mental and emotional health and wellbeing • How to make informed choices about health and wellbeing, and where to get help with this • To identify different influences on health and wellbeing 	
Y3		<p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> • Ways of keeping physically and emotionally safe • How to manage change, including puberty, transition and loss • How to recognise and manage emotions within relationship • How to respond to risky or negative relationships and ask for help 	<p style="text-align: center;">Health and well being</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle • How to maintain physical, mental and emotional health and wellbeing • How to make informed choices about health and wellbeing, and where to get help with this • To identify different influences on health and wellbeing 	<p style="text-align: center;">Living in the wider world</p> <ul style="list-style-type: none"> • How to respond in an emergency • About respect for themselves and others, and the importance of responsible actions and behaviour • About rights and responsibilities as members of families, other groups and citizens 		

Y2	<p>Relationships</p> <ul style="list-style-type: none"> • How to develop and maintain a variety of relationships, within a range of social and cultural contexts • How to recognise and manage emotions within relationships • How to respond to risky or negative relationships, including bullying and abuse • How to respond to risky or negative relationships and ask for help • How to respect equality and diversity in relationships 	<p>Relationships</p> <ul style="list-style-type: none"> • How to develop and maintain a variety of relationships, within a range of social and cultural contexts • How to recognise and manage emotions within relationships • How to respond to risky or negative relationships, including bullying and abuse • How to respond to risky or negative relationships and ask for help • How to respect equality and diversity in relationships 	<p>Health and well-being</p> <ul style="list-style-type: none"> • How to manage risks to physical and emotional health and wellbeing 	<p>Health and well-being</p> <ul style="list-style-type: none"> • How to manage risks to physical and emotional health and wellbeing • To respect equality and diversity, and how to be a productive member of a diverse community • About respect for themselves and others, and the importance of responsible actions and behaviour • About rights and responsibilities as members of families, other groups and citizens 	<p>Living in the wider world</p> <ul style="list-style-type: none"> • About respect for themselves and others, and the importance of responsible actions and behaviour 	<p>Living in the wider world</p> <ul style="list-style-type: none"> • About respect for themselves and others, and the importance of responsible actions and behaviour
Y1	<p>Getting to know you</p> <ul style="list-style-type: none"> • How to develop and maintain a variety of relationships • To respect equality and diversity, and how to be a productive member of a diverse community 	<p>Through RE</p> <ul style="list-style-type: none"> • To respect equality and diversity, and how to be a productive member of a diverse community 	<p>Through RE</p> <ul style="list-style-type: none"> • To respect equality and diversity, and how to be a productive member of a diverse community 	<p>Through RE</p> <ul style="list-style-type: none"> • To respect equality and diversity, and how to be a productive member of a diverse community 	<p>SRE</p> <ul style="list-style-type: none"> • How to respond in an emergency • What is meant by a healthy lifestyle • How to maintain physical, wellbeing • To respect equality and diversity, and how to be a productive member of a diverse community 	<p>Through RE</p> <ul style="list-style-type: none"> • To respect equality and diversity, and how to be a productive member of a diverse community

Reception	<p>All about me</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. • Children are confident to say why they like some activities more than others. • They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. 	<p>Exploring feelings</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences 	<p>Being a good role model, friend and team player</p> <ul style="list-style-type: none"> •Initiates conversations, attends to and takes account of what others say. •Explains own knowledge and understanding, and asks appropriate questions of others. •Takes steps to resolve conflicts with other children, e.g. finding a compromise. •Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to other's needs and feelings, and form positive relationships with adults and other children. 	<p>Looking after our bodies</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • Children know about and can make healthy choices in relation to healthy eating and exercise 	<p>All about me</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. • Children are confident to say why they like some activities more than others. • They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. 	
Nursery	<p>How to be a good friend</p> <ul style="list-style-type: none"> • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<p>Looking after ourselves</p> <ul style="list-style-type: none"> • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seek support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<p>Confident Learners</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. 	<p>Playing together</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<p>How to be a good friend</p> <ul style="list-style-type: none"> • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. 	

