"Growing together at the heart of God's community"

Glazebury C.E. Primary School

A Rolling Programme for Science, R.E.
and the Foundation Subjects.
2019/20

KS1		Lower KS2		Upper KS2	
A	**B**	**A**	**B**	**A**	**B**
	EYFS		EYFS		EYFS
	Year 1		Year 1		Year 1
	Year 2		Year 2		Year 2
	Year 3		Year 3		Year 3
	Year 4		Year 4		Year 4
	Year 5		Year 5		Year 5
	Year 6		Year 6		Year 6

Early Years Foundation Stage Curriculum: Rolling Programme

A

Autumn Term :		Spring Term:		Summer Term:	
Autumn 1 -*Compassion*	Autumn 2- *Trust*	Spring 1 - *Love*	Spring 2 - *Forgiveness*	Summer 1 -*Creation*	Summer 2-*Hope*
Big Questions:					
Is everybody's home the same? In winter?	Why is it always cold in	How can we help Cinderella have a ball?	Twinkle, twinkle, little star how I wonder what you are? *Prevent :Manging feelings L1*	Was it once upon a mixed up time?	How do we make sense of the world? Prevent:Special jobs L2
Prime Area:	**Prime Area:**	**Prime Area:**	**Prime Area:**	**Prime Area:**	**Prime Area:**
Understanding the world Physical -Science Key focus	Understanding the world	Literacy, Communication & Language	Personal, Social & Emotional	Science key focus	Understanding the world
Underpinning all: Expressive Art and DT	**Specific Math and English, Reading and Phonics**				
Trips and visits:					
Walk around Glazebury Visit: Builders/Estate agents	Chill factory Snowplay	Visit: celebrities!! (Bishop/Father Richard Reverend Jan etc Mayor	Visit :PCSO	Warrington Museum University students	visitors: All year groups Boxes to make and evaluate
Suggested Texts : Reception					
The house that Jack built *Emma's Lamb* *Room on a broom* *Squash and a squeeze*	*Penguin small* *Polar bear, polar bear what do you hear?* *Looking at animals in cold places*	Spinderella Red knit cap girl Cinderella Princess Smarty pants	Rainbow fish (prevent) The Gruffalo Little mouse book of big fears No David! Diary of a Wombat	The Lion inside Hairy Maclary We're going on a bear hunt	Special jobs(prevent) Dig Dig digging Suddenly! All join in.
PE: Prime Area Physical					
Fundamentals of movements; Multiskills	*Ball Games*	*Gymnastics and Dance*	*OAA*	*Team Games*	*Sports day activities.*
RE: Seasons and celebrations- examples					
Diwalli Harvest **I am special**	**Christmas**	Eid Chinese new year **Christingle**	Mother's day **Easter - Spring**	Father's day **Stories Jesus heard Stories Jesus told**	GOD **Special time**
MFL: Songs and Rhymes French J Lloyd Network Floor Book					
Music Charanga songs and Rhymes					

