

# Penketh Primary School

A curriculum programme for Science,  
Computing and the foundation subjects in  
EYFS, KSI and KS2

Updated version 2024-25 (VI)



# Science progression through EYFS

## UTW: The Natural World

Focus	Seasonal changes	Everyday materials	Plants	Animals including humans	Vocabulary – To be used daily.	
Reception Skills	<ul style="list-style-type: none"> <li>Describe what they see, hear &amp; feel whilst outside</li> <li>Observational drawings of the natural world</li> <li>Discuss how to care for the living things &amp; their habitats</li> <li>Examine change over time</li> <li>Express opinions on natural &amp; built environments &amp; opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>Explore collections of materials with similar and/ or different properties.</li> <li>Talk about the differences between materials and changes that they notice.</li> <li>Characteristics of liquids &amp; solids e.g. cooking eggs, melting chocolate.</li> <li>Observe &amp; interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object &amp; a boat floating on water.</li> </ul>	<ul style="list-style-type: none"> <li>Extend vocabulary: blossom, buds, bulb, evergreen, deciduous.</li> <li>Describe what they see, hear &amp; feel whilst outside.</li> <li>Name &amp; describe some plants.</li> <li>Draw pictures of plants.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping &amp; hygiene can contribute to good health.</li> <li>Describe what they see, hear &amp; feel.</li> <li>Identify different parts of their body &amp; animals.</li> <li>Be able to show care and concern for living things.</li> <li>Know the effects exercise has on their bodies.</li> <li>Have some understanding of growth and change.</li> <li>Talk about things they have observed including animals.</li> <li>Observational drawings of animals.</li> </ul>	Test, fair, why, senses, world, plants – leaf, stem, root, flower, animals, humans, materials - waterproof, natural, change, growth, decay, environment, heavy, light, float, sink, stretch, snap, magnetic, baby, toddler, child, teenager, adult, egg, caterpillar, chrysalis, bark, stick, branch, seasons, melt, liquid, solid, hard, soft, kitten, puppy, foal, calf etc	
Reception Knowledge	<p style="text-align: center;"><b>Autumn 1</b> Me and My Family</p> <p style="text-align: center;"><b>Autumn 2</b> Seasons and Celebrations</p>	<p style="text-align: center;"><b>Spring 1</b> The Ocean</p> <p style="text-align: center;"><b>Spring 2</b> Transport</p>	<p style="text-align: center;"><b>Summer 1</b> Growth and Change</p> <p style="text-align: center;"><b>Summer 2</b> Castles and Dragons</p>	<ul style="list-style-type: none"> <li>Can name own body parts using the text Funny Bones as a support – all above + shoulders, ribs, backbone, knees, elbow.</li> <li>Can piece back together the parts of the body and locate upon request.</li> <li>Can name their five senses and what each one does.</li> <li>Can name the 4 seasons.</li> <li>Can talk about similarities and differences between each season.</li> <li>Can name the characteristics of each season.</li> <li>Can talk about hibernation and migration.</li> </ul>	<ul style="list-style-type: none"> <li>Know the effects of heating and cooling on ingredients such as melting and freezing.</li> <li>Can classify a set of objects by their materials – wood, plastic, fabric, and glass.</li> <li>Can name the characteristics of materials.</li> <li>Can describe the most suitable materials for building and give explanations as to why.</li> </ul>	<ul style="list-style-type: none"> <li>All plants need water, light and warmth to grow and survive.</li> <li>A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight.</li> <li>Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly &amp; ladybirds.</li> <li>Can describe the life cycle of a chick using correct terminology e.g. embryo, incubation, hatching.</li> <li>Knows that meat is produced from animals.</li> </ul>
	Seasonal Changes	Everyday Materials	Plants	Animals including humans		

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KS1 Science Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Animals including humans</b></p> <p><b>Classification of animals</b></p> <p>Fish, amphibians, reptiles, birds, mammals</p>	<p><b>Seasonal change</b></p> <p>Measuring changes across the four seasons, associated weather, day length ongoing across the year</p>	<p><b>Everyday materials</b></p> <p>Name everyday materials and their physical properties and uses</p>	<p><b>Seasonal changes</b></p> <p>Measuring changes across the four seasons, associated weather, day length ongoing across the year</p>	<p><b>Plants</b></p> <p>Identify and name common wild and garden plants, basic structure of common flowering plants and trees</p>	<p><b>Seasonal changes</b></p> <p>Measuring changes across the four seasons, associated weather, day length ongoing across the year</p>
Year 2	<p><b>Animals including humans</b></p> <p>Life cycle and basic needs, exercise, diet, hygiene</p>	<p><b>Living things and their habitats—living and non living</b></p> <p>Habitats and micro habitats, simple food chain</p>	<p><b>Uses of Everyday Materials</b></p> <p>Identify and compare uses of everyday materials, find out some materials shape can be changed by squashing, bending, twisting and stretching</p>		<p><b>Plants</b></p> <p>How seeds and bulbs grow into mature plants and what plants needs to stay healthy—water, light, suitable temperature</p>	<p><b>Energy</b></p> <p>Introduction to light, sound, electricity and forces</p>

