GLAZEBURY C.E. PRIMARY SCHOOL AND NURSERY

A Rolling Programme for Science, R.E
and the Foundation Subjects.

2016/17

Cohort	KS1		Lower KS2		Upper KS2	
	A	B	A	B	A	B
2016- 2023						
2015- 2022						
2014-2021						
2013- 2020						
2012- 2019						
2011-2018						
2010- 2017						

THE 2 YEAR ROLLING PROGRAMME

Key Stage One Curriculum: Rolling Programme for Science and Foundation Subjects

A

SCIENCE	**Seasonal Changes.**				
Plants	Everyday materials	Animals including humans			
HISTORY					
Key events in the past – Gunpowder plot	Significant people – international (Neil Armstrong/ Christopher Columbus)	Grace Darling study.			
GEOGRAPHY					
Study of the 4 countries of the UK	Mapping local journeys	Recording weather around school and U.K.	Study of coastline and beaches		
ART	Focus artist : Marc Chagall (Van Gogh + 1 printing)				
Drawing: Begin to use line to represent given objects	Painting: identify primary colours and begin to mix primary shades and tones	Sculpting: explore sculpture using a range of malleable materials	Printing: build repeating patterns		
DT					
Textiles – puppets. Plan, design and make puppets.	Mechanisms & structures; evaluating the suitability of different wheels and axels.	Design and build a lunchbox (assess hinges and fixes).			
PE					
Multiskills	Ball games	Creative dance and gym	OAA	Team games	Sports day activities
Music					
Christmas music.	Rhythm in the way we walk.	Glockenspiel Stage 1.			
Computing					
Programming; Working with algorithms to programme moveable toys. Using a computer to enter algorithms and debugging.	Communication; practising keyboard skills and sending digital communications.	E-Safety; how to protect yourself online. Being a good e-citizen.			
PSHE					
Whatever the weather.	Come & join the celebration.	Happy families.	Fairies and frogs.	Here comes the sun.	
RE					
The Bible	Christmas good news & new bringers	Jesus; friend to everyone.	Easter symbols and festivals in other faiths.	The Church (and contrasting faith Holy building).	Ascension & Pentecost.
FML					
Communication	Mini-beasts	The Plant pot story.	A Christmas Carol.	Mr Gumpy's outing.	Weather.	Holidays.

Key Stage One Curriculum: Rolling Programme for Science and Foundation Subjects

B

SCIENCE					
Seasonal Changes					
Living things and habitats		Plants (growth)		Use of everyday materials.	
HISTORY					
Significant People –national (Lowry)			Local history study – changes within living memory (railways)		
GEOGRAPHY					
The North West of England – studying human features; city, town, village. Use simple compass directions.		Local study & contrasting locality – Africa (Kenya) Use aerial photographs to recognise landmarks.		Name and locate the world's seven continent and five oceans. Continent study.	
ART	Focus artist: Kandinsky + 2 others				
Drawing: Focus on using lines and known shapes	Painting: create textured paint (using sand etc.)		Collage: experiment with creating mood and feeling with materials and objects	Textiles: Create a product by weaving materials and stitching	
DT					
Food; Handa's Surprise Understand where food comes from.	Mechanisms; Moving pictures (Incy Wincy Spider) Explore and use mechanisms (levers).				
PE					
Fundamentals of movements; Multiskills	*Ball Games*	*Gymnastics and Dance*	*OAA*	*Team Games*	*Sports day activities.*
Music					
Hands, feet & Heart (African music).		I wanna play in a band.		Round and round (Latin music).	
Computing					
To communicate; Saving work. Use technology to create, organise & store digital content.		To collect; data handling, pictograms and graphs.		E-Safety; safe browsing on the internet. Keeping personal information safe.	
PSHE					
Healthy eating.	Spirit of Christmas.	Never Eat Shredded Wheat.	The famous five.	Neighbourhood watch.	Where the wild things are.
RE					
Harvest and festivals of Harvest around the world.	Christmas gifts and gift bringers.	God & the story of creation.	Easter & new life.	Jesus was special.	Baptism (multi-faith link to other rites of passage.
FML					
Animal magic	Pirates	Rainbow fish (colours and numbers)	Travel and transport	Sea creature story.	Gingerbreadman

Lower Key Stage Two Curriculum: 2 year Rolling Programme for Science and Foundation

A

SCIENCE					
Animals including humans	Plants	Rocks		Light	Forces & magnets
HISTORY					
Ancient Greece		Ancient Egypt		Stone Age / Iron Age	
GEOGRAPHY					
Natural disasters		Mapping: changes over time/ Uk and world			
ART	Famous artist: Andy Goldsworthy (sculpture) + 2 others				
Drawing: Experiment and use different grades of pencil to achieve variations in tone	Painting: Experiment with different effects and textures .e.g. blocking colour, washes, thickening paint		Sculpture: Join clay to construct a simple base for extending and modelling other shapes		Printing: Create printing blocks and repeating patterns
DT	.				
Food: Healthy and varied diet		Structures: shell structures		Textiles: 2D to 3D	
PE – Supplement of swimming in Year 3 & Year 4					
Games; Football & Basketball	Gymnastics; Travelling	Dance; Exploring & communicating ideas	OAA; Creative games	Athletics	Games; Tennis
Music					
Christmas songs – variety of styles	R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul			++	
Computing					
Coding robotics & gaming		Collect, explore & record data		Digital communication & the web	
PSHE					
It's all Greek	Pupil voice project	Out of the box	"Ug!"	May the force be with you	Three giant steps
R.E					
3.1	God with us	Jesus the man who changed lives	Easter- sadness and joy	Rules for living	Harvest
FML					
A new start	The calendar & celebrations	Animals I like/don't like	Colours and playground games	Food we eat everyday	Going on a picnic

Lower Key Stage Two Curriculum: 2 year Rolling Programme for Science and Foundation

B

SCIENCE					
Living things and their habitats	Animals including Humans		States of matter	Sound	Electricity
HISTORY					
Local history: buildings/school/ inventions linked to Victorians		Romans		Ancient Greece	
GEOGRAPHY					
South America: rainforests		Rivers + water cycle			
ART:	**Famous artist: Cezanne (still life watercolours) + 2 others**				
Drawing: Begin to show an awareness of objects having a third dimension and how to represent this in a drawing		Painting: Investigate symbols, shape, form and composition	Collage: Use natural environment as stimulus for collage work	Textiles: Use printing, dyeing, weaving and stitching to create different textural effects	
DT					
Food: Healthy and varied diet		Mechanical systems: leverages and linkages		Electrical systems: simple circuits & switches	
PE – Supplement of swimming in Year 3 & Year 4					
Games; Hockey	Gymnastics; Travelling	Dance; Exploring & communicating ideas	OAA; Orienteering	Athletics	Games; Cricket
Music					
ABBA		Glockenspiel –basic instrument skills		Gospel	
Computing					
Creating & sharing digital artefacts		Problem solving and real world technology		Produce, edit & publish media	
PSHE					
Under attack	The spirit of Christmas	From out of the shadows	Window on the world	When Mickey met Wallace	
R.E					
God, David and the psalms	Christmas light	Jesus the son of God	Easter Betrayal	The church	Prayer
FML					
My school/ your school	My local area	A family tree	Parts of the body	Jungle animals	Summertime

Upper Key Stage Two Curriculum: 2 Year Rolling Programme for Science and Foundation Subjects

A

SCIENCE					
Animals, including humans	All living things	Properties and changes of materials		Earth and Space	Forces
HISTORY					
Early civilisation & a non-European society; Mayans		Anglo Saxons and Scots		Vikings	
GEOGRAPHY					
Comparison of national parks: Snowdonia and Banff		A region of Europe			
ART	**Famous artist Antonio Gaudi (architect) + 2 others**				
Drawing: Use different techniques. i.e. shading, hatching within own work	Painting: develop a painting from a drawing using complementary colours	Printing: Build up images or scenes through different printmaking – string, card, polystyrene		Sculpture: Plan, create and evaluate a sculpture using studied sculpture for inspiration	
DT					
Mechanical systems: pulleys or gears		Structures: framed structures		Food: celebrating culture and seasonality	
PE – Supplement of swimming in Year 3 & Year 4					
Games; Netball/Tag Rugby	Gymnastics; Flight (apparatus)	Dance; Exploring & communicating ideas	OAA; Map skills	Athletics	Games; Golf
Music					
Pop music		Jazz, Latin and blues		Hip hop	
Computing					
Coding; Robotics & gaming		Collect, explore & record data		Digital communications & the web	
PSHE					
Pupil voice	That's life	Walk like an Egyptian	A world of cracking ideas	Location, location,location	
R.E					
The Bible	Christmas around the world	Jesus the teacher	Easter - Victory	Women I the Old Testament	Loss, death and hope	Daniel	Pentecost – what happened next
FML					
My school, your school	Where I live	Healthy eating	Carnival, colours	Weather & countries	Going to the beach

Upper Key Stage Two Curriculum: 2 Year Rolling Programme for Science and Foundation Subjects

B

SCIENCE					
Living things and their habitats	Animals including humans		Evolution and inheritance	Light	Electricity
HISTORY					
Local study: Health in Warrington		WWI or \Britain since 1930s			
GEOGRAPHY					
Food around the world		Energy: fossil fuels and renewable			
ART	Famous artist : Pablo Picasso + 2 others				
Drawing: using tonal contrast and mixed media	Painting: Recreate a well-known piece or an element of a piece		Collage: Add collage to a painted, printed or drawn background		Textiles: Use fabric to create 3D structures
DT					
Textiles: combining different fabric shapes		Electrical systems: complex switches		Food: celebrating culture and seasonality	
PE –					
Games; Invasion	Gymnastics; Balance	Dance; Exploring & communicating ideas	OAA; Mapped courses	Athletics	Games; Rounders
Music					
Benjamin Britten (Western Classical music), Gospel, Bhangra		Grime, Classical, Bhangra, Tango, Latin Fusion		Western Classical music and your choice from Year 6	
Computing					
Creating & sharing digital artefacts		Problem solving & real world technology		Produce, edit & publish media.	
PSHE					
In your element	Pupil voice project	That's life	The Maya- city of stones	Music, lights, action!	
R.E					
Life is a journey	Advent	Eucharist	Easter	Ascension and Pentecost	Ideas about God	People of Faith
FML					
My everyday life	Where I live/ you live	Playing and enjoying sport	This is me	Restaurant and café culture	Performances

		LKS2		UKS2	
Working Scientifically		**A**	**B**	**A**	**B**
Age related expectations - End of KS1	**Ongoing Elements:** • asking simple questions and recognising that they can be answered in different ways. • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering & recording data to help in answering questions.				
Age related expectations - End of lower KS2	**Ongoing Elements:** • asking relevant questions and using different types of scientific enquiries to answer them. • setting up simple practical enquiries, comparative and fair tests • making accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.				
Age related expectations - End of upper KS2	**Ongoing Elements:** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, and models • reporting and representing findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • presenting findings in written form, displays and other presentations • using test results to make predictions to set up further comparative and fair tests • identifying scientific evidence that has been used to support or refute ideas or arguments. • A fair test, with variables and predictions				

Every Day Materials			A	B
KS1	• 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.			
KS1	• identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting & stretching.			

		LKS2		UKS2	
Materials; Rocks, state of matter, properties & changes of materials		A	B	A	B
KS2	• compare and group together different kinds of rocks on the basis of their simple physical properties • recognise that soils are made from rocks & organic matter. • describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock				
KS2	• 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.				
KS2	• compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic understand how 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 • demonstrate that dissolving, mixing and changes of state are reversible changes.				
KS2	• 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, oxidisation, and the action of acid on bicarbonate of soda. • 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 & gases to decide how to recover a substance from a solution.				

Animals including Humans		A	B
KS1	• identify and name a variety of common animals that are birds, fish, amphibians, reptiles, 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		
KS1	• 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) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		

		LKS2		UKS2	
Animals and Humans		A	B	A	B
KS2	• 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 • identify that humans and some animals have skeletons and muscles for support, protection and movement.				
KS2	• 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 & interpret a variety of food chains, identifying producers, predators & prey.				
KS2	• describe the changes as humans develop to old age.				
KS2	• describe the life process of reproduction in some animals • identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting). • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients & water are transported within animals including humans.				

Seasonal Changes		A	B
KS1	• observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.		

		LKS2		UKS2	
The Earth and Space		A	B	A	B
KS2	• describe the movement of the Earth 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.				

		LKS2		UKS2	
Movement, Forces & Magnetism		A	B	A	B
KS2	• compare how things move on different surfaces • notice that some forces need contact between two objects and some forces act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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.				
KS2	• 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 & gears, allow a smaller face to have greater effect. • understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.				

		LKS2		UKS2	
Light and Sound		**A**	**B**	**A**	**B**
KS2	• notice that light is reflected from surfaces associate shadows with a light source being blocked by something. • find patterns that determine the size of shadows. • recognise that they need light in order to see things & that dark is the absence of light. • recognise that light from the sun can be dangerous and that there are ways to protect their eyes.				
KS2	• recognise that shadows are formed when the light from a light source is blocked by a solid object • recognise that vibrations from sound travel through a medium to the ear. • identify how sounds are made, associating some of them with something vibrating • 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.				
KS2	• 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. • 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				

Plants; living things & their habitats		**A**	**B**
KS1	• identify and name a variety of common, wild & garden plants, including deciduous and evergreen • identify and describe the basic structure of a variety of common flowering plants, including trees.		
KS1	• 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.		

	• explore and compare the difference between things that are living, dead & things that have never been alive • Identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants & how they depend on each other. • identify & name a variety of plants and animals in their habitats, including micro-habitats. • describe how animals obtain their food from plants & other animals, using the idea of a simple food chain & identify and name different sources of food.		

		LKS2		UKS2	
Plants; living things & their habitats		**A**	**B**	**A**	**B**
KS2	• identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal				
KS2	• identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups • recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats. • recognise that living things can be grouped in a variety of ways.				
KS2	• describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death). • describe the differences in the life cycle of a mammal, an amphibian, an insect & a bird. • describe the life process of reproduction in some plants & animals.				
KS2	• classification of living things into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms • give reasons for classifying plants and animals based on specific characteristics..				

		LKS2		UKS2	
Electricity		**A**	**B**	**A**	**B**
KS2	• identify common appliances that run on electricity • construct a simple series electrical circuit, identifying & naming its basic parts including cells, wires, bulbs, switches & 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.				
KS2	• 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.				

		LKS2		UKS2	
Evolution and Inheritance		**A**	**B**	**A**	**B**
KS2	• 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 suited to and adapt to their environment in different ways. • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents				

History **KS1**

KS1	History	A	B
	Significant people in our past: international		
	Key events in past: National & Global		
	Significant people in our past: national		
	Local history; Warrington		
	Changes within living memory		
	National & global events beyond living memory		
	Compare aspects of life in different periods		
	Own locality study; Significant historical events – people and places		
	Use a wide vocabulary of everyday historical terms		
	Have an understanding of chronology with a focus on similarities and differences		
	Generic Features		
	Common words & phrases relating to the passage of time.		
	Know people and events within a chronological framework.		
	Identify similarities and differences between ways of life in different periods.		
	Ask & answer questions.		
	Understand how we find out about the past.		

History **KS2**

		LKS2		UKS2	
KS2	**History**	**A**	**B**	**C**	**D**
	• Changes in Britain from the Stone Age to the Iron Age				
	• The Roman Empire and its impact on Britain				
	• Britain's settlement by Anglo-Saxons & Scots				
	• Local Study linked to the Victorians				
	• Viking & Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				
	• Study of an aspect or theme in British History beyond 1066				
	• Achievements of the earliest civilizations; The Mayans *N.B. Count this as an earliest civilization & a non-European study – this can be linked to Geography South American study.*				
	• Achievements of the earliest civilisations; Ancient Greece/ Ancient Egypt				
	Generic Features				
	• *To develop a chronology of knowledge & understanding of Britain, local & world history.*				
	• *Note connections, contrasts & trends over time.*				
	• *Use historical terminology.*				
	• *Ask appropriate historical questions about change, cause, similarity, difference & significance.*				
	• *Draft an answer by choosing appropriate information.*				
	• *Understand that source materials can give differing versions of past events & give reasons.*				

Geography **KS1**

KS1	Geography	A	B
	1. Study 4 countries of UK		
	Name locale & identify 4 counties, capital cities, surrounding areas & characteristics.		
	Similarities & differences of human & physical features.		
	Weather		
	Maps; UK		
	Compass directions & routes		
	Aerial photographs & plans to recognise landmarks & devise own maps & symbols.		
	Use simple field work; Wales		
	2. Contrasting locality Warrington v Africa		
	Study of locality		
	Name & locate worlds continents & oceans		
	Study similarity & differences of the human physical geography		
	Weather including Equator, North & South Poles		
	Maps & Atlases: & world maps		
	Compass & directional		
	Photographs & landmarks		
	Field work around our school		

Geography **KS2**

		LKS2		UKS2	
KS2	**Geography**	**A**	**B**	**A**	**B**
	Study UK; Geographical settlements & changes over time				
	Study European Country; Spain				
	Study; North & South America; Rivers & water cycle				
	Geographical Study; Human & physical, location of countries: volcanoes/ earthquakes				
	Generic features				
	Location & characteristics of the most significant human & physical features.				
	Mapping countries, using maps & concentrating on key physical & human characteristics & major cities.				
	Name & locate cities of the UK.				
	Identify physical & human characteristics and how these have changed over time.				
	Identify significance of latitude and longitude, day & night, time zones etc.				
	Use 8 points of a compass and 4 figure grid methods.				
	Use six – figure grid references				
	Using synbols and keys of Ordnance Survey maps				
	Field work skills mapping; Atlas, globes, digital computer software.				
	Location knowledge; worlds, countries and major cities				
	Identify geographical similarities & differences for each one.				
	Physical features; climate zones, biomes, vegetation, rivers, mountains, volcanoes, earthquakes & water cycle.				
	Human geography; Types of settlements and land use, trade links, distribution of natural resources, energy, food, minerals & water.				