



Stapleford Primary School: Curriculum: Two-Year Rolling Programme

**KS1 (Class 3) Rolling Programme**

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>Art and Design</b> <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	<b>Portraits</b> i) Artist Spotlight: - Thomas Gainsborough  <b>In the dark of night</b> i) Artist Spotlight: - Artemisia Gentileschi	<b>Food</b> i) Artist Spotlight: - Paul Cezanne  <b>Time for play</b> i) Artist spotlight: - Georges Seurat	<b>Love for landscapes</b> i) Artist Spotlight: - John Constable  <b>At the seaside</b> i) Artist spotlight: - Claude Monet	<b>In the jungle</b> i) Artist spotlight: - Henri Rousseau  <b>Dreams and nightmares</b> i) Artist spotlight: - William Blake	<b>Weather</b> i) Artist Spotlight: - J.M.W. Turner  <b>The beauty of flowers</b> i) Artist spotlight: - Georgia O'Keeffe	<b>Ancient Art</b> i) Artist Spotlight: - The Mesopotamians  <b>Scenes of the sea</b> i) Artist spotlight: - Ivan Aivazovsky
<b>Computing</b> <small>(see Purple Mash scheme of work)</small>	Unit 1.1. Online Safety & Exploring Purple Mash  Unit 2.5 Effective Searching  Unit 1.4 Lego Builders  Unit 1.9 Technology outside school	Unit 1.2 Grouping & Sorting  Unit 2.6 Creating Pictures  Unit 1.8 Spreadsheets	Unit 1.7 Coding  Unit 2.1 Coding	Unit 1.1. Online Safety & Exploring Purple Mash  Unit 1.5 Maze Explorers  Unit 2.4 Questioning	Unit 2.2 Online Safety  Unit 1.6 Animated Story Books  Unit 2.7 Making Music	Unit 2.3 Spreadsheets  Unit 1.3 Pictograms  Unit 2.8 Presenting Ideas
<b>Design and Technology</b> <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	What is Design & Technology?  Structures introduction  Frame structures	Slider mechanisms  Lever mechanisms	Food technology - Portable snacks - Things to remember: i) Sources of food ii) Safety & hygiene	What is Design & Technology?  Structures introduction  Solid structures	Wheel & axle mechanisms	Food technology - Couscous dish - Things to remember: i) Seasonal food ii) Safety & hygiene
<b>French</b> <small>(See Rising Stars' Euro Stars New Primary French scheme of work)</small>	KS2 only	KS2 only	KS2 only	KS2 only	KS2 only	KS2 only

<p><b>Geography</b></p> <p>(see Chris Quigley: History Curriculum Companion for topic details)</p>	<p><b>Human and Physical:</b></p> <ul style="list-style-type: none"> <li>- Climate</li> <li>- Weather</li> <li>- Extreme weather</li> </ul>	<p><b>Geographical Skills:</b></p> <p>Mapping the world</p> <ul style="list-style-type: none"> <li>- Describing maps of the world 1</li> <li>- Describing maps of the world 2</li> </ul>	<p><b>Locational knowledge:</b></p> <p>The United Kingdom</p> <ul style="list-style-type: none"> <li>- UK England</li> <li>- UK Scotland</li> <li>- UK Wales</li> <li>- UK Northern Ireland</li> </ul>	<p><b>Human and Physical:</b></p> <p>Australia</p> <ul style="list-style-type: none"> <li>- Aboriginal people</li> <li>- Animals</li> <li>- Great Barrier Reef</li> <li>- Daintree Rainforest</li> </ul>	<p><b>Place Knowledge:</b></p> <p>Compare UK England: London with Australia: Sydney</p>	<p><b>Locational knowledge:</b></p> <p>Continents and oceans:</p> <ul style="list-style-type: none"> <li>- The Arctic Ocean</li> <li>- The Atlantic Ocean</li> <li>- The Pacific Ocean</li> <li>- The Indian Ocean</li> <li>- The Southern Ocean</li> </ul>
<p><b>History</b></p> <p>(see Chris Quigley: History Curriculum Companion for topic details)</p>	<p><b>Event beyond living memory:</b></p> <ul style="list-style-type: none"> <li>i) The Great fire of London</li> <li>ii) The Plague</li> </ul>	<p><b>Event within living memory:</b></p> <ul style="list-style-type: none"> <li>i) First World War</li> </ul>	<p><b>Significant lives (Strong women):</b></p> <ul style="list-style-type: none"> <li>i) Grace Darling</li> <li>ii) Emily Davison</li> <li>iii) Florence Nightingale</li> <li>iv) Rosa Parks (Black history)</li> </ul>	<p><b>Event beyond living memory:</b></p> <ul style="list-style-type: none"> <li>i) The Battle of Hastings</li> <li>ii) The Gunpowder Plot</li> </ul>	<p><b>Event within living memory:</b></p> <ul style="list-style-type: none"> <li>i) The Moon Landings</li> </ul> <p><b>Significant lives:</b></p> <ul style="list-style-type: none"> <li>i) Neil Armstrong</li> <li>ii) JFK</li> <li>iii) Martin Luther King (Black History)</li> </ul>	<p><b>Significant local event:</b></p> <ul style="list-style-type: none"> <li>i) The Industrial Revolution</li> <li>ii) The Steam Engine</li> </ul> <p><b>Significant lives:</b></p> <ul style="list-style-type: none"> <li>i) Jethro Tull (Agricultural revolution)</li> </ul>
<p><b>Music</b></p> <p>(see Charanga Music scheme of work)</p>	<p>1<sup>st</sup> half term: Year 1 Charanga Hey You!</p> <p>2<sup>nd</sup> half term: Year 2 Charanga Hands, Feet, Heart</p>	<p>1<sup>st</sup> half term: Year 1 Charanga Rhythm In The Way We Walk and Banana Rap</p> <p>2<sup>nd</sup> half term: Year 2 Charanga Ho Ho Ho</p>	<p>1<sup>st</sup> half term: Year 1 Charanga In The Grove</p> <p>2<sup>nd</sup> half term: Year 2 Charanga I Wanna Play in a Band</p>	<p>1<sup>st</sup> half term: Year 1 Charanga Round and Round</p> <p>2<sup>nd</sup> half term: Year 2 Charanga Zootime</p>	<p>1<sup>st</sup> half term: Year 1 Charanga Your Imagination</p> <p>2<sup>nd</sup> half term: Year 2 Charanga Friendship Song</p>	<p>1<sup>st</sup> half term: Year 1 Charanga Reflect, Rewind and Replay</p> <p>2<sup>nd</sup> half term: Year 2 Charanga Reflect, Rewind and Replay</p>