KS2 Science Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Animals including humans</b> Nutrition, skeletons, muscles	<b>Forces</b> Magnets	<b>Rocks, soils and fossils</b>		<b>Plants</b> Functions of different of flowering plants, requirements for growth, transporting water, life cycle	<b>Light</b> How we see, formation of shadows, safety
Year 4	<b>Animals including humans</b> Digestive system, teeth and their functions, food chains	<b>Sound</b> How sounds are made, changed, pitch, volume, parts of the ear	<b>Electricity</b> Simple series circuits, switches and common conductors and insulators	<b>Living things and their habitats</b> Classification, vertebrates, invertebrates, impact on environments	<b>States of matter</b> Solids, liquids and gases Water cycle	
Year 5	<b>Animals including humans</b> Changes as humans develop to old age Sound—hearing deteriorates	<b>Living things and their habitats</b> Life cycle of mammals, amphibian, insect and bird Reproduction—some plants and animals	<b>Properties and changes of materials</b> Properties of materials, reversible and non-reversible changes		<b>Earth and space</b> Solar system plus day and night	<b>Forces</b> Understanding impact of forces including gravity and friction , air resistance, water resistance
Year 6	<b>Animals including humans</b> Circulatory system and how to keep the body healthy –diet, exercise, drugs	<b>Electricity</b> Using recognised symbols, comparing circuits, impact of voltage	<b>Evolution and inheritance</b> How living things adapt to their environments and how this may lead to evolution		<b>Living things and their habitats</b> Classification using observable characteristics including micro-organisms , plants and animals	<b>Light and shadows</b> Travels in straight lines, how we see and shadow formation

# Computing progression through EYFS

## Understanding the World: Computing Overview

Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> <li>Completes a simple program on electronic devices.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to list different IT in their home.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to give reasons why we need to stay safe online.</li> <li>Can use the internet with adult supervision to find and retrieve information of interest to them.</li> </ul>	<ul style="list-style-type: none"> <li>Can create content such as a video recording, stories, and/or draw a picture on screen.</li> </ul>	<ul style="list-style-type: none"> <li>Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</li> </ul>	Internet, website, mouse, images, paint, technology, share, collect, set, sound, communicate, videos, photos, programme

Reception Knowledge	Autumn 1 Me and My Family	Autumn 2 Seasons and Celebrations	Spring 1 The Ocean	Spring 2 Transport	Summer 1 Growth and Change	Summer 2 Castles and Dragons
	<p><b>Online Safety:</b></p> <p>Explain how to stay safe when using the internet</p> <p>Know that teachers' communicate with them and grown-ups via Tapesetry</p> <p><b>Programming:</b></p> <p>Turn on the Touch Table, open a programme and follow instructions</p>	<p><b>Programming:</b></p> <p>Follow teacher's instructions when using an online interactive programme such as paint or draw. Attempt to raw a place that is special to you.</p> <p><b>Creating Media:</b></p> <p>Use the Touch Table to create images using a range of colours and tools to edit and refine</p> <p><b>Online Safety:</b></p> <p>Know that my work belongs to me.</p> <p>Use the tools to label my work- name.</p>	<p><b>Creating Media:</b></p> <p>Write a variety of CVC words using a keyboard, comparing any letters that look different on a keyboard.</p>	<p><b>Creating Media:</b></p> <p>Use the iPad to take their own image of our natural environment – e.g. life cycles of a plants and caterpillars</p> <p>Understand how to find previously taken images</p>	<p><b>Online Safety:</b></p> <p>Use Google to find out more information about plants and use the images to support their own representations- with supervision of an adult</p> <p><b>Creating Media:</b></p> <p>Use iPad to take their own images of their natural environment – their outdoor area</p>	<p><b>Online Safety:</b></p> <p>Online community – how people in our community connect online</p> <p>Know who to speak to if someone upsets you</p> <p>Share images with people in our community – Tapestry and Twitter with adult supervision</p> <p><b>Creating Media:</b></p> <p>Send a group class email to a person in our local community and wait for a response.</p>

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KS1 Computing Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Online Safety</b> (Project evolve)	<b>Programming 1</b> Moving a robot	<b>Computer systems and network</b> Using technology to create digital paintings and texts		<b>Programming 2</b> An introduction to animation	
Year 2	<b>Online safety</b> (Project evolve)	<b>Programming 1</b> Robot Algorithms	<b>Computer systems and network</b> Using IT to create memories		<b>Programming 2</b> An introduction to quizzes	

KS2 Computing Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Online safety programme</b> (Project evolve)	<b>Programming 1</b> Sequence in music	<b>Computer systems and network</b> Creating an animated story		<b>Programming 2</b> Events and actions	
Year 4	<b>Online safety programme</b> (Project evolve)	<b>Programming 1</b> Repetition in shapes	<b>Computer systems and network</b> Fake news: A real story		<b>Programming 2</b> Repetition in games	
Year 5	<b>Online safety programme</b> (Project evolve)	<b>Programming 1</b> Selection in quizzes	<b>Computer systems and network</b> Advertising a new logo		<b>Programming 2</b> Sensing	
Year 6	<b>Online safety programme</b> (Project evolve)	<b>Programming 1</b> Variables in a game	<b>Computer network and systems</b> Website design 3D sustainable products		<b>Programming 2</b> Selection in physical computing	

# History Progression through EYFS

## UW- Past and Present/The World

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- to be used daily	
Reception Skills	Use talk to organise, sequence and clarify thinking and events. Compare & contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Ask questions to find out more & to check understanding of what has been said. Understands questions such as who, why, when, where & how. Understands a range of complex sentence structures including tense markers. Engage in non-fiction books.	Articulate ideas & thoughts in well-formed sentences. Ask questions to find out more & to check understanding of what has been said.	Use talk to organise, sequence & clarify thinking, ideas, feelings & events.	Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night. Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain.	
Reception Knowledge	<b>Autumn 1</b> Me and My Family	<b>Autumn 2</b> Seasons and Celebrations	<b>Spring 1</b> The Ocean	<b>Spring 2</b> Transport	<b>Summer 1</b> Growth and Change	<b>Summer 2</b> Castles and Dragons
	To describe special events that have happened in my life. To describe special families members and why they are special. To describe what is the same and what is different.	Can describe who 'Guy Faulks' was and what he did. Can compare different celebrations and relate to family life. Can retell the Christmas story and how this has influenced us today. Can compare Christmas traditions from the past to today.	Can compare a range of homes describing similarities and differences. To discuss the life of James Cook and his work with maps. To compare boats from the past with boats today.	Can make predictions about what might happen next. Use non-fiction text to retrieve information. Use sources to find information. Can compare transport from the past to transport today.	Can identify old and new homes and explain their features. Explore tools used for building and compare to today. Talk about memories in the past, black and white photographs and compare to today. What is special about my home?	To identify members of the Royal Family. To talk about significant events in the Royal Family.
	Significant person	Significant event	Significant places	Changes within living memory		