Early Years Foundation Stage Curriculum: Rolling Programme

B

Autumn Term :		Spring Term:		Summer Term:	
Autumn 1 - *Truthfulness*	Autumn 2 - *Peace*	Spring 1 -*Friendship*	Spring 2 -*Justice*	Summer 1- *Humility*	Summer 2- *Wisdom*
Big Questions:					
What do I know about me? *Prevent :My community* L1	Why are there so many leaves on the ground?	Who are the famous characters inside my books?	Should Goldilocks say sorry?	Are all minibeasts scary?	Who can I ask for help? *Prevent: Similarities & differences L2*
Prime Area:	**Prime Area:**	**Prime Area:**	**Prime Area:**	**Prime Area:**	**Prime Area:**
Understanding the world Physical	Understanding the world	Literacy, Communication & Language	Personal, Social & Emotional	Science key focus	Understanding the world
Underpinning all: Expressive Art and DT	**Specific Math and English, Reading and Phonics**				
Trips and visits:					
School Nurse	School Garden Glazebury Community Garden	Storytime at the Library	Reverend Jan	Minibeast zoo Butterflies	Parents: Vet/nurse/etc
Suggested Texts : Reception					
*I am Henry Finch *The baby who wouldn't go to bed *Open wide my 1st trip to the dentist *The incredible book eating boy My world , your world(Prevent)	*My World, my Seasons *Elmer and the wind * Kipper's Rainy Day *One stormy night	*Where the Wild things are? *Traction Man *Honestly Red Riding Hood was rotten! *The Tiger who came to tea	*Martha doesn't Say sorry! * Willy the Wimp *The Owl who was Afraid of the dark *Not now Bernard	*The bad-tempered Ladybird *Anansi *There was an old woman who swallowed a fly *Spider	*Dear Greenpeace *Emergency! * *Flashing Fire Engine *Can't you sleep Little Bear Elmer: (Prevent)
PE: Prime Area Physical					
Fundamentals of movements; Multiskills	*Ball Games*	*Gymnastics and Dance*	*OAA*	*Team Games*	*Sports day activities.*
Use of technology					
RE: Seasons and celebrations- examples					
Diwalli Harvest	Christmas Friendship	Eid Chinese new year Christingle	Easter - Spring	Prayer	GOD Special people
MFL: Songs and Rhymes French J Lloyd Network Floor Book					
Music Charanga songs and Rhymes Floor book					

THE 2 YEAR ROLLING PROGRAMME: **Key Stage One Curriculum: Rolling Programme for Science and Foundation Subjects** **A**

Christian Values:A1-Compassion A2-Trust	**Sp1-Love Sp2-Forgiveness**	**S1-Creation S2-Hope**
SCIENCE: Autumn Term:	**Spring Term:**	**Summer Term:**
Why does it get dark earlier in Winter? (Seasonal changes)	**Why are Humans NOT like Tigers? (**Animals inc Humans) **How could you be the next Jessica Ennis or Mo Farrah?**	**What is our school made of?** (Use of everyday materials)
HISTORY: Autumn Term	**Spring Term:**	**Summer Term:**
Why should "Gunpowder, treason and plot" never be forgotten? (significant historical event)	**Why were Christopher Columbus and Neil Armstrong brave People?** (significant people (Nationally/Globally)	**Would the Beatles have won the X factor?** (Local History)
GEOGRAPHY : Autumn Term:	**Spring Term:**	**Summer Term:**
Where do leaves go in the winter? (seasonal changes)	Mapping local journeys / Mapping global -NSEW	**Why do we love to be by the seaside?** (Physical/Human Geography) **(Cooking in topic)**
ART: Autumn Term: Paul Klee	**Spring Term: Barbara Hepworth Sculptor**	**Summer Term: Henri Rousseau**
Painting: **How can we paint a firework display?**	Drawing: **How do you feel in this picture?** / Sculpting: **what's that creepy crawly creature?**	Printing: **How can we print a meadow?**
DT: Autumn Term:	**Spring Term:**	**Summer Term:**
How can we put on a finger puppet show? (textiles)	**How can we make a picture move?** (Mechanisms) **Will you shake, pluck or hit your musical instrument**? (construction)	**How will we float our boats? (**materials) **Can we design our own bedroom door signs?** (Mouldable materials)
PE: Autumn Term:	**Spring Term:**	**Summer Term:**
Multi-skills Ball Games	**Creative Dance and Gym OAA**	**Team Games Sports day activities**
Music: Autumn Term:	**Spring Term:**	**Summer Term:**
Christmas music.	Rhythm in the way we walk.	Glockenspiel Stage 1.
Computing: Autumn Term:	**Spring Term:**	**Summer Term:**
Fire –Fire: programme with own sprites to retell story related to fire **E safety**	**Brave People :** creating artwork , power point and touch typing**. E safety**	**Jetting off:** Video about how IT is used at the airport**. E safety**
PSHE: Autumn Term: (B.V.Prevent Lesson)	**Spring Term:**	**Summer Term:**
Whatever the weather Come and celebrate	**Happy families Fairies and Frogs**	**Here comes the sun (B.V. Prevent lesson)**
RE: Autumn Term :	**Spring Term:**	**Summer Term:**
The Bible Christmas Good news And New beginnings	**Jesus; friend to everyone Easter Symbols and festivals in Other faiths (Cooking)**	**The Church Ascension and Pentecost**
MFL: Autumn Term:	**Spring Term:**	**Summer Term:**
Communication Christmas Carol	**Night Beasts The Plant Pot Story**	**Mr Gumpy's Outing Weather/Holidays**