<p><b>PE</b></p> <p>(see Chris Quigley: History Curriculum Companion for topic details)</p>	<p><b>Fundamental movement (Milestone 1):</b></p> <ul style="list-style-type: none"> <li>- Stability <ul style="list-style-type: none"> <li>i) Balancing on one leg</li> <li>ii) Walking the beam</li> <li>iii) Rolling</li> </ul> </li> </ul> <p><b>Target games:</b></p> <ul style="list-style-type: none"> <li>i) Fair and square</li> <li>ii) Python</li> <li>iii) Beanbag bocce</li> </ul> <p><b>Tag games:</b></p> <ul style="list-style-type: none"> <li>i) Mr Wolf</li> </ul>	<p><b>Fundamental movement (Milestone 1):</b></p> <ul style="list-style-type: none"> <li>- Locomotion <ul style="list-style-type: none"> <li>i) Running</li> <li>ii) Jumping for height</li> <li>iii) Jumping for distance</li> <li>iv) Hopping</li> <li>v) Galloping</li> <li>vi) Skipping</li> <li>vii) Dodging</li> </ul> </li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>i) Based on a book</li> <li>ii) Mystery dance</li> <li>iii) Superheroes</li> </ul>	<p><b>Fundamental movement (Milestone 1):</b></p> <ul style="list-style-type: none"> <li>- Object control <ul style="list-style-type: none"> <li>i) Rolling a ball</li> <li>ii) Underarm throwing</li> <li>iii) Overarm throwing</li> <li>iv) Catching</li> <li>v) Kicking</li> <li>vi) Bouncing a ball (Dribbling)</li> <li>vii) Dribbling with feet</li> <li>viii) Striking a ball</li> </ul> </li> </ul> <p><b>Striking and fielding games:</b></p> <ul style="list-style-type: none"> <li>i) Give me five</li> <li>ii) All together now</li> <li>iii) Plank and weave</li> </ul>	<p><b>Fundamental movement (Milestone 1):</b></p> <ul style="list-style-type: none"> <li>- Stability <ul style="list-style-type: none"> <li>i) Balancing on one leg</li> <li>ii) Walking the beam</li> <li>iii) Rolling</li> </ul> </li> </ul> <p><b>Invasion games:</b></p> <ul style="list-style-type: none"> <li>i) Triangle passing</li> <li>ii) Two on one</li> <li>iii) Dribble and score</li> </ul>	<p><b>Fundamental movement (Milestone 1):</b></p> <ul style="list-style-type: none"> <li>- Locomotion <ul style="list-style-type: none"> <li>i) Running</li> <li>ii) Jumping for height</li> <li>iii) Jumping for distance</li> <li>iv) Hopping</li> <li>v) Galloping</li> <li>vi) Skipping</li> <li>vii) Dodging</li> </ul> </li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>i) Partner sequence</li> <li>ii) Vault</li> <li>iii) Apparatus</li> </ul>	<p><b>Fundamental movement (Milestone 1):</b></p> <ul style="list-style-type: none"> <li>- Object control <ul style="list-style-type: none"> <li>i) Rolling a ball</li> <li>ii) Underarm throwing</li> <li>iii) Overarm throwing</li> <li>iv) Catching</li> <li>v) Kicking</li> <li>vi) Bouncing a ball (Dribbling)</li> <li>vii) Dribbling with feet</li> <li>viii) Striking a ball</li> </ul> </li> </ul> <p><b>Net and wall games:</b></p> <ul style="list-style-type: none"> <li>i) Racket fun</li> <li>ii) On the spot</li> <li>iii) Throwing tennis</li> </ul>

<p><b>PSHE</b></p> <p>(see PSHE Association and Philosophy 4 Children schemes of work)</p>	<p>Health and Wellbeing i) Healthy lifestyles ii) Mental health</p> <p>Philosophy for Children P4C: <b>New Beginnings and Getting on and falling out</b></p>	<p>Relationships i) Families and close positive relationships ii) Friendships</p> <p>Philosophy for Children P4C: <b>Going for goals and Good to be me</b></p>	<p>Living in the wider world – i) Shared responsibilities ii) Communities iii) Media literacy and digital resilience</p> <p>Philosophy for Children P4C: <b>Relationships and Changes</b></p>	<p>Health and Wellbeing i) Ourselves, growing and changing ii) Keeping safe iii) Drugs, alcohol &amp; tobacco</p> <p>Philosophy for Children P4C: <b>New Beginnings and Getting on and falling out</b></p>	<p>Relationships i) Managing hurtful behaviour &amp; bullying ii) Safe relationships iii) Respecting self and others</p> <p>Philosophy for Children P4C: <b>Going for goals and Good to be me</b></p>	<p>Living in the wider world – i) Economic wellbeing: money ii) Economic wellbeing: Aspirations, work and career</p> <p>Philosophy for Children P4C: <b>Relationships and Changes</b></p>
<p><b>RE</b></p> <p>(See Hertfordshire Agreed Syllabus of RE 2017-2022.) 8 key areas taught are:</p> <ul style="list-style-type: none"> <li>- Beliefs and practices;</li> <li>- Justice and fairness</li> <li>- Symbols and actions</li> <li>- Identity and belonging;</li> <li>- Prayer, worship and reflection;</li> <li>- Sources of wisdom;</li> <li>- Human responsibility and values</li> <li>- Ultimate questions</li> </ul>	<p><b>Beliefs and practices;</b> <b>Justice and fairness</b> <b>Symbols and actions</b></p> <p>Being thankful and harvest traditions</p> <p>Giving to charity</p> <p>Festivals of light</p> <p><b>Understanding Christianity (UC) link: 1.3 Why does Christmas matter to Christians?</b></p>	<p><b>Identity and belonging;</b> <b>Prayer, worship and reflection;</b> <b>Beliefs and practices - Easter</b></p> <p>Belonging to a family and community</p> <p>Naming ceremonies – include a visit to a place of worship</p> <p>Using artefacts to explore prayer and worship</p> <p>The Easter Story</p> <p><b>UC link: 1.5 Why does Easter matter to Christians?