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KS1 History Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Changes within living memory</b>		<b>Events beyond living memory</b> Great Fire of London			
Year 2	<b>Significant individuals</b> Queen Elizabeth II Walter Tull, Edith Cavell, Isambard Kingdom Brunel		<b>Significant Events, People &amp; Places in Their Own Locality</b> <i>Walter Senior, Roy Chadwick, Battle of Warrington Bridge and Burtonwood Airbase</i>			

KS2 History Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Changes in Britain, stone age to Iron age</b> An overview of the earliest civilisations starting with the stone age through the Bronze age and through to the iron age</p>		<p><b>Early Civilisations</b> An overview of Early Civilisations including Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty</p>		<p><b>Early Civilisations Continued</b> In depth study of Ancient Egypt</p>	
Year 4	<p><b>Mayans</b> A non-European society that provides contrasts with British history</p>		<p><b>The Roman Empire and its Impact on Britain</b> <i>Julius Caesar's attempted invasion in 55 -54 BC 'Romanisation' of Britain</i></p>			
Year 5	<p><b>Ancient Greece</b> A study of Greek life and achievements and their influence on the western world</p>		<p><b>Viking and Anglo Saxons</b> Struggle for the kingdom of England to the time of Edward the Confessor</p>			
Year 6	<p><b>Conflicts through times and impact on local area</b> Looking at WW1 and</p>				<p><b>A local History study</b> Oliver Cromwell</p>	

## Geography progression through EYFS

### UTW – The Natural World

Focus	Location	Place	Human and Physical	Geographical skills and fieldwork	Vocabulary- to be used daily	
Reception Skills	<ul style="list-style-type: none"> <li>Observe, find out about and identify features in the place they live and in the natural world.</li> <li>Find out about their environment and talk about those features they like/dislike.</li> <li>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</li> </ul> <p>Recognise some environments that are different to the one in which they live</p>	<ul style="list-style-type: none"> <li>Observe and identify features in the place they live and the natural world.</li> <li>Talk about features.</li> <li>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> </ul> <p>Recognise some similarities &amp; differences between life in this country &amp; life in other countries.</p>	<ul style="list-style-type: none"> <li>Explore their local environment and talk about the changes they see.</li> <li>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li> <li>Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Examine change over time.</li> <li>Describe some actions which people in their own community do that help to maintain the area they live in.</li> <li>Draw information from a simple map.</li> <li>Interpret range of sources of geographical information, including maps, globes, and photographs.</li> </ul>	<p>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children.</p> <p>Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' make distinctions in their observations.</p> <p>Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"</p>	
Reception Knowledge	<p style="text-align: center;"><b>Autumn 1</b> Me and My Family</p>	<p style="text-align: center;"><b>Autumn 2</b> Seasons and Celebrations</p>	<p style="text-align: center;"><b>Spring 1</b> The Ocean</p>	<p style="text-align: center;"><b>Spring 2</b> Transport</p>	<p style="text-align: center;"><b>Summer 1</b> Growth and Change</p>	<p style="text-align: center;"><b>Summer 2</b> Castles and Dragons</p>
	<p><b>Knows where our school is and why our school has its name.</b></p> <p>Knows that some people live in houses different to our own.</p>	<p><b>Explore and describe the school grounds including, trim trail, playground, field etc.</b></p> <p><b>Can describe similarities and differences between the different locations around school.</b></p> <p><b>Can name different building people go to worship, church, temple, synagogue.</b></p> <p>Can describe the seasonal changes and what we have observed.</p>	<p>Can talk about the impact of human activity – recycling. The impact on animals and the environment.</p> <p>Can name some oceans in around UK.</p>	<p>Can describe the jobs people do in our community to help to protect it.</p> <p><b>Can talk about significant places in Warrington.</b></p> <p><b>Plan a route from home to school.</b></p> <p>To use a BeeBot to plan a route and explain direction.</p>	<p>Can talk about the best places to plant in the school grounds and why.</p> <p>Draw a map of where and what is planted in our outdoor area.</p> <p><b>Can name the 4 different countries in the UK and spot these on a map when looking at homes around the world.</b></p>	<p><b>Can describe the environment and what we see on photographs.</b></p> <p>Can name some significant castles/buildings around the UK.</p>
	My School, My Area	Warrington	The UK			

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KS1 Geography Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Identify seasonal and daily weather patterns in the UK</b></p>	<p><b>My School My area</b> Use simple fieldwork and observational skills to study local area. Identify seasonal and daily weather patterns in Warrington and the UK</p>	<p><b>Identify seasonal and daily weather patterns in the UK</b></p>		<p><b>Identify seasonal and daily weather patterns in the UK</b></p>	<p><b>UK and 4 Countries</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>
Year 2				<p><b>Continents and oceans</b> Name and locate the world's seven continents and five oceans.  The location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p><b>Comparative Study UK and Santos Brazil</b>  Study the human and physical geography of a small area of the UK – Local area.</p>

