

Progression in Spirituality across the curriculum



Loving All Our Neighbours
Respecting, Generous, Achieving



English / WCR

	<u>Divine</u>	<u>Nature</u>	<u>Me, Myself & I</u>	<u>Others</u>
<u>Year 1</u>	-Twas the Night Before Christmas (spiritual aspects of belief, wonder and tradition – divine spirit of Christmas)	-The Gruffalo (animals in the forest and survival in nature) - Tale of Peter Rabbit (nature, gardens and animals)	-The Tempest (identity, power, forgiveness and self-awareness) -Coming home (persevering) -The Owl and the Pussycat (self-expression and dreams)	-Hensel and Gretel (siblings and reliance on one another) - Emperor's New Clothes (honesty vs deception in social relationships) -Little Mermaid (involves love, family relationships and sacrifice)
<u>Year 2</u>	-Greek Myths (gods and goddesses) -Christmas Carol (visits from spirits and focus on moral judgement and redemption) -King Arthur (divine right to rule)	-Aesop's Fables (animals and natural world) -Duck's Ditty (nature and riverside environment) -On the Ning Nang Nong (animals) -Owl Babies (animals, hunting and set in the forest)	-King Midas (learn not to be greedy) -Christmas Carol (guilt and self-awareness) - Twelfth Night (identity and disguise) - Aladdin and the magic lamp (personal desire)	-Owl Babies (family relationship) - Arabian Nights (mixture of stories involving love, trust, betrayal and justice). -Twelfth Night (love, mistaken identity and relationships) -King Arthur (loyalty, betrayal and friendship) -Greek Myths (different relationships involving morals, love, jealousy and revenge)
<u>Year 3</u>	-Beowulf (divine judgement) -Firework Maker's Daughter (spiritual trials – Fire Fiend) -Richard III (divine right and destiny)	-Stig of the Dump (connection with nature and the environment – setting in a chalk pit) -Beowulf (survival in harsh environments) -The Jabberwocky (rooted in wild nature)	-Firework Maker's Daughter (independence, ambition, perseverance and self-belief) -Beowulf (heroism and legacy) - Richard III (self-awareness)	-Stig of the Dump (trust and friendship) -Firework Maker's Daughter (friendship and support from others during her journey) -Jim, A Cautionary Tale (disobedience and relationships with authority) -Richard III (power dynamics and relationships with the royal court)

<u>Year 4</u>	-Iliad/Odyssey (gods and fate influence events) -The Tyger (divine power)	-In Flanders fields -The Tyger (nature's power and mystery of the tiger)	-Iliad/Odyssey (identity, honour and perseverance) -Oliver Twist (resilience)	-Oliver Twist (social relationships and class struggles) - Julius Caesar (politics, betrayals and complex relationships) -Miraculous journey of Edward Tulane (relationships with different people, which shape his journey) -Iliad/Odyssey (rivalry, family ties and social bonds amid war)
<u>Year 5</u>	-The Lion, the Witch and the Wardrobe (strong Christian themes – sacrifice, resurrection and pleasing vs evil) -Macbeth (supernatural key characters)	-Journey to the River Sea (Amazon rainforest, wildlife and the natural environment)	-Skellig (Michael's personal growth) -The Lion, the Witch and the Wardrobe (courage and identity) -Macbeth (guilt and inner turmoil) -The school boy (freedom and happiness)	-The Lion, the Witch, and the Wardrobe (sibling bonds, friendship and loyalty) -Skellig (relationships between Michael and his family) -Macbeth (power struggles and betrayal) -Three Weird Sisters (sisters' influence on others)
<u>Year 6</u>		-I wandered lonely as a cloud (nature's beauty) -Animal Farm	-The 1000-year-old boy (identity) -The Giver (personal discovery and questioning of society) -The Boy in the Tower (personal growth and resilience) -Romeo and Juliet (love and identity)	-Animal Farm (power and social relationships within a community) -Romeo and Juliet (love, family conflict and social relationships) -Boy in the tower (community tensions and isolation) -The Giver (social structure and community bonds)

