

Science, PE, RE						
Cycle A/C: 2020-2021 & 2022- 2023	1 st half term	2 nd half term	3 rd half term	4 th half term	5 th half term	6 th half term
KS1	<p>Everyday Materials Y1</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Working scientifically</p> <ul style="list-style-type: none"> 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 and recording data to help in answering questions <p>Gymnastics</p> <ul style="list-style-type: none"> move confidently and safely in their own and general space; using changes of speed, level and direction; copy or create and link movement phrases with a beginning, middle and end; perform movement phrases using a range of body actions and body parts; know how to carry and place apparatus; recognise how their body feels when still and when exercising; watch, copy and describe what they and others have done. <p>How is someone welcomed into Christianity?</p> <ul style="list-style-type: none"> the meaning of water in Christian baptism. compare infant and adult baptism. 	<p>Everyday Materials Y2</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Working scientifically</p> <ul style="list-style-type: none"> 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 and recording data to help in answering questions <p>Dance</p> <ul style="list-style-type: none"> explore movement ideas and respond imaginatively to a range of stimuli; move confidently and safely in their own and general space, using changes of speed, level and direction; compose and link movement phrases to make simple dances with clear beginnings, middles and ends; perform movement phrases using a range of body actions and body parts; recognise how their body feels when still and when exercising; talk about dance ideas inspired by different stimuli; copy, watch, and describe dance movement. <p>Why do Christians give gifts at Christmas? why Christians give and receive gifts in the context of the Nativity story.</p>	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food <p>Working scientifically</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment identifying and classifying using their observations and ideas to suggest answers to questions <p>Games</p> <ul style="list-style-type: none"> be confident and safe in the spaces used to play games; explore and use skills, actions and ideas individually and in combination to suit the game they are playing; choose and use skills effectively for particular games; understand that being active is good for them; describe what they are doing; watch, copy and describe what others are doing <p>Belonging to the Sikh Family</p> <ul style="list-style-type: none"> Welcoming a new baby to the Sikh faith How Sikhs show that they belong – the 5K's 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food <p>Working scientifically</p> <ul style="list-style-type: none"> 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 and recording data to help in answering questions <p>Gymnastics</p> <ul style="list-style-type: none"> move confidently and safely in their own and general space; using changes of speed, level and direction; copy or create and link movement phrases with a beginning, middle and end; perform movement phrases using a range of body actions and body parts; know how to carry and place apparatus; recognise how their body feels when still and when exercising; watch, copy and describe what they and others have done. <p>What do Christians remember at Easter?</p> <ul style="list-style-type: none"> meaning of eggs at Easter. the link between Easter eggs and Jesus' new life. 	<p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees <p>Working scientifically</p> <ul style="list-style-type: none"> 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 and recording data to help in answering questions <p>Athletics</p> <ul style="list-style-type: none"> developing awareness of speed & distance learning to run in a coordinated & fluent way learning to run at different speeds for short & longer durations <p>Belonging to the Muslim family</p> <ul style="list-style-type: none"> all religions have different ways to help people be together welcoming a new baby mosque, Qur'an, prayer mat, prayer beads, Wuzu 	<p>Animals including humans Y2</p> <ul style="list-style-type: none"> 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 <p>Working scientifically</p> <ul style="list-style-type: none"> 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 and recording data to help in answering questions <p>Athletics</p> <ul style="list-style-type: none"> developing spatial awareness learning to run in a coordinated & fluent way over obstacles learning to run at different speeds over obstacles <p>A man called Muhammad</p> <ul style="list-style-type: none"> Stories of Muhammad How the mosque helps Muslims connect to God. Why Muhammad is described as a prophet as well as a leader.
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	<p>Animals including humans Y2</p> <ul style="list-style-type: none"> 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 <p>Working scientifically</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways 	<p>Animals including humans and the human body</p> <p>Working scientifically</p> <ul style="list-style-type: none"> 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 and recording data to help in answering questions <p>Gymnastics</p>	<p>Everyday materials Y1 & 2</p> <p>Working scientifically</p> <ul style="list-style-type: none"> 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 and recording data to help in answering questions 	<p>Everyday materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Working scientifically</p>	<p>Plants</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Working scientifically</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying 	<p>Seasonal Changes Y1 (taught per season)</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>Working scientifically</p> <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> observing closely, using simple equipment, identifying and classifying <p>Dance</p> <ul style="list-style-type: none"> explore, remember, repeat and link a range of actions with coordination, control; develop an awareness of the expressive qualities of the dance; compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings; <p>The Guru Granth Sahib: a living guru</p> <ul style="list-style-type: none"> how Sikhs show respect for their sacred book Gurmurkhi Mool Mantar <p>Guru Nanak: an extraordinary life</p>	<ul style="list-style-type: none"> remember, repeat and link body shapes and balances with control and accuracy; recognise and describe what their bodies feel when physically active; lift, move and place equipment safely; evaluate and improve their work. <p>Why do Christians celebrate Christmas?</p> <ul style="list-style-type: none"> Christians welcome Jesus because he helps them <p>Christmas celebration</p>	<p>Dance</p> <ul style="list-style-type: none"> recognise and describe how different dance activities make them feel; understand the importance of warming up and cooling down; watch and describe dance phrases and dances, and use what they learn to improve their own work. <p>What did Jesus leave behind?</p> <ul style="list-style-type: none"> Parable of the Good Samaritan Parable of the lost sheep 	<ul style="list-style-type: none"> 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 and recording data to help in answering questions <p>Athletics - Throwing for distance and accuracy</p> <ul style="list-style-type: none"> remember, repeat and link body shapes and balances with control and accuracy; recognise and describe what their bodies feel when physically active; lift, move and place equipment safely; evaluate and improve their work. <p>Why do Christians remember the Last Supper?</p> <ul style="list-style-type: none"> Christians believe Jesus can help people to be better Representation of Jesus by Christians as a light in darkness 	<ul style="list-style-type: none"> using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions <p>Athletics</p> <p>Jumping for Height & Distance</p> <ul style="list-style-type: none"> developing awareness of distance & height learning to take off & land in a coordinated & controlled way learning to jump in a variety of different ways <p>Combination Jumping</p> <ul style="list-style-type: none"> developing awareness of distance & height learning to link a variety of different jumps together learning to link movements in a coordinated & controlled way <p>Why is the Qur'an a sacred book?</p> <ul style="list-style-type: none"> The Qur'an How Muslims show respect for the Qur'an Qur'anic story of Nuh 	<ul style="list-style-type: none"> gathering and recording data to help in answering questions <p>Athletics</p> <ul style="list-style-type: none"> developing awareness of distance & weight learning to throw in a coordinated way for distance learning to throw a range of different throwing implements developing awareness of distance & weight learning to throw in a coordinated way for accuracy learning to throw a range of different throwing implements <p>The Torah: God's Law for the Jews</p> <ul style="list-style-type: none"> Abraham and Moses – their stories and role in Jewish history
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