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

B

Christian Value- A1Truthfulness A2-Peace	Sp1-Friendship Sp2- Justice	S1-Humility S2- Wisdom
SCIENCE: Autumn Term	**Spring Term:**	**Summer Term:**
Why would a dinosaur not make a good pet? (Living Things and their habitats) **How do the seasons impact on what we do?** (Seasonal Changes)	**Which birds and plants would Little Red Riding Hood find in Glazebury?** (Animals including humans-Plants) **How can we grow our own salad?** (Plants)	**Which materials should the Three Little pigs have used to build their house?** (Everyday materials)
HISTORY: Autumn Term	**Spring Term:**	**Summer Term:**
What were the people who lived here like a 100 years ago? (significant historical events beyond living memory nationally or globally) **(Cooking in topic)**	**Who was famous when Mum and Dad were little?** (significant individuals who have contributed to national and international achievements)	**Why is the Wii more fun than our Grandparent's old toys?** (Changes within)
GEOGRAPHY: Autumn Term	**Spring Term:**	**Summer Term:**
***What would Dora The Explorer find exciting about Glazebury?** **(**simple fieldwork, observational skills - key human and physical features of surrounding area)	**Where would you prefer to love England of Africa?** **(**Local study & contrasting locality – Africa (Kenya) Use aerial photographs to recognise landmarks.	**Why can't a MeerKat live in the North Pole?** (Seasonal /daily weather patterns –hot and cold areas of the world – north and south poles)
ART: Autumn Term: Van Gogh	**Spring Term:** Giuseppe Arcimboldo and Sonia Boyce	**Summer Term:** Picasso
Drawing: **What is a still life anyway?**	Painting: **How can we turn that photograph into a painting?**	Textiles: **Where will we fly the class flag?**
DT: Autumn Term:	**Spring Term:**	**Summer Term:**
Why might our dinosaurs bite you? (Mechanisms)	**What shall we have in our sandwiches today?** (Cooking and Nutrition)	**What else could the Three Little Pigs built their house from?** (Materials)

PE: Autumn Term:		**Spring Term:**		**Summer Term:**	
Multiskills	*Gymnastics and Dance*	*Ball Games*	*OAA*	*Team Games*	*Sports day activities.*

Music: Autumn Term:	**Spring Term:**	**Summer Term:** **(B.V. Prevent Lesson)**
Hands, feet & Heart (African music).	I wanna play in a band.	Round and round (Latin music).
Computing: Autumn Term:	**Spring Term:**	**Summer Term:**
Where I live /where I belong: Bee bots instructions **E safety**	**All the fun of the sea side** : e books **E safety**	**Where the wild animals are** . programme with animals predicting behaviours **E safety**

PSHE: Autumn Term (B.V. Prevent lesson)		**Spring Term:**		**Summer Term:**	
Healthy eating.	Spirit of Christmas.	Never Eat Shredded Wheat.	The famous five.	Neighbourhood watch.	Where the wild things are.

RE: Autumn Term:		**Spring Term:**		**Summer Term:**	
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.