Maths

	<u>Divine</u>	<u>Nature</u>	<u>Me, Myself & I</u>	<u>Others</u>
<u>Y1 – Y6</u>	-Shape (sacred art) -Time (divine order and cycles of life) -Statistics (human diversity)	-Length and height -Mass, capacity and temperature -Shape -Position and direction	-Place value (developing number sense and confidence in numerical understanding) -Multiplication and division (problem solving and logical thinking)	-Money (transactions and exchanges) -Addition and subtraction (sharing, giving, comparing with others) -Statistics -Fractions (sharing)

	-Fractions (parts and wholes mirror spiritual unity and divisions, balance, harmony)	-Time (Day/night – seasons) -Volume (how much space objects occupy – nature/materials)	-Fractions (internal reasoning) -Converting units (abstract thinking and problem solving) -Algebra (problem solving and symbolic reasoning)	-Decimals (can be used in money, recipes or comparisons of real-world interactions) -Volume (sharing) -Percentages (real-world social contexts like discounts and voting) -Ration (sharing recipes, dividing resources or fair distribution)
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Science

	<u>Divine</u>	<u>Nature</u>	<u>Me, Myself & I</u>	<u>Others</u>
<u>Year 1</u>		-Animals and their needs -Season and weather -Taking care of the Earth -Plants -Materials and magnets	-The Human Body -Plants -Taking care of the Earth	-Plants
<u>Year 2</u>		-Plants -Materials and matter -Astronomy	-The Human Body -Electricity (safety)	-The Human Body -Electricity -Materials and matter (Mastrel) -Plants
<u>Year 3</u>	-Light (Ancient Greek L4/5)	-Cycles in Nature -Rocks -Forces and Magnets -Plants -Light	-The Human Body	-Plants (Agnes Arber) -Forces and magnets (Curie)
<u>Year 4</u>		-Classification of plants and animals -Ecology -Water Cycle	-The Human Body -Ecology -Sound -Electricity (safety)	-Electricity (Edison and Latimer) -Classification of plants and animals (Linnaeus) -Sound (Baumgartner)
<u>Year 5</u>		-Materials -Living things -Forces -Astronomy -Meteorology	-The Human Body	-Living things (individuals) -Forces (Newton)
<u>Year 6</u>	-Electricity (Ancient Greeks)	-Classification of living things - Evolution (fossils and adaptation) -Reproduction	-The Human Body -Light	-Evolution

History

	<u>Divine</u>	<u>Nature</u>	<u>Me, Myself & I</u>	<u>Others</u>
<u>Year 1</u>	-Parliament and prime ministers (Catholics and Protestants) -Kings, Queens and Leaders -Discovering History (Royal family tree)		-Discovering History (my family tree)	-Parliament and prime ministers (army and Protestant nobles) -Kings, Queens and Leaders (connection with school council/lack of money) -Discovering History (local history/ancestors)
<u>Year 2</u>	-Tudors (English Reformation & Kings/Queens) -Romans (Roman Empire)	-Powerful voices (Attenborough & Thunberg)	-Powerful Voices (Malala – grateful for education)	-Powerful voices (protests/equality) -Tudors (life in Tudor England) -Romans (towns/invasions)
<u>Year 3</u>	-War of the Roses (Kings/Queens) -Law and Power (Cathedrals & Crusades) - Anglo Saxons, the Scots and the Vikings (culture and religion) -Ancient Egypt (Pharaoh/gods and goddesses) -Ancient Greece (polytheistic beliefs – worshipped many Gods)	-Anglo Saxons, the Scots and the Vikings (settlements/farmers / food production) -Ancient Egypt (River Nile) -Stone Age to Iron Age (farming & British Isles joining people together)		-Anglo Saxons, the Scots and the Vikings (Settlements – rich vs poor) -Ancient Egypt (L2 social status) -Stone Age to Iron Age (Life in Neolithic Britain) -Ancient Greece (L1 civilisation and city-states)
<u>Year 4</u>	-The Stuarts (monarchs and English Revolution) -Rise and Fall of the Roman Empire (Christianity & polytheistic) -Life in Ancient Rome (L2 absolute monarchy) -Ancient Greece (Gods, mythology & democracy)	-Life in Ancient Rome (L1 geographical facts leading to Rome becoming powerful) -Ancient Greece (Mount Olympus)	-The Stuarts (Plague – importance of good hygiene and health)	-The Stuarts (Rebuilding London and Christopher Wren) -Life in Ancient Rome (Civilisation/society and Latin) -Ancient Greece (civilisation & city states)
<u>Year 5</u>	-Victorians (Reigns of Queen Victoria) -The French Revolution (King Louis XVI / absolute monarchy)	-Transatlantic Slave Trade (Triangular Trade & Atlantic Passage)	-Industrial Revolution (children at work)	-Victorians (Industrial Revolution & Life in the slums)