</b></p>	<p><b>Sources of wisdom;</b> <b>Human responsibility and values</b> <b>Ultimate questions</b></p> <p>Sacred texts: who reads them, when and why</p> <p>Faith stories</p> <p>Big Questions about God</p> <p>Taking responsibility</p> <p><b>UC link: 1.4 What is the good news that Jesus</b></p> <p><b>UC link: 1.1 What do Christians believe God is like?</b></p> <p><b>UC link: 1.2 Who made the world?</b></p>	<p><b>Symbols and actions;</b> <b>Beliefs and practices;</b> <b>Prayer, worship and reflection</b></p> <p>Expressing religious meaning</p> <p>Muslim prayer and action</p> <p>Festivals including Christmas</p> <p><b>UC link: 1.3 Why does Christmas matter to Christians? (Digging deeper)</b></p>	<p><b>Prayer, worship and reflection;</b> <b>Identity and belonging;</b> <b>Sources of Wisdom;</b> <b>Beliefs and practices – Easter</b></p> <p>Different ways of giving thanks to God</p> <p>Invite a faith visitor to school or visit a place of worship</p> <p>The Lord's Prayer</p> <p>The Easter Story</p> <p>Shabbat and Passover</p> <p><b>UC Link: 1.4 What is the good news that Jesus brings? (Digging Deeper)</b></p> <p><b>UC Link: 1.5 Why does Easter matter to Christians? (Digging Deeper)</b></p>	<p><b>Justice and fairness</b> <b>Human responsibility and values;</b> <b>Ultimate questions</b></p> <p>Showing care and concern</p> <p>Whose community?</p> <p>Who made the world and other big questions</p> <p><b>UC Link: 1.1 What do Christians believe God is like? (Digging Deeper)</b></p> <p><b>UC Link: 1.2 Who made the world? (Digging Deeper)</b></p>
<p><b>Science</b></p> <p>(See Hamilton Trust scheme of work)</p>	<p>AMAZING ME Y1 <b>Animals including humans</b> and Y2 <b>Animals including humans</b>: focus on our bodies and health</p> <p>WILD WEATHER Y1 <b>Seasonal changes</b></p>	<p>BRILLIANT BUILDERS Y1 <b>Everyday materials</b> and Y2 <b>Uses of everyday materials</b>: focus on uses of materials including building</p> <p>GROWING THINGS Y1 and Y2 <b>Plants</b>: focus on needs of plants and growth</p>	<p>WILD AND WONDERFUL CREATURES Y1 <b>Animals including humans</b> and Y2 <b>Animals including humans</b>: focus on wild animals/fish.</p> <p>FOOD CHAINS Y2 <b>Living things and their habitats</b>: focus on food chains</p>	<p>PEOPLE AND THEIR PETS Y1 <b>Animals including humans</b> and Y2 <b>Animals including humans</b>: focus on pets</p> <p>WEATHER ART Y1 <b>Seasonal changes</b></p>	<p>BRILLIANT BUILDERS Y1 <b>Everyday materials</b> and Y2 <b>Uses of everyday materials</b>: focus on comparing materials</p> <p>ART AND NATURE Y1 and Y2 <b>Plants</b>: focus on parts of flowering plants and trees</p>	<p>EXPLORING CHANGES Y1 <b>Everyday materials</b> and Y2 <b>Uses of everyday materials</b>: focus on change</p> <p>HABITATS AND HOMES Y2 <b>Living things and their habitats</b>: focus on habitats</p>



## Lower KS2 (Class 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>Art and Design</b>  <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	<b>The Renaissance</b> i) Artist Spotlight: - Leonardo da Vinci  <b>Cityscape art</b> i) Artist Spotlight: - Camille Pissarro	<b>Abstract art</b> i) Artist Spotlight: - Wassily Kandinsky  <b>Myths and legends</b> i) Artist spotlight: - Peter Paul Rubens	<b>Animals</b> i) Artist Spotlight: - Rosa Bonheur  <b>Family life</b> i) Artist spotlight: - Rembrandt	<b>Impressionism</b> i) Artist spotlight: - Pierre-Auguste Renoir  <b>All work and no play</b> i) Artist spotlight: - L.S. Lowry	<b>Art deco</b> i) Artist Spotlight: - Tamara de Lempicka  <b>Symbolism</b> i) Artist spotlight: - Edvard Munch	<b>Royalty</b> i) Artist Spotlight: - Hans Holbien the Younger  <b>A journey into space</b> i) Artist spotlight: - Robert McCall
<b>Computing</b>  <small>(see Purple Mash scheme of work)</small>	Unit 3.1 Coding  Unit 3.2 Online safety  Unit 3.3 Spreadsheets	Unit 3.4 Touch Typing  Unit 3.5. Email	Unit 3.6 Branching Databases  Unit 3.7 Simulations  Unit 3.8 Graphing	Unit 4.1 Coding  Unit 4.2 Online Safety	Unit 4.3 Spreadsheets  Unit 4.4 Writing for different audiences	Unit 4.5 Logo  Unit 4.6 Animation  Unit 4.7 Effective Search  Unit 4.8 Hardware Investigators
<b>Design and Technology</b>  <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	What is Design & Technology?  App control	Linked levers  Frame structures	Food technology - Vegetable soup - Things to remember: i) Balanced diet ii) Seasonal food	What is Design & Technology?  Paper circuits	Pneumatics  Shell structures	Food technology - Dips - Things to remember: i) Safe storage ii) Seasonal food
<b>French</b>  <small>(See Rising Stars' Euro Stars New Primary French scheme of work)</small>	Year 3 – Euro Stars: New Primary French Book 1 <b>Moi (All about me)</b>  Year 4 – Euro Stars: New Primary French Book 2 <b>On y va! (All aboard!)</b>	Year 3 – Euro Stars: New Primary French Book 1 <b>Jeux et chansons (Games and songs)</b>  Year 4 – Euro Stars: New Primary French Book 2 <b>L'argent de poche (Pocket money)</b>	Year 3 – Euro Stars: New Primary French Book 1 <b>On fait la fete (Celebrations)</b>  Year 4 – Euro Stars: New Primary French Book 2 <b>Raconte-moi une histoire! (Tell me a story)</b>	Year 3 – Euro Stars: New Primary French Book 1 <b>Portraits (Portraits)</b>  Year 4 – Euro Stars: New Primary French Book 2 <b>Vive le sport! (Our sporting lives)</b>	Year 3 – Euro Stars: New Primary French Book 1 <b>Les quatres amis (The four friends)</b>  Year 4 – Euro Stars: New Primary French Book 2 <b>Le Carnaval de Animaux (The Carnival of the Animals)</b>	Year 3 – Euro Stars: New Primary French Book 1 <b>Ca Pousse! (Growing things)</b>  Year 4 – Euro Stars: New Primary French Book 2 <b>Quel temps fait-il? (What's the weather like?)</b>

<p><b>Geography</b></p> <p>(see Chris Quigley: History Curriculum Companion for topic details)</p>	<p><b>Physical geography:</b></p> <p>Earthquakes and volcanoes: plate tectonics</p> <ul style="list-style-type: none"> <li>- Earthquakes and volcanoes: The Pacific Ring of Fire</li> <li>- Earthquakes and volcanoes: Impact</li> </ul> <p>Describing maps of the world 1</p>	<p><b>Locational knowledge:</b></p> <p>Europe:</p> <ul style="list-style-type: none"> <li>- Europe: population</li> <li>- Europe: Rivers</li> <li>- Europe: Mountains</li> </ul>	<p><b>Human geography:</b></p> <p>Transportation:</p> <ul style="list-style-type: none"> <li>- Transportation Cities</li> <li>- Transportation: National</li> <li>- Transportation: International</li> </ul> <p>Describing Maps of the world 2</p>	<p><b>Physical geography:</b></p> <ul style="list-style-type: none"> <li>- Landscapes: Weathering</li> <li>- Erosion &amp; deposition: Rivers</li> <li>- Erosion &amp; deposition: Coasts</li> </ul>	<p><b>Human &amp; physical geography:</b></p> <p>The Water Cycle:</p> <ul style="list-style-type: none"> <li>- The Water Cycle: The Cycle</li> <li>- The Water Cycle: Clouds &amp; precipitation</li> </ul> <p>Climate Change</p>	<p><b>Human geography:</b></p> <p>International trade: food</p> <p>International trade: natural resources</p> <p>International trade: tourism</p> <p>Describing Maps of the world 3</p>
<p><b>History</b></p> <p>(see Chris Quigley: History Curriculum Companion for topic details)</p>	<p><b>The Stone Age</b></p> <ul style="list-style-type: none"> <li>i) Tools and weapons</li> <li>ii) Hunter gatherers</li> <li>iii) Clues from the past</li> </ul>	<p><b>The Bronze Age</b></p> <ul style="list-style-type: none"> <li>i) Bronze Age around the world</li> <li>ii) Clues from the Past</li> </ul> <p><b>The Iron Age</b></p> <ul style="list-style-type: none"> <li>i) Tools and weapons</li> <li>ii) Forts and farming</li> </ul>	<p><b>The Romans</b></p> <ul style="list-style-type: none"> <li>i) Romans around the world</li> <li>ii) Roman Britain</li> <li>iii) Clues from the past</li> </ul>	<p><b>Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>i) Anglo-Saxon kingdom and conquest</li> <li>ii) Beliefs and burials</li> </ul>	<p><b>The Vikings</b></p> <ul style="list-style-type: none"> <li>i) Sailors and raiders</li> <li>ii) Kingdoms and conquests</li> </ul>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>i) Clues from the past</li> <li>ii) Pyramids and obelisks</li> <li>iii) Beliefs and burials</li> </ul>
<p><b>Music</b></p> <p>(see Charanga Music scheme of work)</p>	<p>1<sup>st</sup> half term: Year 3 Charanga Let Your Spirit Fly</p> <p>2<sup>nd</sup> half term: Year 4 Charanga Mamma Mia</p>	<p>1<sup>st</sup> half term: Year 3 Charanga Glockenspiel Stage 1</p> <p>2<sup>nd</sup> half term: Year 4 Charanga Glockenspiel Stage 2</p>	<p>1<sup>st</sup> half term: Year 3 Charanga Three Little Birds</p> <p>2<sup>nd</sup> half term: Year 4 Charanga Stop!</p>	<p>1<sup>st</sup> half term: Year 3 Charanga The Dragon Song</p> <p>2<sup>nd</sup> half term: Year 4 Charanga Lean On Me</p>	<p>1<sup>st</sup> half term: Year 3 Charanga Bringing Us Together</p> <p>2<sup>nd</sup> half term: Year 4 Charanga Blackbird</p>	<p>1<sup>st</sup> half term: Year 3 Charanga Reflect, Rewind and Replay</p> <p>2<sup>nd</sup> half term: Year 4 Charanga Reflect, Rewind and Replay</p>

<p style="text-align: center;"><b>PE</b></p> <p>(see Chris Quigley: History Curriculum Companion for topic details)</p>	<p><b>Fundamental movement (Milestone 2):</b></p> <ul style="list-style-type: none"> <li>- Stability</li> <li>i) Balancing on one leg</li> <li>ii) Walking the beam</li> <li>iii) Rolling</li> </ul> <p><b>Target games:</b></p> <ul style="list-style-type: none"> <li>i) Throw golf</li> <li>ii) Corner bowls</li> <li>iii) Bombardment</li> </ul> <p><b>Tag games:</b></p> <ul style="list-style-type: none"> <li>i) Shark tag</li> </ul> <p><b>Tag rugby</b></p> <p><b>Hockey</b></p>	<p><b>Fundamental movement (Milestone 2):</b></p> <ul style="list-style-type: none"> <li>- Locomotion</li> <li>i) Running</li> <li>ii) Jumping for height</li> <li>iii) Jumping for distance</li> <li>iv) Hopping</li> <li>v) Galloping</li> <li>vi) Skipping</li> <li>vii) Dodging</li> </ul> <p><b>Swimming</b></p> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>i) Based on a picture</li> <li>ii) Mystery dance</li> <li>iii) Traditional folk dance</li> </ul>	<p><b>Fundamental movement (Milestone 2):</b></p> <ul style="list-style-type: none"> <li>- Object control</li> <li>i) Rolling a ball</li> <li>ii) Underarm throwing</li> <li>iii) Overarm throwing</li> <li>iv) Catching</li> <li>v) Kicking</li> <li>vi) Bouncing a ball (Dribbling)</li> <li>vii) Dribbling with feet</li> <li>viii) Striking a ball</li> </ul> <p><b>Striking and fielding games:</b></p> <ul style="list-style-type: none"> <li>i) Quick pick up</li> <li>ii) Safe or sorry</li> <li>iii) Round the square</li> <li>iv) Rounders</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>i) Take five jumps</li> <li>ii) Throwing</li> <li>iii) 9.58 seconds</li> </ul>	<p><b>Fundamental movement (Milestone 2):</b></p> <ul style="list-style-type: none"> <li>- Stability</li> <li>i) Balancing on one leg</li> <li>ii) Walking the beam</li> <li>iii) Rolling</li> </ul> <p><b>Invasion games:</b></p> <ul style="list-style-type: none"> <li>i) End zone</li> <li>ii) Too many goals</li> <li>iii) Go to jail</li> </ul> <p><b>Tag rugby</b></p> <p><b>Hockey</b></p>	<p><b>Fundamental movement (Milestone 2):</b></p> <ul style="list-style-type: none"> <li>- Locomotion</li> <li>i) Running</li> <li>ii) Jumping for height</li> <li>iii) Jumping for distance</li> <li>iv) Hopping</li> <li>v) Galloping</li> <li>vi) Skipping</li> <li>vii) Dodging</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>i) Partner sequence</li> <li>ii) Vault</li> <li>iii) Apparatus</li> </ul>	<p><b>Fundamental movement (Milestone 2):</b></p> <ul style="list-style-type: none"> <li>- Object control</li> <li>i) Rolling a ball</li> <li>ii) Underarm throwing</li> <li>iii) Overarm throwing</li> <li>iv) Catching</li> <li>v) Kicking</li> <li>vi) Bouncing a ball (Dribbling)</li> <li>vii) Dribbling with feet</li> <li>viii) Striking a ball</li> </ul> <p><b>Striking and fielding games:</b></p> <ul style="list-style-type: none"> <li>i) Quick pick up</li> <li>ii) Safe or sorry</li> <li>iii) Round the square</li> <li>iv) Rounders</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>i) Take five jumps</li> <li>ii) Throwing</li> <li>iii) 9.58 seconds</li> </ul>
<p style="text-align: center;"><b>PSHE</b></p> <p>(see PSHE Association and Philosophy 4 Children schemes of work)</p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>i) Healthy lifestyles</li> <li>ii) Mental health</li> </ul> <p>Philosophy for Children P4C: <b>New Beginnings and Getting on and falling out</b></p>	<p>Relationships</p> <ul style="list-style-type: none"> <li>i) Families and close positive relationships</li> <li>ii) Friendships</li> </ul> <p>Philosophy for Children P4C: <b>Going for goals and Good to be me</b></p>	<p>Living in the wider world –</p> <ul style="list-style-type: none"> <li>i) Shared responsibilities</li> <li>ii) Communities</li> <li>iii) Media literacy and digital resilience</li> </ul> <p>Philosophy for Children P4C: <b>Relationships and Changes</b></p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>i) Ourselves, growing and changing</li> <li>ii) Keeping safe</li> <li>iii) Drugs, alcohol &amp; tobacco</li> </ul> <p>Philosophy for Children P4C: <b>New Beginnings and Getting on and falling out</b></p>	<p>Relationships</p> <ul style="list-style-type: none"> <li>i) Managing hurtful behaviour &amp; bullying</li> <li>ii) Safe relationships</li> <li>iii) Respecting self and others</li> </ul> <p>Philosophy for Children P4C: <b>Going for goals and Good to be me</b></p>	<p>Living in the wider world –</p> <ul style="list-style-type: none"> <li>i) Economic wellbeing: money</li> <li>ii) Economic wellbeing: Aspirations, work and career</li> </ul> <p>Philosophy for Children P4C: <b>Relationships and Changes</b></p>

<p style="text-align: center;"><b>RE</b></p> <p>(See Hertfordshire Agreed Syllabus of RE 2017-2022.) 8 key areas taught are:</p> <ul style="list-style-type: none"> <li>- Beliefs and practices;</li> <li>- Justice and fairness;</li> <li>- Symbols and actions</li> <li>- Identity and belonging;</li> <li>- Prayer, worship and reflection;</li> <li>- Sources of wisdom;</li> <li>- Human responsibility and values</li> <li>- Ultimate questions</li> </ul>	<p><b>Beliefs and practices; Symbols and actions</b></p> <p>Marking festivals, traditions and key events in life</p> <p>Symbolic expression in prayer and worship</p> <p>Advent and Christmas traditions around the world</p> <p><b>Understanding Christianity (UC) Link:</b> People of God 2a.2 What is it like to follow God?</p>	<p><b>Identity and belonging; Prayer, worship and reflection</b></p> <p><b>Ultimate questions</b></p> <p><b>Beliefs and practices – Easter</b></p> <p>Belonging to a family, a community, challenges and religious leadership</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Communicating through sacred spaces and prayer</p> <p>Exploring Lent, Holy Week and Salvation</p> <p><b>UC Link:</b> Creation 2a.1 What do Christians learn from the Creation Story?</p> <p><b>UC Link:</b> Salvation 2a.5, Why do Christians call the day Jesus died Good Friday?</p>	<p><b>Sources of wisdom; Human responsibility and values;</b></p> <p><b>Justice and fairness</b></p> <p>Sacred texts and stories, their guidance and impact</p> <p>Taking responsibility for living together, values and respect</p> <p>Right and wrong, just and fair</p> <p><b>UC Link Incarnation 2a.3</b> What is the Trinity?</p> <p><b>UC Link Kingdom of God 2a.6</b> When Jesus left what was the impact of Pentecost?</p> <p><b>UC Link:</b> Gospel 2a.4 What kind of world would Jesus want?</p>	<p><b>Beliefs and practices; Symbols and actions; Sources of wisdom;</b></p> <p>Marking festivals, pilgrimage, traditions and key events in life</p> <p>Symbolic expression in prayer and worship</p> <p>Exploring the Trinity at Christmas – Incarnation</p> <p><b>UC Link:</b> People of God 2a.2 Digging Deeper What is it like to follow God?</p> <p><b>UC Link Incarnation 2a.3</b> What is the Trinity?</p>	<p><b>Identity and belonging; Prayer, worship and reflection; Ultimate questions</b></p> <p><b>Beliefs and practices – Easter</b></p> <p>Belonging to a community, individual commitment and religious leadership</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Communicating through sacred spaces and prayer</p> <p>Exploring Good Friday – Jesus’ death and resurrection</p> <p><b>UC Link:</b> Creation 2a.1 Digging Deeper, What do Christians learn from the Creation Story?</p> <p><b>UC Link:</b> Salvation 2a.5, Digging Deeper Why do Christians call the day Jesus died Good Friday?)</p>	<p><b>Sources of wisdom; Human responsibility and values;</b></p> <p><b>Justice and fairness</b></p> <p>Sacred texts and stories, their guidance and impact</p> <p>Taking responsibility for living together, values and respect</p> <p>Right and wrong, just and fair</p> <p><b>UC Link:</b> Gospel 2a.4 Digging Deeper, What kind of world would Jesus want?</p>
<p style="text-align: center;"><b>Science</b></p> <p>(See Hamilton Trust scheme of work)</p>	<p>MAGNETIC FUN AND GAMES Year 3 <b>Forces and Magnets</b></p> <p>FIT FOR SUCCESS Year 3 <b>Animals including humans:</b> focus on food, nutrition, skeleton</p>	<p>A WORLD OF LIVING THINGS Year 4 <b>Living things and their habitats</b></p> <p>A FEAST OF FLOWERS, FRUITS AND SEEDS Year 3 <b>Plants:</b> focus on life cycles</p>	<p>WHAT’S THE MATTER? Year 4 <b>States of matter</b></p> <p>SOUNDS SPECTACULAR Year 4 <b>Sound</b></p>	<p>THIS PLANET ROCKS Year 3 <b>Rocks</b></p> <p>SHINING THE LIGHT Year 3 <b>Light</b></p>	<p>HABITAT HELPERS Year 4 <b>Animals including humans</b></p> <p>GREATLY GREEN GROWERS Year 3 <b>Plants:</b> focus on plants and their needs and how they work</p>	<p>THE CIRCLE OF LIFE Year 4 <b>States of matter</b></p> <p>ELECTRIC PERSONALITIES Year 4 <b>Electricity</b></p>

## Upper KS2 (Class 1) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>Art and Design</b> <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	<b>A study of surrealism</b> i) Artist Spotlight: - Salvador Dali  <b>The power of love</b> i) Artist Spotlight: - Auguste Rodin	<b>The explosion of pop art</b> i) Artist Spotlight: - Andy Warhol  <b>Capturing conflict</b> i) Artist spotlight: - Paul Nash	<b>Futurism</b> i) Artist spotlight: Umberto Boccioni  <b>Cultural tradition in art</b> i) Artist spotlight: - Richard Kimbo	<b>Exploring expressionism</b> i) Artist spotlight: - Henri Matisse  <b>Keeping it real</b> i) Artist spotlight: - Gustave Courbet	<b>Art and fashion</b> i) Artist Spotlight: - Piet Mondrian  <b>The art of anatomy</b> i) Artist spotlight: - Albrecht Durer	<b>Art and religion</b> i) Artist Spotlight: - El Greco  <b>Amazed by architecture</b> i) Artist Spotlight: - Zaha Hadid
<b>Computing</b> <small>(see Purple Mash scheme of work)</small>	Unit 5.1 Coding  Unit 5.2 Online Safety	Unit 5.3 Spreadsheets  Unit 5.4 Databases	Unit 5.5 Game Creator  Unit 5.6 3D Modelling  Unit 5.7 Concept Maps	Unit 6.1 Coding  Unit 6.2 Online Safety	Unit 6.3 Spreadsheets  Unit 6.4 Blogging	Unit 6.5 Text Adventures  Unit 6.6 Networks  Unit 6.7 Quizzing
<b>Design and Technology</b> <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	What is Design & Technology?  Artificial intelligence	Arch structures  Pulleys and gears	Food technology - Bread - Food throughout the year i) Christmas ii) Diwali	What is Design & Technology?  Electronic motors	Frame structures  Cams	Food technology - Bolognese - Food throughout the year i) Hanukkah ii) Chinese New Year
<b>French</b> <small>(See Rising Stars' Euro Stars New Primary French scheme of work)</small>	Year 5 – Euro Stars: New Primary French Book 3 <b>Bon appetit, bonne sante (Healthy eating)</b>  Year 6 – Euro Stars: New Primary French Book 4 <b>Notre ecole (Our school)</b>	Year 5 – Euro Stars: New Primary French Book 3 <b>Je suis le musicien (I am the music man)</b>  Year 6 – Euro Stars: New Primary French Book 4 <b>Notre monde (The world around us)</b>	Year 5 – Euro Stars: New Primary French Book 3 <b>En route pour l'ecole (On the way to school)</b>  Year 6 – Euro Stars: New Primary French Book 4 <b>Le passe et le present (Then and now)</b>	Year 5 – Euro Stars: New Primary French Book 3 <b>Scene de plage (Beach scene)</b>  Year 6 – Euro Stars: New Primary French Book 4 <b>Ici et la (Out and about)</b>	Year 5 – Euro Stars: New Primary French Book 3 <b>Le retour du printemps (The return of the spring)</b>  Year 6 – Euro Stars: New Primary French Book 4 <b>Monter un café (Setting up a café)</b>	Year 5 – Euro Stars: New Primary French Book 3 <b>Les Planetes (The planets)</b>  Year 6 – Euro Stars: New Primary French Book 4 <b>Quoi de neuf? (What's in the news?)</b>



<p><b>Geography</b></p> <p>(see Chris Quigley: History Curriculum Companion for topic details)</p>	<p><b>Human &amp; physical geography</b></p> <p>Biomes and Climate Zones:</p> <ul style="list-style-type: none"> <li>- Temperate deciduous forest biome</li> <li>- Marine biome</li> <li>- Desert biome</li> </ul>	<p><b>Place knowledge:</b></p> <p>South America:</p> <ul style="list-style-type: none"> <li>- South America – population</li> <li>- South America – rivers</li> <li>- South America - mountains</li> </ul>	<p><b>Locational knowledge:</b></p> <p>Using maps: features</p> <p>Using maps: four-figure grid references</p> <p>Using maps: six-figure grid references</p>	<p><b>Human &amp; physical geography</b></p> <p>Biomes and Climate Zones:</p> <ul style="list-style-type: none"> <li>- Taiga biome</li> <li>- Freshwater biome</li> <li>- Rainforest biome</li> </ul>	<p><b>Place knowledge:</b></p> <p>North America:</p> <ul style="list-style-type: none"> <li>- North America - population</li> <li>- North America - rivers</li> <li>- North America - mountains</li> </ul>	<p><b>Human &amp; physical geography</b></p> <p>Biomes and Climate Zones:</p> <ul style="list-style-type: none"> <li>- Ice biome</li> <li>- Savannah biome</li> <li>- Grassland biome</li> </ul>
<p><b>History</b></p> <p>(see Chris Quigley: History Curriculum Companion for topic details)</p>	<p><b>Ancient Greeks</b></p> <ul style="list-style-type: none"> <li>i) Influence and impact</li> <li>ii) Myths and legends</li> <li>iii) Clues from the past</li> </ul>	<p><b>The Maya</b></p> <ul style="list-style-type: none"> <li>i)builders and growers</li> <li>ii) clues from the past</li> </ul>	<p><b>The Tudors</b></p> <ul style="list-style-type: none"> <li>i) Tudor monarchs</li> <li>ii) Tudor entertainment and exploration</li> <li>iii) A local history study – The history of Hatfield House</li> </ul>	<p><b>Second World War</b></p> <ul style="list-style-type: none"> <li>- Weapons</li> <li>- Battle of Britain</li> <li>- Impact of WWII</li> </ul>	<p><b>The Aztecs</b></p> <ul style="list-style-type: none"> <li>- Builders and makers</li> <li>- Farmers and fighters</li> </ul>	<p><b>The Victorians</b></p> <ul style="list-style-type: none"> <li>i) Innovation and industry</li> <li>ii) Exploration and empire</li> </ul>
<p><b>Music</b></p> <p>(see Charanga Music scheme of work)</p>	<p>1<sup>st</sup> half term: Year 5 Charanga Livin' On A Prayer</p> <p>2<sup>nd</sup> half term: Year 6 Charanga Happy</p>	<p>1<sup>st</sup> half term: Year 5 Charanga Classroom Jazz 1</p> <p>2<sup>nd</sup> half term: Year 6 Charanga Classroom Jazz 2</p>	<p>1<sup>st</sup> half term: Year 5 Charanga Make You Feel My Love</p> <p>2<sup>nd</sup> half term: Year 6 Charanga A New Year Carol</p>	<p>1<sup>st</sup> half term: Year 5 Charanga The Fresh Prince Of Bel-Air</p> <p>2<sup>nd</sup> half term: Year 6 Charanga You've Got A Friend</p>	<p>1<sup>st</sup> half term: Year 5 Charanga Dancing In The Street</p> <p>2<sup>nd</sup> half term: Year 6 Charanga Music And Me</p>	<p>1<sup>st</sup> half term: Year 5 Charanga Reflect, Rewind And Replay</p> <p>2<sup>nd</sup> half term: Year 6 Charanga Reflect, Rewind And Replay</p>

<p style="text-align: center;"><b>PE</b></p> <p>(see Chris Quigley: History Curriculum Companion for topic details)</p>	<p><b>Fundamental movement (Milestone 3):</b></p> <ul style="list-style-type: none"> <li>- Stability</li> <li>i) Balancing on one leg</li> <li>ii) Walking the beam</li> <li>iii) Rolling</li> </ul> <p><b>Target games:</b></p> <ul style="list-style-type: none"> <li>i) Short boccia</li> <li>ii) Koolchee</li> <li>iii) Target challenge</li> </ul> <p><b>Tag games:</b></p> <p>Peg tag</p> <p><b>Tag rugby</b></p> <p><b>Football</b></p>	<p><b>Fundamental movement (Milestone 3):</b></p> <ul style="list-style-type: none"> <li>- Locomotion</li> <li>i) Running</li> <li>ii) Jumping for height</li> <li>iii) Jumping for distance</li> <li>iv) Hopping</li> <li>v) Galloping</li> <li>vi) Skipping</li> <li>vii) Dodging</li> </ul> <p><b>Swimming</b></p> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>i) Based on a traditional dance</li> <li>ii) Mystery dance</li> <li>iii) From different eras</li> </ul>	<p><b>Fundamental movement (Milestone 3):</b></p> <ul style="list-style-type: none"> <li>- Object control</li> <li>i) Rolling a ball</li> <li>ii) Underarm throwing</li> <li>iii) Overarm throwing</li> <li>iv) Catching</li> <li>v) Kicking</li> <li>vi) Bouncing a ball (Dribbling)</li> <li>vii) Dribbling with feet</li> <li>viii) Striking a ball</li> </ul> <p><b>Striking and fielding games:</b></p> <ul style="list-style-type: none"> <li>i) Continuous cricket</li> <li>ii) Mini tee ball</li> <li>iii) Face the bowler</li> <li>iv) Rounders</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>i) Running</li> <li>ii) Throwing</li> <li>iii) Long jump and triple jump</li> </ul>	<p><b>Fundamental movement (Milestone 3):</b></p> <ul style="list-style-type: none"> <li>- Stability</li> <li>i) Balancing on one leg</li> <li>ii) Walking the beam</li> <li>iii) Rolling</li> </ul> <p><b>Invasion games:</b></p> <ul style="list-style-type: none"> <li>i) Kabaddi</li> <li>ii) Outlet pass</li> <li>iii) Ultimate Frisbee</li> </ul> <p><b>Hockey</b></p> <p><b>Netball</b></p>	<p><b>Fundamental movement (Milestone 3):</b></p> <ul style="list-style-type: none"> <li>- Locomotion</li> <li>i) Running</li> <li>ii) Jumping for height</li> <li>iii) Jumping for distance</li> <li>iv) Hopping</li> <li>v) Galloping</li> <li>vi) Skipping</li> <li>vii) Dodging</li> </ul> <p><b>Swimming</b></p> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>i) Rhythmic gymnastics</li> <li>ii) Vault</li> <li>iii) Partner and group balances</li> </ul>	<p><b>Fundamental movement (Milestone 3):</b></p> <ul style="list-style-type: none"> <li>- Object control</li> <li>i) Rolling a ball</li> <li>ii) Underarm throwing</li> <li>iii) Overarm throwing</li> <li>iv) Catching</li> <li>v) Kicking</li> <li>vi) Bouncing a ball (Dribbling)</li> <li>vii) Dribbling with feet</li> <li>viii) Striking a ball</li> </ul> <p><b>Striking and fielding games:</b></p> <ul style="list-style-type: none"> <li>v) Continuous cricket</li> <li>vi) Mini tee ball</li> <li>vii) Face the bowler</li> <li>viii) Rounders</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>iv) Running</li> <li>v) Throwing</li> <li>vi) Long jump and triple jump</li> </ul>
<p style="text-align: center;"><b>PSHE</b></p> <p>(see PSHE Association and Philosophy 4 Children schemes of work)</p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>i) Healthy lifestyles</li> <li>ii) Mental health</li> </ul> <p>Philosophy for Children P4C: <b>New Beginnings and Getting on and falling out</b></p>	<p>Relationships</p> <ul style="list-style-type: none"> <li>i) Families and close positive relationships</li> <li>ii) Friendships</li> </ul> <p>Philosophy for Children P4C: <b>Going for goals and Good to be me</b></p>	<p>Living in the wider world –</p> <ul style="list-style-type: none"> <li>i) Shared responsibilities</li> <li>ii) Communities</li> <li>iii) Media literacy and digital resilience</li> </ul> <p>Philosophy for Children P4C: <b>Relationships and Changes</b></p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>i) Ourselves, growing and changing</li> <li>ii) Keeping safe</li> <li>iii) Drugs, alcohol &amp; tobacco</li> </ul> <p>Philosophy for Children P4C: <b>New Beginnings and Getting on and falling out</b></p>	<p>Relationships</p> <ul style="list-style-type: none"> <li>i) Managing hurtful behaviour &amp; bullying</li> <li>ii) Safe relationships</li> <li>iii) Respecting self and others</li> </ul> <p>Philosophy for Children P4C: <b>Going for goals and Good to be me</b></p>	<p>Living in the wider world –</p> <ul style="list-style-type: none"> <li>i) Economic wellbeing: money</li> <li>ii) Economic wellbeing: Aspirations, work and career</li> </ul> <p>Philosophy for Children P4C: <b>Relationships and Changes</b></p>

<p style="text-align: center;"><b>RE</b></p> <p>(See Hertfordshire Agreed Syllabus of RE 2017-2022.) 8 key areas taught are:</p> <ul style="list-style-type: none"> <li>- Beliefs and practices;</li> <li>- Justice and fairness;</li> <li>- Symbols and actions</li> <li>- Identity and belonging;</li> <li>- Prayer, worship and reflection;</li> <li>- Sources of wisdom;</li> <li>- Human responsibility and values;</li> <li>- Ultimate questions</li> </ul>	<p><b>Beliefs and practices;</b> <b>Symbols and actions;</b> <b>(Identity and belonging)</b> <b>Celebrations</b></p> <p>Key events in life and pilgrimage</p> <p>Symbolic ways of expressing meaning</p> <p>Exploring the incarnation through the Christmas story</p> <p><b>Understanding Christianity (UC) Link:</b> Incarnation 2b.4 Was Jesus the Messiah?</p>	<p><b>Identity and belonging;</b> <b>Prayer, worship and reflection;</b> <b>Ultimate questions</b> <b>Symbols and actions</b></p> <p>Belonging to a community, individual commitment and religious leadership</p> <p>Communicating beyond prayer and sacred spaces</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Exploring themes in The Last Supper</p> <p><b>UC Link:</b> God 2b.1 What does it mean if God is holy and loving?</p> <p><b>UC Link:</b> Creation 2b.2 'Creation and Science' contradictory or complementary?</p>	<p><b>Sources of wisdom;</b> <b>Human responsibility and values;</b> <b>Justice and fairness</b></p> <p>Sacred texts and stories, their guidance and impact</p> <p>Taking responsibility for living together, the world, values and respect</p> <p>Reflecting on ethics, what is right and wrong, just and fair</p> <p><b>UC Link:</b> Gospel 2b.5 What would Jesus do?</p> <p><b>UC Link:</b> People of God 2b.3 How can following God bring freedom and justice?</p>	<p><b>Beliefs and practices;</b> <b>Symbols and actions</b> <b>(Identity and belonging)</b></p> <p>Celebrations and key events in life</p> <p>Symbolic ways of expressing meaning</p> <p>Exploring the annunciation in a sacred and secular Christmas</p> <p><b>UC Link:</b> Incarnation 2b.4 Digging Deeper Was Jesus the Messiah?</p>	<p><b>Identity and belonging;</b> <b>Prayer, worship and reflection;</b> <b>Sources of Wisdom</b></p> <p>Belonging to a community, individual commitment and religious leadership</p> <p>Communicating beyond prayer and sacred spaces</p> <p>The significance of Salvation</p> <p><b>UC Link:</b> Salvation 2b.6 What did Jesus do to save human beings?</p>	<p><b>Sources of wisdom;</b> <b>Human responsibility and values;</b> <b>Ultimate questions</b> <b>Justice and fairness</b></p> <p>Sacred texts and stories, their guidance and impact</p> <p>Taking responsibility for living together, the world, values and respect</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Reflecting on ethics, what is right and wrong, just and fair</p> <p><b>UC Link:</b> People of God 2b.3 Digging Deeper How can following God bring freedom and justice?</p> <p><b>UC Link:</b> God 2b.1 Digging Deeper What does it mean if God is holy and loving?;</p> <p><b>UC Link:</b> Creation 2b.2 Digging Deeper 'Creation and Science' contradictory or complementary?</p>
<p style="text-align: center;"><b>Science</b></p> <p>(See Hamilton Trust scheme of work)</p>	<p>ILLUSTRATING LIFE CYCLES Y5 <i>Living things and their habitats</i></p> <p>MATERIALS CONSULTANTS Y5 <i>Properties and changes of materials</i></p>	<p>THE HUMAN SPECIES Y5 and Y6 <i>Animals including humans</i></p> <p>THEATRE LIGHTING TECHNICIANS Y6 <i>Light</i></p>	<p>ELECTRIC ART Y6 <i>Electricity</i></p> <p>MEDICAL MANOEUVRES Includes more Y5 and Y6 content on <i>Animals including humans</i></p>	<p>SPECIAL EFFECTS MATERIALS Y5 <i>Properties and changes of materials</i></p> <p>SPACE! Y5 <i>Earth and space</i></p>	<p>WELCOME TO FORCE-LAND Y5 <i>Forces</i></p> <p>THE CLASSIFICATION CODE Y6 <i>Living things and their habitats</i></p>	<p>SURVIVAL OF THE FITTEST Y6 <i>Evolution and inheritance</i></p> <p>SENSATIONAL SCIENCE Includes more Y5 and Y6 content on <i>Properties and changes of materials</i></p>