KS2 Geography Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>The UK regions, counties and cities</b> <b>Settlements and Land Use in the Northwest.</b>				<b>Rivers</b>	
Year 4				<b>Europe with a study of Greece.</b> <b>Comparison of North-West and Athens</b>	<b>Mountains, volcanoes and earthquakes</b>	
Year 5			<b>North America</b>		<b>Central America and global trade</b>	
Year 6			<b>South America - the Amazon</b>		<b>Climate change Our world our responsibility</b>	

## Art progression through EYFS

### Expressive Arts and Design – Creating with materials

Focus	Drawing	Painting	Texture and collage	Explore	Vocabulary
Reception Skills	<ul style="list-style-type: none"> <li>• Use a range of tools competently &amp; safely.</li> <li>• Explore different textures. Encourage accurate drawings of people.</li> <li>• Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects.</li> <li>• Explore, use &amp; refine colour mixing techniques.</li> <li>• Use colour for purpose, including</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment to create different textures.</li> <li>• Use tools to create different textures.</li> <li>• Use a range of materials to create different textures.</li> <li>• Manipulate materials to have a planned effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond imaginatively to artworks &amp; objects.</li> <li>• Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings.</li> <li>• Expresses &amp; communicate working theories, feelings &amp; understandings in the form of art work &amp; objects.</li> </ul>	Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling. Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques
Reception Knowledge	<p style="text-align: center;"><b>Autumn</b></p> <p style="text-align: center;">Me and My Family/ Seasons and Celebrations</p>	<p style="text-align: center;"><b>Spring</b></p> <p style="text-align: center;">The Ocean/ Transport</p>		<p style="text-align: center;"><b>Summer 1</b></p> <p style="text-align: center;">Growth and Change/ Castles and Dragons</p>	
	<ul style="list-style-type: none"> <li>• Can draw representations of myself and others.</li> <li>• Can use drawings to tell a story.</li> <li>• Explores what happens when you mix prime colours.</li> <li>• Begin to describe different textures.</li> <li>• Uses colour to express their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about the changes to colours as we mix.</li> <li>• Captures experiences and responses with a range of media, such as paint and other materials or words.</li> <li>• Create own stamps and produce repeating patterns.</li> <li>• Can draw different sea creatures, remembering important features.</li> </ul>		<ul style="list-style-type: none"> <li>• Can explain how colours can be changed.</li> <li>• Can complete a simple weave using paper, card or fabric.</li> <li>• Can select their own tools and resources and give reasons for their choices.</li> <li>• Can create their own castle using clay and modelling tools to add detailed features.</li> <li>• Can create observation drawing of flowers and pastels.</li> </ul>	
	Painting	Drawing		Texture and Collage	

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KS1 Art and Design Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Drawing</b> Ancient civilisations Michelangelo		<b>Painting</b> Georgia O'Keefe Claude Monet	<b>Sculpture</b> Ancient Greeks theatre masks		<b>Pattern and Printing</b> Mono printing Ho- kusai
Year 2	<b>Drawing</b> Leonardo De Vinci		<b>Painting</b> Gustav Klimt	<b>Sculpture</b> Mathilde Roussel		<b>Pattern and Printing</b> Claire Harrup

KS2 Art and Design Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Drawing</b> Clara Peeters/ Rembrandt		<b>Painting</b> Johannes Vermeer		<b>Sculpture</b> Franz Messerschmidt	<b>Printing and textiles</b> Andy Warhol
Year 4	<b>Drawing</b> Lady Elizabeth Wilbraham		<b>Painting</b> William Turner		<b>Sculpture</b> Sir Grayson Perry	<b>Printing and textile</b> Henri Matisse
Year 5	<b>Drawing</b> Zaha Hadid		<b>Painting</b> Renoir		<b>Sculpture</b> Edgar Degas /Auguste Rodin	<b>Printing mixed media</b> Melanie Yazzi
Year 6	<b>Drawing</b> Hundertwasser		<b>Painting</b> Lubiana Himid		<b>Sculpture</b> Henry Moore/Barbara Hepworth	<b>Textiles</b> Dia De los Muertos



## Design and Technology progression through EYFS

### EAD: Creating with Materials & Being Imaginative and Expressive

Focus	Designing	Making	Evaluating	Technical Skills	Food Technology	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> <li>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding.</li> <li>Create collaboratively sharing ideas, resources &amp; skills.</li> </ul>	<ul style="list-style-type: none"> <li>Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking.</li> <li>Create representations both imaginary &amp; real-life ideas, events, people &amp; objects.</li> </ul>	<ul style="list-style-type: none"> <li>Express &amp; communicates working theories, feelings &amp; understandings.</li> <li>Responds imaginatively to art works &amp; objects.</li> <li>Return to &amp; build on previous learning, refining ideas &amp; developing their ability to represent them.</li> <li>Discuss problems &amp; how they might be solved.</li> </ul>	<ul style="list-style-type: none"> <li>Use different techniques for joining materials.</li> </ul> <p>Use tools independently, with care &amp; precision.</p>	<ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns &amp; change.</li> <li>Know &amp; talk about the different factors that support their overall health &amp; well-being.</li> </ul>	<p>Cutting, measure, folding, joining, gluing, tearing, decorate, printing, tools, strong, shape, materials, textiles, wheels, equipment, like, dislike, improve, better, cutting, plants, animals, farming, foods.</p>
Reception Knowledge	<p style="text-align: center;"><b>Autumn 1</b> Me and My Family</p> <ul style="list-style-type: none"> <li>Can work together to make structures e.g. building a house/home/school.</li> <li>Can use colour and materials to express how they are feeling through own creations using a variety of textures.</li> </ul>	<p style="text-align: center;"><b>Autumn 2</b> Seasons and Celebrations</p> <ul style="list-style-type: none"> <li>Can use an increasing range of tools such as; building tools and gardening tools with accuracy.</li> <li>Begins to talk about the effect of exercise and food on their health.</li> </ul>	<p style="text-align: center;"><b>Spring 1</b> The Ocean</p> <ul style="list-style-type: none"> <li>Can create own representations in relation to space and sea; explain how they work and what they have used and why.</li> <li>Can use an increasing range of small construction such as mobilo, Lego, stickle bricks and octagons to make representations including some moving parts.</li> </ul>	<p style="text-align: center;"><b>Spring 2</b> Transport</p> <ul style="list-style-type: none"> <li>Can brush own teeth and talk about the importance of good oral health.</li> </ul> <p>Can use different materials to design and make their own modes of transport.</p>	<p style="text-align: center;"><b>Summer 1</b> Growth and Change</p> <ul style="list-style-type: none"> <li>Can draw designs for the things that they build and label each element.</li> <li>Can verbally evaluate their work and explain what is good and one thing that could make it better.</li> <li>'From food to fork'. Understand where food comes from and experience growing their own vegetables, harvesting, preparing, and eating.</li> </ul>	<p style="text-align: center;"><b>Summer 2</b> Castles and Dragons</p> <ul style="list-style-type: none"> <li>To use a range of materials and split pins to connect and join materials to make a moving puppet.</li> </ul>
Food		Mechanisms			Structures	

N.B - These are our overarching themes that have been mapped to national curriculum subjects in KS1. The knowledge content is identified in the intent subject documents.

KS1 Design Technology Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Mechanisms</b> sliders and levers		<b>Food</b> Sandwiches fruits and vegetables <b>Mini Food</b> Overnight oats		<b>Structures</b> Freestanding structures	
Year 2	<b>Mechanisms</b> wheels and axels		<b>Food</b> Soup preparing fruit and vegetables <b>Mini Food</b> Berry banana split		<b>Textiles</b> templates and joining techniques	

KS2 Design Technology Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Shell structures</b>		<b>Electrical systems</b> circuits and switches  <b>Mini Food</b> Hot sandwich		<b>Textiles</b> 2D shapes to 3D shapes	
Year 4	<b>Mechanical systems</b> Levers and Linkages		<b>Hydraulics and pneumatics</b>  <b>Mini food</b> Fruit pie		<b>Cooking and nutrition</b> stew( Healthy and varied diet)	
Year 5	<b>Frame Structures</b>		<b>Food and nutrition</b> Celebrating culture and seasonality  <b>Mini food</b> Fruit taquito		<b>Mechanical systems</b> pulleys and gears	
Year 6		<b>Electrical systems</b> More complex switches and circuits	<b>CAMS</b>  <b>Mini food</b> Locro		<b>Textiles</b> Combining different shapes	

KS1 MFL Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Greetings My name How I feel	Numbers 1-10 Autumn colours	Jungle animals Traditional rhymes	Farm animals	All at sea Colours	Weather
Year 2	Greetings Questions	Nouns Halloween Christmas	Months Birthdays	Mini-beasts	Dinosaurs	Story time Songs

KS2 MFL Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	A new start	The calendar and celebrations Colours	Animals	Carnival Colours Numbers	Fruit and vegetables	Picnic
Year 4	School	Shops and the local area	Family and faces	Body parts	Feeling unwell Jungle animals	Weather Ice creams
Year 5	School subjects	City	Healthy eating and the market	Clothes	Out of this world	The beach
Year 6	Everyday life Time	My house Where I live	Sport	My favourite things	Tapas culture	Language experiences Getting ready for high school MFL

## PE progression through EYFS

### PD: Gross Motor Skills/ Fine Motor Skills/ EAD: Being Imaginative and Expressive

Focus	Gymnastics movements	Basic movement and games	Dance	Fine motor skills	Health and Self Care	Vocabulary – To be used daily.
Reception Skills	<ul style="list-style-type: none"> <li>Revise &amp; refine fundamental movements, making changes to body shape, position &amp; pace of movement such as slithering, shuffling, rolling, skipping, hopping &amp; sliding.</li> <li>Combine different movements with ease &amp; fluency.</li> <li>Develop overall body strength, coordination, balance &amp; agility.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles.</li> <li>Develop &amp; refine a range of ball skills including: throwing, catching, kicking, batting &amp; aiming.</li> <li>Develop confidence, competence, precision &amp; accuracy with activities that involve a ball.</li> <li>Develop overall body strength, coordination, balance &amp; agility e.g. wheelbarrows, balance bikes &amp; pedal bikes.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates new combinations of movements &amp; gestures to express &amp; respond to feelings, ideas &amp; experiences.</li> <li>Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses.</li> <li>Explore &amp; engage in dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>Can manage their own personal hygiene.</li> <li>Know and talk about the different factors that support their overall health and well-being.</li> <li>Can describe the importance of physical activity, healthy eating, tooth brushing, good sleep routines.</li> </ul>	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy
Reception Knowledge	<p style="text-align: center;"><b>Autumn 1</b> Me and My Family</p> <p style="text-align: center;"><b>Autumn 2</b> Seasons and Celebrations</p>		<p style="text-align: center;"><b>Spring 1</b> The Ocean</p> <p style="text-align: center;"><b>Spring 2</b> Transport</p>		<p style="text-align: center;"><b>Summer 1</b> Growth and Change</p> <p style="text-align: center;"><b>Summer 2</b> Castles and Dragons</p>	
	<ul style="list-style-type: none"> <li>I can climb on large and small equipment.</li> <li>I can balance on a bench, strip of wood or beam.</li> <li>I can adjust my speed to avoid obstacles.</li> <li>I can manage my own personal hygiene such as washing my hands and brushing my teeth.</li> <li>I can use a variety of mark making tools with control.</li> </ul>		<ul style="list-style-type: none"> <li>I can travel across balancing equipment using different body parts.</li> <li>I can give my opinion about a movement or actions and explain what is good and what can be improved.</li> <li>I can talk about the importance of exercise and sleep.</li> <li>I can throw and catch a ball with accuracy.</li> <li>I can hold my pencil with a dominant hand and write recognisable letters for all set one sounds.</li> </ul>		<ul style="list-style-type: none"> <li>I can ride a balance bike effectively and with control.</li> <li>I can explain a healthy diet and different food combinations.</li> <li>I can write with a clear tripod grip and create accurately formed letters ready for joining.</li> <li>I can demonstrate skills and techniques to the rest of my class.</li> <li>I can move in time to music and change my movements in response to what I hear.</li> </ul>	
Games		Dance		Self-Evaluation		

N.B - These are our overarching themes that have been mapped to national curriculum subjects in KS1. The knowledge content is identified in the intent subject documents.

## KSI PE Overview

Year	Autumn	Spring	Summer
1	Multi skills	Gymnastics	Team Games
	Ball games	Outdoor Adventurous Activities	Athletics
2	Multi skills	Gymnastics	Team Games
	Ball games	Outdoor Adventurous Activities	Athletics

N.B - These are our overarching themes that have been mapped to national curriculum subjects in KSI. The knowledge content is identified in the intent subject documents.

## KS2 PE Overview

Year	Autumn	Spring	Summer
3	Fundamental movement skills	Dance	Invasion games
	Outdoor Adventurous Activities	Net and wall games	Athletics
4	Fundamental movement skills	Dance	Invasion games
	Outdoor Adventurous Activities	Net and wall games	Athletics swimming
5	Multi skills	Gymnastics	Athletics
	Invasion games	Outdoor Adventurous Activities swimming	
6	Multi skills	Gymnastics	Athletics
	Invasion games	Outdoor Adventurous Activities	
	swimming		

## Music progression through EYFS

### EAD – Being Imaginative and Expressive

Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.	
Reception Skills	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Respond imaginatively to music e.g. this music sounds like dinosaurs.  Listen attentively, move to and talk about music, expressing their feelings and responses.	<ul style="list-style-type: none"> <li>Choose particular movements, instruments/sounds for their own imaginative purposes.</li> <li>Explore &amp; engage in music making &amp; dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch &amp; following the melody.</li> </ul> Make Music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.	Chant	High/ low
Reception Knowledge	<b>Autumn 1</b> Me and My Family	<b>Autumn 2</b> Seasons and Celebrations	<b>Spring 1</b> The Ocean	<b>Spring 2</b> Transport	<b>Summer 1</b> Growth and Change	<b>Summer 2</b> Castles and Dragons
	<ul style="list-style-type: none"> <li>Can sing along to a familiar song as a class group.</li> </ul>	<ul style="list-style-type: none"> <li>Can sing along to new songs (Nativity) as a group.</li> <li>Can sing some songs in smaller groups.</li> </ul>	<ul style="list-style-type: none"> <li>Can move in time to music (dance)</li> <li>Can create movement to match different sounds in stories.</li> <li>Can follow signals for 'stop and go' 'louder and quieter'.</li> </ul>	<ul style="list-style-type: none"> <li>Can follow the beat with a range instruments.</li> <li>Can follow a simple musical pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Make their own musical instrument and explain the sounds that it makes.</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument in time to the beat of a song.</li> </ul>
Explore pulse, rhythm and duration		Exploring pitch, timbre, tempo and dynamics.			Exploring sounds, instruments and symbols.	

N.B - These are our overarching themes that have been mapped to national curriculum subjects in KS1. The knowledge content is identified in the intent subject documents.



KS1 Music Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Exploring pulse and rhythm <b>Sparkyard</b> Move to the beat	Exploring duration <b>Sparkyard</b> Move to the beat	Exploring pitch <b>Sparkyard</b> High or Low ?	Exploring timbre, tempo and dynamics <b>Sparkyard</b> High or low ?	Exploring sounds <b>Sparkyard</b> Exploring sounds	Exploring instruments and symbols <b>Sparkyard</b> Exploring sounds
Year 2	Exploring pulse and rhythm <b>Sparkyard</b> Exploring pulse and rhythmic patterns	Exploring duration <b>Sparkyard</b> Exploring pulse and rhythmic patterns	Exploring pitch <b>Sparkyard</b> Patterns with pitch	Exploring timbre, tempo and dynamics <b>Sparkyard</b> Patterns with pitch	Exploring sounds <b>Sparkyard</b> Musical moods and pictures	Exploring instruments and symbols <b>Sparkyard</b> Musical moods and pictures

KS2 Music Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	Exploring musical arrangements—texture <b>Sparkyard</b> Hear it play	Exploring musical arrangements—texture <b>Sparkyard</b> Hear it play	Exploring sounds—playing a picture <b>Sparkyard</b> Painting pictures with sound	Exploring sounds—playing a picture <b>Sparkyard</b> Painting pictures with sound	Exploring melody and lyrics—writing jungles <b>Sparkyard</b> Sing, play, notate!	Exploring melody and lyrics—writing jungles <b>Sparkyard</b> Sing, play, notate!
<b>Year 4</b>	Exploring musical arrangements—using the pentatonic scale <b>Sparkyard</b> Playing with rhythm	Exploring musical arrangements—using the pentatonic scale <b>Sparkyard</b> Playing with rhythm	Exploring sounds—creating soundscapes <b>Sparkyard</b> Musical contrasts	Exploring sounds—creating soundscapes <b>Sparkyard</b> Musical contrasts	Exploring melody and lyrics—raps and rhymes <b>Sparkyard</b> Melody builders	Exploring melody and lyrics—raps and rhymes <b>Sparkyard</b> Melody builders
<b>Year 5</b>	Exploring musical arrangements—creating a rondo <b>Sparkyard</b> Exploring rhythmic layers	Exploring musical arrangements—creating a rondo <b>Sparkyard</b> Exploring rhythmic layers	Exploring sounds—creating a rondo <b>Sparkyard</b> Music and words	Exploring sounds—creating a rondo <b>Sparkyard</b> Music and words	Exploring melody and lyrics—part-song-performance <b>Sparkyard</b> Song ingredients—exploring melody, harmony and lyrics	Exploring melody and lyrics—part-song-performance <b>Sparkyard</b> Song ingredients—exploring melody, harmony and lyrics
<b>Year 6</b>	Exploring musical arrangements—exploring rounds <b>Sparkyard</b> We got rhythm	Exploring musical arrangements—exploring rounds <b>Sparkyard</b> We got rhythm	Exploring sounds—gamelan/samba <b>Sparkyard</b> Musical effects and moods	Exploring sounds—gamelan/samba <b>Sparkyard</b> Musical effects and moods	Exploring melody and lyrics—song writing <b>Sparkyard</b> Celebration songs	Exploring melody and lyrics—song writing <b>Sparkyard</b> Celebration songs

# PSHE progression through EYFS

## PSED/PD/UTW

Focus	Health and Well-Being		Relationships		Living in the Wider World		Vocabulary- to be used daily
Reception Skills	<ul style="list-style-type: none"> <li>Know &amp; talk about the different factors that support their overall health &amp; well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</li> <li>Can describe their competencies, what they can do well &amp; are getting better at describing themselves in positive but realistic terms.</li> <li>Is proactive in seeking adult support and able to articulate their wants and needs.</li> </ul>		<ul style="list-style-type: none"> <li>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</li> <li>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.</li> <li>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</li> </ul> <p>Knows that other children do not always enjoy the same things, and is sensitive to this.</p>		<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully: lining up &amp; queuing, mealtimes, personal hygiene.</li> <li>Recognise that they belong to different communities &amp; social groups &amp; communicates freely about own home &amp; community.</li> <li>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</li> </ul>		Good touch Bad Touch Private Secret Real Fake Feelings Responsibility
Reception Knowledge	<b>Autumn 1</b> Me and My Family	<b>Autumn 2</b> Seasons and Celebrations	<b>Spring 1</b> The Ocean	<b>Spring 2</b> Transport	<b>Summer 1</b> Growth and Change	<b>Summer 2</b> Castles and Dragons	
	Able to explore the classroom with interest. Develop friendships with new children. Form positive attachments to staff and children. Understand that people have different beliefs than them and accept difference. Able to understand what makes a good friend. Engages in a range of physical activity.		Can resolve minor conflicts in friendship groups. Can manage own feelings and know who to go to for support. Understands and follow the routines of the school day. Can talk about how to look after our world e.g. picking up litter, recycling etc. Can talk about how to stay safe on the road when crossing, at a train station and when near water- Transport. Knows who to go to if lost- Knowing who is a stranger.		Can talk in detail about the school behavioural expectations in class and around the school. Can talk about how others may feel who are less privileged than we are- linking for other countries. Understand that parts of their body need to be kept private. Can talk about different food groups and which foods are good for our health and teeth.		
	Health and Well Being		Relationships		Living in the Wider World		

N.B - These are our overarching themes that have been mapped to national curriculum subjects in KS1. The knowledge content is identified in the intent subject documents.

KS1 PSHE Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Relationship</b> What is the same and different about us?	<b>Relationship</b> Who is special to us?	<b>Health and well-being</b> What helps us stay healthy?	<b>Living in the wider world</b> What can we do with money?	<b>Health and well-being</b> Who helps to keep us safe?	<b>Living in the wider world</b> How can we look after each other and the world?
Year 2	<b>Relationship</b> What makes a good friend?	<b>Relationship</b> What is bullying?	<b>Living in the wider world</b> What jobs do people do?	<b>Health and well-being</b> What helps us to stay safe?	<b>Health and well-being</b> What helps grow and stay healthy?	<b>Health and well being</b> How do we recognise our feelings?

KS2 PSHE Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Relationship</b> How can we be a good friend?	<b>Health and well-being</b> What keeps us safe?	<b>Relationship</b> What are families like?	<b>Living in the wider world</b> What makes a community?	<b>Health and well-being</b> Why should we eat well and look after our teeth?	<b>Health and well-being</b> Why should we keep active and sleep well?
Year 4	<b>Health and wellbeing</b> What strengths, skills and interests do we have?	<b>Relationship</b> How do we treat each other with respect?	<b>Health and well-being</b> How can we manage our feelings?	<b>Health and well-being</b> How will we grow and change?	<b>Living in the wider world</b> How can our choices make a difference to others and the	<b>Health and well-being</b> How can we manage risk in different places?
Year 5	<b>Health and well-being</b> What makes up a person's identity?	<b>Living in the wider world</b> What decisions can people make with	<b>Health and well-being</b> How can we help in an accident or emergency?	<b>Relationships</b> How can friends communicate safely?	<b>Health and well-being</b> How can drugs common to everyday life affect health?	<b>Living in the wider world</b> What jobs would we like?
Year 6	<b>Health and wellbeing</b> How can we keep healthy as we grow?	<b>Health and well-being</b> How can we keep healthy as we grow?	<b>Living in the wider world</b> How can the media influence people?	<b>Living in the wider world</b> How can the media influence people?	<b>Relationships</b> What will change as we become more independent? How do friendships change as we grow?	<b>Relationships</b> What will change as we become more independent? How do friendships change as we grow?

## RE progression through EYFS

### UTW – People, Culture and Communities

Focus	Beliefs and Values	Search for Personal meaning	Living religious traditions	Shred human experience	Vocabulary-			
Reception Skills	<ul style="list-style-type: none"> <li>· Compare &amp; contrast characters from stories, including figures from the past</li> <li>· Talks about past &amp; present events in their own life &amp; in the lives of family members</li> </ul>	<ul style="list-style-type: none"> <li>· Know about similarities &amp; differences between themselves &amp; others, &amp; among families, cultures &amp; traditions</li> <li>· Knows that other children do not always enjoy the same things, &amp; is sensitive to this</li> </ul>	<ul style="list-style-type: none"> <li>· Understand that some places are special to members of their community</li> </ul>	<ul style="list-style-type: none"> <li>· Talk about members of their immediate family &amp; community</li> <li>· Enjoys joining in with family customs &amp; routines</li> </ul>	Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect			
Reception Knowledge	<p style="text-align: center;"><b>Autumn 1</b> Me and My Family</p> <ul style="list-style-type: none"> <li>· Can describe special and significant events in their own lives such as a birthday or trip to the cinema.</li> <li>· Can explain what is the same and what is different between themselves and their friends when describing features eg skin colour, hair colour, features, language they speak.</li> </ul>	<p style="text-align: center;"><b>Autumn 2</b> Seasons and Celebrations</p> <p>To recall the story of Christmas and explain why it is a special event linking to the birth of Jesus.</p> <p>Can talk about the festival of Diwali and understand that that is celebrated by different religious beliefs.</p> <p>Can name the celebration of Eid and what it means.</p> <p>Can name three festivals of Christmas, Diwali and Eid and can talk about their similarities and differences.</p>	<p style="text-align: center;"><b>Spring 1</b> The Ocean</p> <p>Children to read different Bible stories and think about the similarities and differences.</p> <p>Can talk about why some Christians read the Bible every day and what messages can be taken from the stories read.</p> <p>Children to learn the meaning of the word 'message', and how important the Qur'an messages are for Muslims.</p> <p>Children to recall the first revelation of the Qur'an to Muhammad in the cave at Hira.</p> <p>Can talk about the way a Muslim would take care of the Qur'an.</p> <p>Can talk about the differences between a special book and a holy book.</p>	<p style="text-align: center;"><b>Spring 2</b> Transport</p>	<p style="text-align: center;"><b>Summer 1</b> Growth and Change</p> <p>Can recall the story of Creation and why this has an important message about caring for the world.</p> <p>Can understand what a Torah is and how Jewish people use it.</p> <p>Can explain the story of Muhammad and the Crying Camel and how this helps Muslims to look after the world.</p>	<p style="text-align: center;"><b>Summer 2</b> Castles and Dragons</p> <p>Can name key features of a Church.</p> <p>Can talk about why a Church is an important place for Christians to visit.</p> <p>Can talk about the importance of the 'call to prayer' for Muslims.</p> <p>Can identify a Mandir and its key features including a murti.</p>		
Christianity – Church		Christianity – God		Christianity – Jesus		Hindu-Dharma	Islam	Judaism

N.B - These are our overarching themes that have been mapped to national curriculum subjects in KS1. The knowledge content is identified in the intent subject documents.

KS1 RE Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Christianity : God</b> Why do Christians say that God is a Father?	<b>Christianity: Jesus</b> Why is Jesus special to Christians?	<b>Islam</b> Why do Muslims believe it is important to obey God?	<b>Christianity: Church</b> How might some people show that they 'belong' to God?	<b>Hindu Dharma</b> What do Hindu's believe about God?	<b>Exploration</b> Belonging How might beliefs about creation affect the way people treat the world?
Year 2	<b>Christianity : God</b> Does how we treat the world matter?	<b>Christianity: Jesus</b> Why do Christians say Jesus is the 'Light of the world'?	<b>Islam</b> How might belief about creation affect the way people treat the world?	<b>Christianity: The Church</b> What unites the Christian community?	<b>Hindu Dharma</b> How might people express their devotion?	<b>Exploration</b> The nature and God

KS2 RE Overview 2024 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Christianity : God</b> How and why have people served God?	<b>Christianity : Jesus</b> What does it mean to be a disciple of Jesus?	<b>Islam</b> Why is the Prophet Muhammad (pbuh) an example to Muslims?	<b>Christianity: Church</b> What do Christians mean by the Holy Spirit?	<b>Hindu Dharma</b> Why is family an important part of Hindu life?	<b>Exploration</b> People of Faith
Year 4	<b>Hindu Dharma</b> What might a Hindu learn through celebrating Diwali?	<b>Christianity: God</b> How and why might Christians use the Bible?	<b>Christianity: Church</b> What does 'Love your neighbour' really mean?	<b>Christianity: Jesus</b> Is sacrifice an important part of religion?	<b>Islam</b> Why do Muslims fast during Ramadan?	<b>Exploration</b> Special food
Year 5	<b>Christianity: God</b> Why is it sometimes difficult to do the right thing?	<b>Christianity: Church</b> How do people decide what to believe in?	<b>Islam</b> Why is the Qur'an important to Muslims?	<b>Christianity: Jesus</b> What do mean by miracles?	<b>Hindu Dharma</b> What might Hindus learn from stories about Krishna?	<b>Exploration</b> What matters the most?
Year 6	<b>Christianity: Church</b> If life is like a journey, what is the destination?	<b>Hindu Dharma</b> Do we have to live our lives in a certain way?	<b>Islam</b> What is Hajj and why is it important to Muslims?	<b>Christianity: Jesus</b> Why do Christians believe Good Friday is 'good'?	<b>Exploration</b> Afterlife	<b>Christianity: God</b> How do Christians mark the 'turning points' on the journey of life?