MFL: Autumn Term:		**Spring Term:**		**Summer Term:**	
Animal magic	Pirates	Rainbow fish (colours and numbers)	Travel and transport	Sea creature story.	Gingerbread man

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

A

Christian Values:A1-Compassion A2-Trust	Sp1-Love Sp2-Forgiveness	S1-Creation S2-Hope
SCIENCE: Autumn Term:	**Spring Term:**	**Summer Term:**
What do Rocks tell us about the way the Earth was formed? (Rocks)	**How can you throw your shadow? (**light) **Which wild animals and plants thrive in our locality?** (Living things and their habitats)	**How did that Blossom become an apple?** (Plants)
HISTORY: Autumn Term:	**Spring Term:**	**Summer Term:**
Who lived first in Britain? (Stone Age to Iron Age)	**Who is the Mummy?** (Ancient civilisation – Ancient Egypt) **(B.V. Prevent Lesson)**	**Why were the Norman Castles certainly NOT bouncy?** (British History beyond 1066) **(Cooking in topic)**
GEOGRAPHY: Autumn Term	**Spring Term:**	**Summer Term:**
Physical Geography -Mapping skills linked _Stone Age	**What makes the Earth angry?** (Physical Geography- Volcanoes, Earthquakes and Tsunamis)	**Why is Liverpool such a cool place to live? (**Physical Geography)
ART: Autumn Term: Lezanne-watercolours	**Spring Term: Glimpt**	**Summer Term: Lucien Freud / Holbien -Portraits**
Drawing: Could we be book illustrators?	**Sculpture: What is in front of the mask?**	**Painting: What's that coming over the hill?** / **Printing: How can we string together a printed picture?**
DT: Autumn Term:	**Spring Term:**	**Summer Term:**
What's your favourite type of pizza?(Food)	**How can we design and make a small jewellery Container?** (mouldable materials)	**How will we bridge that gap? (**Construction)
PE –Autumn Term:	**Spring Term:**	**Summer Term:**
Supplement of swimming in Year 3 & Year 4 ames; Football & Basketball	**Gymnastics; Travelling** / **Dance; Exploring & communicating ideas** / **OAA; Creative games**	**Athletics** / **Games; Tennis**
Music: Autumn Term:	**Spring Term:**	**Summer Term:**
Christmas songs – variety of styles	**Easter songs**	**R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul**
Computing: Autumn Term:	**Spring Term:**	**Summer Term:**
Early settlements :Coding using own sprites **E Safety**	**Egypt** : research & annotated video **E safety**	**Normans** : create recipe website with Norman foods **E Safety**
PSHE: Autumn Term: (B.V. Prevent Lesson)	**Spring Term:**	**Summer Term:**
It's all Greek **Pupil voice project**	**Out of the box** / **"Ug!"**	**May the force be with you** / **Three giant steps**
R.E Autumn Term:	**Spring Term:**	**Summer Term:**
3.1	**God with us** / **Jesus the man who changed lives** / **Easter- sadness and joy** / **Rules for living** / **Harvest**	
MFL: Autumn Term:	**Spring Term:**	**Summer Term:**
A new start	**calendar & celebrations** / **Animals I like/don't like** / **Colours playground games**	**Food we eat everyday** / **Going on a picnic**

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

B

Christian Value- A1Truthfulness A2-Peace		**Sp1-Friendship Sp2- Justice**		**S1-Humility S2- Wisdom**	
SCIENCE: Autumn Term:		**Spring Term:**		**Summer Term:**	
Why is the sound that "Ed Sheeran" makes enjoyed by so many? (Sound) **How could we cope without Electricity for one day?** (Electricity)		**Are you attractive enough?** (Forces and Magnets) **How would you survive without water?** (States of matter)		**What happens to the food we eat?** (Animals inc. Humans) **How can Usain Bolt move so quickly?** (Animals inc Humans)	
HISTORY: Autumn Term:		**Spring Term:**		**Summer Term:**	
Why are we still talking about Ancient Greece? (Ancient Civilizations-significant themes in history)		**What did the Romans ever do for us?** (Impact on Britain- significant themes in history-local viewpoint)		**How did the Victorians live without a mobile phone? (B.V. Prevent Lesson)**(local history – Leisure and entertainment 100 years ago to date)	
GEOGRAPHY: Autumn Term:		**Spring Term:**		**Summer Term:**	
Why do so many people choose to go to Greece for their holidays? (Human Geography) **(Cooking in topic)**		Physical geography – using maps linked to Romans		**Why is the River Irwell so important to our area?** (Human Geography)	
ART: Autumn Term: Architecture: Ancient Greece		**Spring Term: Kandinsky**		**Summer Term: Andy Goldsworthy -Sculpture**	
Drawing: How can we bring our drawings to life?		**Painting: Which famous artists live near here?**		**Collage: Use natural environment as stimulus for collage work** **Textiles: How can we change the colour of that fabric?**	
DT: Autumn Term:		**Spring Term:**		**Summer Term:**	
Will our holiday bag survive the journey? (Textiles)		**How will our tiles stay on the roof?** (mouldable materials)		**What would my dinner be back in time?** (Cooking and nutrition)	
PE : Autumn Term:		**Spring Term:**		**Summer Term:**	
	Gymnastics; Travelling	**Dance; Exploring & communicating ideas**	**OAA; Orienteering**	**Athletics**	**Games; Cricket**
Music: Autumn Term:		**Spring Term:**		**Summer Term:**	
ABBA		**Glockenspiel –basic instrument skills**		**Gospel**	
Computing: Autumn Term:		**Spring Term:**		**Summer Term:**	
Greeks: Creating Maze game –digital communication **Esafety**		**Romans:** I Pads – email communication **E safety**		**Victorians –** Survey to Produce, edit & publish media **E safety**	
PSHE: Autumn Term: (B.V. Prevent Lesson)		**Spring Term:**		**Summer Term:**	
Under attack	**The spirit of Christmas**	**From out of the shadows**	**Window on the world**	**When Mickey met Wallace**	
R.E: Autumn Term:		**Spring Term:**		**Summer Term:**	
God, David and the psalms	Christmas light	Jesus the son of God	Easter Betrayal	The church	Prayer
MFL: Autumn Term:		**Spring Term:**		**Summer Term:**	
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

Christian Values:A1-Compassion A2-Trust	**Sp1-Love Sp2-Forgiveness**			**S1-Creation**	**S2-Hope**	
SCIENCE: Autumn Term:	**Spring Term:**				**Summer Term:**	
Could you be the next CSI investigator? (Properties and changes of materials)	**Will we ever send another human to space?** (Earth and Space) **What comes first the chicken or the egg?** (Living things and their habitats)				**How different will you be when as old as your Grandparents?** (Animals inc Humans) **Can you feel the force?** (Forces)	
HISTORY : Autumn Term:	**Spring Term: (Cooking in topic)**				**Summer Term:**	
Who were the Mayans and what have we learnt from them? (Early civilisation & a non-European society)	**Were the Anglo Saxons really smashing? (**settlements and kingdoms) **(B.V. Prevent Lesson)**				**Were the Vikings always victorious and vicious? (**Including the Anglo Saxon struggles –raids and invasions)	
GEOGRAPHY: Autumn Term:	**Spring Term:**				**Summer Term:**	
Why is Brazil in the news again? (Human geography)	**I'm a year 6 pupil get me out of here?** (Physical and Human geography- Mapping skills/compass work, field work :**Snowdonia and Glazebury)** **Will you ever see the water you drink again?** (Local study –H2O in Warrington)				**Settlements- Scandinavia** (link to Vikings -Mapping skills- Human and Physical Geography)	
ART: Autumn Term: Anish Kapoor, Antonia Gaudia (architect)	**Spring Term: Monet – Art day**				**Summer Term: Anthony Gormley -Sculptor**	
Drawing: Where is the detail in that picture?	**Painting: How did the great artist's see themselves?**		**Printing: How will we screen print our own posters?**		**Sculpture: Has thou slain the Jabberwock?**	
DT: Autumn Term:	**Spring Term:**				**Summer Term:**	
How handy are our gloves? (Textiles)	**Who will win the Great British Bake-off?** (Cooking and Nutrition)				**Will our theatre props be ready for Opening night? (**mechanisms)	
PE – Autumn Term:	**Spring Term:**				**Summer Term:**	
Games; Netball/Tag Rugby	**Gymnastics; Flight**	**Dance; Exploring & communicating ideas**	**OAA; Map skills**		**Athletics**	**Games; Golf**
Music: Autumn Term:	**Spring Term:**				**Summer Term:**	
Pop music	**Jazz, Latin and blues**				**Hip hop**	
Computing: Autumn Term:	**Spring Term:**				**Summer Term:**	
Mayans: coding maze game, **E Safety**	**Anglo Saxons:** Research video making, **E Safety**				**Vikings** :Email Digital communications & the web, **E Safety**	
PSHE: Autumn Term (B.V. Prevent Lesson)	**Spring Term:**				**Summer Term:**	
Walk like a Mayan	**That's life**	**Pupil voice**	**A world of cracking ideas**		**Location, location, location.**	
R.E: Autumn Term:	**Spring term:**				**Summer Term:**	
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**
MFL: Autumn Term:	**Spring Term:**				**Summer Term:**	
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

Christian Value- A1Truthfulness A2-Peace	**Sp1-Friendship Sp2- Justice**			**S1-Humility S2- Wisdom**	
SCIENCE: Autumn Term:	**Spring Term:**			**Summer Term:**	
Could you be the next Nintendo apprentice? (Electricity) **How can you light up your life?** (light)	**Could Spiderman really exist?** (Living things and their habitats) **What would a journey through your body look like?** (Animals inc Humans)			**Have we always looked like this?** (Evolution and Inheritance)	
HISTORY: Autumn Term:	**Spring Term:**			**Summer Term:**	
How could Hitler have convinced a nation to follow him? (British history beyond 1066 – since 1930 -WW1 & WW2) **(Cooking in topic)**	**Why should the world be ashamed of slavery?** (history extending beyond 1066) **(B.V. Prevent Lesson)**			**Why was the Islamic Civilization around AD900 known as "The Golden Age"?** (non- European society) **(Cooking in topic)**	
GEOGRAPHY: Autumn Term:	**Spring Term:**			**Summer Term:**	
Physical Geography -Mapping skills – Britain since 1930	**I'm a year 6 pupil get me out of here?** (Physical and Human geography- Mapping skills/compass work, field work :**Snowdonia and Glazebury) Why do we need to think about the Rainforests? (**Physical and Human)			**Physical and Human Geography – World and Islamic Regions**	
ART: Autumn Term –Paul Nash/Lowry	**Spring Term: Freedom quilt- Sweet Clara**			**Summer Term: Islamic architecture**	
Drawing: How can we design our own font?	**How can we reflect our Christian values? (**Textiles/construction)			**Will our Theatre props be ready for opening night? (mechanisms)**	
DT: Autumn Term:	**Spring Term:**			**Summer Term:**	
How far will our model plane fly? (materials)	**How can we reflect our Christian values? (**Textiles/construction)			**Collage: What did buildings look like back then? or Will our Theatre props be ready for opening night? (mechanisms)**	
PE : Autumn Term:	**Spring Term:**			**Summer Term:**	
Games; Invasion	**Gymnastics; Balance**	**Dance; Exploring & communicating ideas**	**OAA; Mapped courses**	**Athletics**	**Games; Rounders**
Music: Autumn Term:	**Spring Term:**			**Summer Term:**	
Benjamin Britten (Western Classical music), Gospel, Bhangra	**Grime, Classical, Bhangra, Tango, Latin Fusion**			**Western Classical music and your choice from Year 6**	
Computing: Autumn Term:	**Spring Term:**			**Summer Term:**	
WWII – design/write/debug, design and create a range of programmes –**E Safety**	**Out of Africa** – analysis, evaluating and presentation of data and information market research Apps **E Safety**			**China:** patterns using repetition programmes. **E Safety**	
PSHE: Autumn Term:	**Spring Term:**			**Summer Term:**	
In your element (B.V. Prevent Lesson)	**Pupil voice project**	**That's life**	**The Maya- city of stones**	**Music, lights, action!**	
R.E: Autumn Term:	**Spring Term:**			**Summer Term:**	
Life is a journey	**Advent**	**Eucharist**	**Easter**	**Ascension and Pentecost**	**Ideas about God**	**People of Faith**
MFL: Autumn Term:	**Spring Term:**			**Summer Term:**	
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.				