	-The Early British Empire (monarchs & Mogul Empire) -Baghdad (Rise of Islam)	-Early British Empire (land Britain gained)		-Industrial Revolution (Industrialisation causing illness and social status strains) -The Transatlantic Slave Trade (abolition movement, Clarkson & Wilberforce) -The French Revolution (L5 exile of Napoleon leading to improvements) -Baghdad (city of Baghdad, L3 focused on building a city)
<u>Year 6</u>	-Human Rights (Catholicism and Protestantism)	-The Rise and Fall of Hitler (Germany invaded Poland to regain land) -World War 1 (On land, at sea, and in the air)	-Human rights (views on women's and children's rights equality)	-The Cold War (communism vs capitalism) -World War II (Holocaust – camps and buildings) -The Rise and Fall of Hitler (Aryan Race & Refugee Crisis) -The Suffragettes (NUWSS & WSPU) -World War 1 (Life on the Western Front & Home Front)

Geography

	<u>Divine</u>	<u>Nature</u>	<u>Me, Myself & I</u>	<u>Others</u>
<u>Year 1</u>	- Seven continents (Greek mythology L3) -The UK (Kings & Queens – union)	-Spatial sense -The UK -Seven continents		-The UK -Spatial sense
<u>Year 2</u>		-Spatial sense -The British Isles -Northern Europe	-British Isles (comparing local area)	-British Isles -Northern Europe -Spatial sense
<u>Year 3</u>	-Asia-China and India (The Ganges – Hindus) -Rivers (Nile – Ancient Egyptians)	-Spatial sense -Settlements -Rivers -UK Geography: South West -Western Europe -Asia- China and India		-Spatial sense -Settlements -UK Geography: South West (agriculture) -Western Europe (settlements and trade)
<u>Year 4</u>	-Regions of the UK (cathedrals)	-Regions of the UK -Europe		-Northern Ireland (farming and Finn MacCool)

	-Europe (Parthenon – temple in Ancient Greece) -Japan (Imperial Palace) -London and South East of England (Canterbury – cathedral) -Northern Ireland (president) -Eastern Europe (Tsar) -Mediterranean Europe (Roman Empire / Ancient Greece)	-Japan -London and the South East of England -Northern Ireland -Eastern Europe -Mediterranean Europe -Spatial sense		-Eastern Europe (refugee) -Mediterranean Europe -Spatial sense
<u>Year 5</u>	-New Zealand and South Pacific (L1 – colony) -Australia (colony & government)	-Mountains -New Zealand and the South Pacific -Local study -Australia -East Anglia, Yorkshire and The Midlands	-Local study	-Mountains (L2) -Local study (transport/connections) -Spatial sense
<u>Year 6</u>	-Globalisation (President/UN) -Africa (Mansa Musa) -South America (Incan Empire)	-Globalisation -Africa -South America -North America -British Geography -Spatial sense	-British Geography (Local case study – health)	-Spatial sense -South Africa (different cultures in one society) -British Geography -Spatial sense

Music

	<u>Divine</u>	<u>Nature</u>	<u>Me, Myself & I</u>	<u>Others</u>
<u>Year 1</u>		-What can you hear? (including animals) -Ostinato 1 (Mars song / A sailor went to sea) -Animals in Music	- Throughout all units, children are encouraged to increase their confidence by being the conductor. -In all units, children are asked how they feel when hearing a piece of music.	-Stories in sound – Sorcerer's Apprentice (learn to ask for help) -Marching Music (Ottoman Sultan's household troops -modern paid army in Europe) -Samba (music from Brazil/street carnival celebrations)
<u>Year 2</u>	-Gamelan (Hindu/Buddhist culture in Indonesia)	-Emotions in sound (Anna Clyne, Stormy Sea & Peter and the Wolf) -Peter and the Wolf	-Lullabies (what helps us relax) - Throughout all units, children are encouraged to increase their confidence by being the conductor.	-Lullabies (different languages) -Gamelan (different cultures and countries, Java and Bali)

		- Beat Music (Yellow Submarine)	- In all units, children are asked how they feel when hearing a piece of music.	- Ostinato II (Bolero – Spanish culture)
<u>Year 3</u>	- Indian Classical Music (Hindustani music)	- Stories in sound II (A night on the bare mountain) - Sounds of the sea - Vivaldi's Winter	- Throughout all units, children are encouraged to increase their confidence by being the conductor. - In all units, children are asked how they feel when hearing a piece of music.	- Pachelbel's Canon (often played at weddings / special events) - Off-beat (music made for people to dance to)
<u>Year 4</u>	- Announcing an entrance (fanfare – introduce monarchs) - Solo (Syrinx – Ancient Greek gods and goddesses L1) - Working songs (L4 – Sikh empire)	- Working songs (sea shanties sung when raising sails or hauling ropes)	- Throughout all units, children are encouraged to increase their confidence by being the conductor. - In all units, children are asked how they feel when hearing a piece of music.	- Stories in sound III (soldiers marching) - Beethoven's 5 th – playing in unison - Take the 'A' Train (jazz music meant for people to come together and dance to) - Working songs (combination of Western and traditional Punjabi instruments & sea shanties)
<u>Year 5</u>	- African-American Spirituals (told Biblical stories & Ancient Jewish people in slavery) - The Little Babe (carols – Christian song / L3 focus on Henry VI)	- The Lark Ascending	- Throughout all units, children are encouraged to increase their confidence by being the conductor. - In all units, children are asked how they feel when hearing a piece of music. - American Spirituals (L1: Do you have a hero?)	- English folk songs (compare English songs against songs in Ghana/communities 'hop picking') - African-American Spirituals (French Revolution effects) - Jin-Go-La-Ba (children comparing their songs to Ghanaian children)
<u>Year 6</u>	- Protest songs (some have their origins in African-American spirituals and gospel songs) - Hallelujah Chorus (Jewish and Christian)	- Minimalism and soundscapes (soundscapes and 'weather report')	- Throughout all units, children are encouraged to increase their confidence by being the conductor. - In all units, children are asked how they feel when hearing a piece of music. - Voice and Body Percussion	- Protest songs (American civil rights/equality & communities) - Rock, Pop and the influence of the blues (Beatles – 'Beatlemania' bringing Britain together) - Blues and the Grooves (African-American community)

PSHE

	Divine	Nature	Me, Myself & I	Others
YEAR A (Y1 – Y6)		- Healthy Lifestyles - Managing Safety and Risks	- Beginning and Belonging - Anti-Bullying - Financial Capability - Relationships & Sex Education	- Family and Friends - Anti-Bullying - Working Together - Relationships and Sex Education - Managing Safety and Risk - Healthy Lifestyles
YEAR B (Y1 – Y6)	- Rights, Rules and Responsibilities - Diversity and communities (could link religious groups)	- Rights, Rules and Responsibilities	- Rights, Rules and Responsibilities - My emotions - Anti-bullying - Drug Education - Personal Safety - Y5/6 Relationship & Sex Education - Digital Lifestyles - Managing change	- Rights, Rules and Responsibilities - Anti-bullying - Diversity and communities - Drug Education - Y5/6 Relationship & Sex Education - Digital Lifestyles

RE - our Big Questions

	Divine	Nature	Me, Myself & I	Others
EYFS	- Which stories are special to different people? - What places are special to different people?	- What places are special to different people? - If the world is special, how should we treat it?	- What makes me special? - If the world is special, how should we treat it?	- Who is special to different people? - Which stories are special to different people? - What places are special to different people?
Year 1	- Who is God to Christians, and why does God matter to them? - Who is Allah to Muslims, and why does Allah matter to them? - Is it possible to speak to God? - Is there a right way to worship?	- What is my view of the world?	- Why is it important to say thank you? - What is my view of the world?	- Who is God to Christians, and why does God matter to them? - Who is Allah to Muslims, and why does Allah matter to them? - Is there a right way to worship?
Year 2	- What is a human being? (1 & 2)	- How do people welcome a new	- What is a human being? (1 & 2)	- What is a human being? (1 & 2)

	- Local case study 1 (Olaudah Equiano) - Local Case Study 2 (Muslim community) -How do people welcome a new human into their community (1 & 2)	human into their community (1 & 2)		- Local case study 1 (Olaudah Equiano) - Local Case Study 2 (Muslim community) -How do people welcome a new human into their community (1 & 2)
<u>Year 3</u>	-What is my duty, how do I know, and why does it matter? (Sikh) -What is my duty, how do I know, and why does it matter? (Hindu) -What is a good life? (Christian) -Do Christians have to believe in God as the Trinity? (1 & 2)		-What is my duty, how do I know, and why does it matter? (Sikh) -What is my duty, how do I know, and why does it matter? (Hindu) -What is a good life? (non-religious)	-What is a good life? (non-religious) -Do Christians have to believe in God as the Trinity? (1 & 2)
<u>Year 4</u>	-Can spirituality make things better? (Sikh) -How do people express their spirituality together? (Muslim and Hindu) -How do people express their spirituality together? (Christian)	-Are all homes spiritual places? -Can spirituality make things better? (non-religious)	-Can spirituality make things better? (non-religious)	-What is religion? What is spirituality? -How do people express their spirituality together? (Muslim and Hindu) -How do people express their spirituality together? (Christian)
<u>Year 5</u>	- Does creativity matter in religious worldviews? (Music and Art) -Are all people equal? (Christian and non-religious worldviews) -Are all people equal? (Sikh) -Do people always put their beliefs into action? (Christian and Muslim)	-Does creativity matter in religious worldviews? (Music and Art)	-Are all people equal? (Christian and non-religious worldviews)	-Are all people equal? (Christian and non-religious worldviews)
<u>Year 6</u>	-Should a worldview always stay the same? (1 & 2) -Is technology a good thing for religious worldviews? (1) -Does religion matter?	-Is technology a good thing for religious worldviews? (2) -What is my view of the world?	-Is technology a good thing for religious worldviews? (2) -What is my view of the world?	-Does religion matter? - What is my view of the world?

Latin

	<u>Divine</u>	<u>Nature</u>	<u>Me, Myself & I</u>	<u>Others</u>
<u>Maximum</u>	-Autumn 1- William the Conqueror -Autumn 2 – major Greek gods and goddesses and their special powers -Summer 2 – Hercules		-Spring 1 – being selfless, not selfish (Midas) -Summer 1 Fables – what lessons can I learn?	-Autumn 1 – modern inventors, creators and authors using Latin/Greek words - Spring 2 – includes different individuals and buildings in the community -Summer 2 – Celebrating in Latin
<u>Minimus Book 1 chapter 1 - 6</u>	-Autumn 1 – Perseus' gifts from the gods	-Autumn 2 – myth based on animals -Spring 1 (L4 animal noises)	-Spring 1 (use vocabulary learnt to talk about what they're doing)	-Autumn 1- family members' connection -Spring 2 – Schools in Roman times -Summer 1 – Roman towns -Summer 2 – Roman wagons and towns
<u>Minimus Book 1 chapter 7 -12</u>	-Summer 2 – Gods and goddesses		Spring 2 – Midas (learning about selflessness and selfishness)	-Autumn 1 – Roman army -Autumn 2 – Roman baths and doctors' tools -Spring 1 – Roman soldier -Summer 1: Pyramus and Thisbe story (connection with others – love)
<u>Minimus Book 2 chapter 1 - 6</u>	-Autumn 1 – story of Hodie (birth of Jesus) -Autumn 2 – Odysseus at sea story -Spring 1 – birth of the goddess Athena -Summer 1 – Greek myths and goddesses (Demeter and Persephone) -Summer 2 – Myth of Saturn (Greek God) and Golden Age	-Autumn 2 – Odysseus at sea story -Spring 2 - The Granary is destroyed story (based on the farmer's crops catching fire) -Summer 2 – Myth of Saturn and Golden Age (Earth providing food)	-Autumn 1 – Story of Pegasus the wonder-horse (learning about friendship and courage)	-Spring 1 – Roman roads -Summer 1 – sad news story (based on Roman soldiers)

Art

	<u>Divine</u>	<u>Nature</u>	<u>Me, Myself & I</u>	<u>Others</u>
<u>Year 1</u>	-Style in Art (St George / Starry Night) -Architecture (Southwark Cathedral / Westminster / Parliament)	-Sculpture (L4 natural objects & penguins) -Style in Art (mountains) -Architecture -Line (French countryside) -Colour (sea)		-Paintings of children (Hogarth's children) -Style in Art (different cultures/painters)
<u>Year 2</u>	-Murals and tapestries (San Gimignano scenes from the bible & Leonardo Da Vinci) -History Paintings (Greek Myths) -Landscape and Symmetry (The Last Supper)	-History Paintings (Athens / minotaur) -Landscape and symmetry (seascape) -Colour, shape and texture (Young Hare)	-Portraits and self-portraits	-Murals and tapestries (factory workers L1) -Landscape and symmetry (comparing Constable and Turner) -Portraits and self-portraits -Colour, shape and texture (Matisse and Mukherjee similarities/differences) -Colour and shape (artists/designers differences)
<u>Year 3</u>	-Modern Architecture (L1 St Paul's Cathedral) -Architecture (Parthenon & Gaudi's family) -Anglo-Saxon Art (Kings & monks) -Art of Ancient Egypt	-Modern Architecture -Architecture -Anglo-Saxon Art (L2 animals woven in art) -Art of Ancient Egypt (papyrus) -Still life and form (Moser flower painting)		-Art of Ancient Egypt (lifestyles, beliefs and power) -Line (different cultured artists comparison)
<u>Year 4</u>	-Needlework, Embroidery and weaving (royal clothing) -Monuments of the Byzantine Empire (Roman Empire / Christianity / mosque) -Monuments of Ancient Rome (Pantheon) -Light (Supper at Emmaus)	-Monuments of the Byzantine Empire -Monuments of Ancient Rome -Design (L5 fjord/cities) -Space (Turner's landscapes)		-Design (compare two trapeze artists) -Space (peasant vs upper class)

<u>Year 5</u>	-Photography (Queen Victoria / Nazi) -Art from Africa (Benin Kingdom) -Islamic Art and Architecture (Muslim, Christian & Jewish) -Style in Art ('The Pilgrimage to the Isle of Cytheria')	-Photography (L5) -Print making (L4 36 views of Mount Fuji) -Chinese painting and ceramics (flower paintings) -Art from Western Africa (Malian Antelope Headdresses) -Islamic Art and Architecture (Dome of the Rock and Jerusalem)	-Take one picture (L1's responses)	-Photography (connecting others through technology) -Take one picture (links with the community) -Chinese painting and ceramics (culture and calligraphy) -Islamic Art and Architecture (buildings for worship/related to religions) -Style in Art (comparing modernism and Rococo)
<u>Year 6</u>	-Art in the Italian Renaissance (Last Supper / Sistine Chapel & Greek Philosophers) - Renaissance Architecture and Sculpture (Florence Cathedral)	-Impressionism and Post-Impressionism (L3 paintings of modern life) -William Morris (L4 factories and pollution)	- Art in the Italian Renaissance (L1 – draw and feel own body parts) -Art in the 20th century (L1 Who am I?)	-William Morris (L3 houses and companies) -Victorian Art and Architecture (London buildings) -Renaissance Architecture and sculpture ('black everywoman') -Art in the 20th century (Black Lives Matter)

DT

	<u>Divine</u>	<u>Nature</u>	<u>Me, Myself & I</u>	<u>Others</u>
<u>Year 1</u>		- Vehicles (pollution)	- Cooking - Sew animal sock puppets -Vehicles	-Cooking dips and vegetables & mince pies (learning about Greece) - Sew animal sock puppets (user)
<u>Year 2</u>	-Cooking gingerbread men (Queen Elizabeth)	-Building moving pictures (plant)	-Cooking -Sewing pencil cases	-Cooking pizza (Naples) -Sewing pencil cases
<u>Year 3</u>		-Sewing decorations/key rings (natural resources) - Pop-up book (plant)	-Cook (bread/butter, and pasta)	-Sewing decorations/key rings (user/purpose) - Cook pasta (origin)

<u>Year 4</u>			- Sew cushions (user) - Cook	-Sew cushions (appliqué – originated from Asia) -Build moving miniature playgrounds (ancient Greek Antikythera mechanism) - Cook ratatouille and couscous (France and North Africa) - Cook apple crumble
<u>Year 5</u>	-Build cams, toys (history of cams and mechanisms (Ismail al-Jazari)	-Cook honey cake (honey production) -Cook pitta bread (wheat production)	-Sew bags (user/purpose)	-Cook pitta bread (cooking from different cultures) - Sew bags (appliqué – originated from Asia)
<u>Year 6</u>		-Build water walls (engineering systems to create environmentally friendly solutions) - Cooking mezze (wheat production) -Sew upcycling fashion		-Build water walls (Archimedes' screw – inventor from Sicily) (EYFS evaluate) -Cooking Mezze (different cultures) -Build electrical toys (user) - Sew upcycling fashion (appliqué – originated from Asia)

PE

	Divine	Nature	Me, Myself & I	Others
<u>Year 1</u>		-Dance (weather songs)	-Dance (confidence to perform) -Gymnastics (develop flexibility, strength, technique, control, balance and self-reflection) -Target games – improve aim and throwing skills	-Ball skills (attack and defend in a team) -Dance (working in partners/groups – communication skills) -Gymnastics (work in partners in routines) -Sending and receiving – working as part of a team. -Invasion – use of teammates to achieve an objective.
<u>Year 2</u>		-Dance (Secret Garden and The Circus songs)	-Dance (confidence to perform) -Gymnastics (develop flexibility, strength, technique, control, balance and self-reflection) -Striking and fielding (develop skills of catching and throwing)	-Ball skills (attack and defend in a team) -Dance (working in partners/groups – communication skills) -Gymnastics (work in partners in routines)

				-Sending and receiving – working as part of a team. -Invasion – use of teammates to achieve an objective. -Striking and fielding – working in teams competitively using good communication
<u>Year 3</u>		-Rounders (understand the role of fielding and awareness of space)	-Hockey (building confidence when working in a team) -Dance (confidence to perform) -Gymnastics (develop flexibility, strength, technique, control, balance and self-reflection) -Tag rugby – evaluate own and others’ performances and suggest improvements -Rounders (develop catching, throwing and striking)	-Hockey (attack and defend in a team) -Dance (working in partners/groups – communication skills) -Gymnastics (work in partners in routines) -Netball – communication in a team and play competitively and respectfully. -Tag rugby – team strategies and tactics to outwit the opposition. -Rounders (fielders – working as a team) -Dance (song about machinery and factories & country western)
<u>Year 4</u>		-Cricket (understand the role of fielding and awareness of space) -Dance (songs about states of matter)	-Football (building confidence when working in a team) -Dance (self-reflection of own performances, and able to identify areas for improvement) -Gymnastics (develop flexibility, strength, technique, control, balance and self-reflection) -QAA (develop problem-solving skills) -Cricket (develop control using a bat)	-Football (attack and defend in a team) -Dance (working in partners/groups – communication skills) -Gymnastics (work in partners in routines) -Basketball – communication in a team and play competitively and respectfully. -QAA – Work as a pair/group to plan, solve, reflect and improve on strategies. -Cricket (fielder – working as a team) -Dance (songs about carnival – Samba)
<u>Year 5</u>	-Dance (songs about Ancient Maya – based on	-Rounders (understand the role of fielding and awareness of space)	-Hockey (building confidence when working in a team) -Dance (self-reflection of own performances, and able to identify areas for improvement) -Gymnastics (develop flexibility, strength, technique, control, balance and self-reflection)	-Hockey (attack and defend in a team) -Dance (working in partners/groups – communication skills) -Gymnastics (work in partners in routines) -Netball – communication in a team and play competitively and respectfully. -Tag rugby – team strategies and tactics to outwit the opposition.

	Mayan Gods)		-Tag rugby – evaluate own and others’ performances and suggest improvements - Rounders(develop control using a bat)	-Rounders (fielders – working as a team) -Dance (songs of different styles, including Chinese mythology)
<u>Year 6</u>		-Cricket (understand the role of fielding and awareness of space)	-Football (build confidence when working in a team) -Dance (self-reflection of own performances, and able to identify areas for improvement) -Gymnastics (develop flexibility, strength, technique, control, balance and self-reflection) -QAA (develop problem-solving skills) -Cricket (develop control using a bat)	-Football (attack and defend in a team) -Dance (working in partners/groups – communication skills) -Gymnastics (work in partners in routines) -Basketball – communication in a team and play competitively and respectfully. -QAA – Work as a pair/group to plan, solve, reflect and improve on strategies. -Cricket (fielder – working as a team) -Dance (songs based on Bhangra – originated in the Punjab region of India)

Computing

	<u>Divine</u>	<u>Nature</u>	<u>Me, Myself & I</u>	<u>Others</u>
<u>Year 1</u>		-Programming animations (different characters/animals and settings)	-Technology around us (using it responsibly) -Digital painting (creativity) -Programming animations (creativity)	-Technology around us (technology in school) -Making a robot (problem solving and working in groups to program) -Grouping data (grouping and sorting things around us) -Digital writing (link to broader community and purpose of digital writing)
<u>Year 2</u>	-Digital music (can link to which music you might hear in a place of worship)	-Digital photography (environment and living things) -Pictograms (animal-based questions for collecting data) -Digital music (animal sounds)	-Digital photography (self-reflect and improve pictures) - Robot algorithms (design the beebot map) -Pictogram (improve confidence in gathering and representing data) - Programming quizzes (problem solving, focusing	-IT around us (how it improves our world in school and beyond) -Digital photography (comparing different photographs) -Robot algorithms (work in a group to debug programs) -Digital music (working in groups to create a musical composition)

			on sequences of code to make quizzes)	
<u>Year 3</u>	-Stop frame animations (animation that tells a story – link to biblical)	-Events and actions in programmes(sprites are animals and backdrops are different environments)	-Stop-frame animation (capturing and editing animations – involving self-reflections) -Branching databases (improving reasoning mindset – building and using branching databases)	-Connecting computers (how devices can be connected and connect us) -Sequencing sounds (work in partners to create music in block-based programming) -Desktop publishing (using desktop publishing to connect people, e.g. newspapers)
<u>Year 4</u>		-Repetition in shapes (look at outside objects, like a brick wall) -Photo editing (pictures of different places, including outside) -Repetition in games (sprites can be animals, and backdrops are different environments)	-Audio production (Podcast – improve self-confidence of performing) -Photo editing (self-reflection to know where this is a need for improvement)	- The internet (web browsers to research and connect to the outside world) -Audio production (connecting with others) -Data logging (working in a group to plan and carry out an investigation) -Repetition in games (plan a game in a group)
<u>Year 5</u>		-Introduction to vector graphics (animals and plants)	-Video production (self-reflect when editing) -Selection in physical computing (problem-solving skills) -Selection in quizzes (solving algorithms – growth mindset)	-Systems and searching (how IT systems connect the world) -Video production (in groups, planning, capturing and editing video to produce a short film) -Flat-file databases (purpose of databases and how they connect us)
<u>Year 6</u>		-Variables in games (sprites can be animals and backdrops of different environments)	-Webpage creation (creativity) -Variables in games (designing) -3D modelling (making video games involves self-reflecting and building a growth mindset of trialling different options)	-Communication and collaboration (searching and communicating) -Webpage creation (creating webpages to connect with people of similar interests) -Variables in games (working in groups) -Introduction to spreadsheets (purpose of spreadsheets, for example, in businesses)

				-3D modelling (look into where it is used in industries) -Sensing movement (problem solving together by designing and coding a project that captures inputs from a device_
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EYFS

<u>Divine</u>	<u>Nature</u>	<u>Me, Myself and I</u>	<u>Others</u>
-Festivals and celebrations: Diwali, Hanukkah, Eid, Easter, Christmas, Holi -Stories from the past – Greek Myths, St George and the Dragon, Aesop's Fables -RE: What makes me special? (Muslim, Christian and Sikh) -RE: Who is special to different people? (Hindu, Christian and Jew) - RE: Which stories are special to different people? (Christian and Muslim) -RE: How do different people celebrate their special times? (Christian and Sikh) -RE: What places are special to different people? (Christian, Hindu and Jewish) -RE: If the world is special, how should we treat it? (Muslim and Christian)	-Growing and changing – seasons, animals, space, plants -Space – planets, earth, sun, moon, space, travel -The Natural world – life cycles, plant growth, weather, materials -Seasons of the year -Local farming and food origins – where food comes from, crops grown locally and worldwide -Science and nature stories – e.g. The Tiny Seed, Oliver's Fruit Salad -Earth and forces – gravity, air/water. