GLAZEBURY C.E. PRIMARY SCHOOL AND NURSERY

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

2018/19

Cohort	KS1		Lower KS2		Upper KS2	
	A	B	A	B	A	B
2017-2024						
2016- 2023						
2015- 2022						
2014-2021						
2013- 2020						
2012- 2019						
2011-2018						

THE 2 YEAR ROLLING PROGRAMME

A

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

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)
ART: Autumn Term: Paul Klee	**Spring Term: Barbara Hepworth Sculptor**		**Summer Term: Henri Rousseau**
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: 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:**
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: 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**		**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

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)	**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: Focus on using lines and known shapes	Painting: create textured paint (using sand etc.) Collage: creating mood and feeling -materials and objects	Textiles: Create a product by weaving materials and stitching
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:**
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: 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

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)	
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: Experiment and use different grades of pencil to achieve variations in tone	**Sculpture: Join clay to construct a simple base for extending and modelling other shapes**	**Painting: Experiment with different effects and textures .e.g. blocking colour, washes, thickening paint**		**Printing: Create printing blocks and repeating patterns**	
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:**	
Coding robotics & gaming	Collect, explore & record data			Digital communication & the web	
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

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)	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: 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: 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:	
Supplement of swimming in Year 3 & Year 4 Games; Hockey	**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:
Creating & sharing digital artefacts	**Problem solving and real world technology**	**Produce, edit & publish media**

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

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:	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: 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: 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:
Coding; Robotics & gaming	**Collect, explore & record data**	**Digital communications & the web**

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

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 and WW2)	**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)
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: using tonal contrast and mixed media	**Textiles: Use fabric to create 3D structures**	**Collage: Add collage to a painted, printed or drawn background**	**Painting: Recreate a well-known piece or an element of a piece**

DT: Autumn Term:	Spring Term:	Summer Term:
How far will our model plane fly? (materials)	**How can we reflect our Christian values? (**Textiles/construction)	**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:
Creating & sharing digital artefacts	**Problem solving & real world technology**	**Produce, edit & publish media.**

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.				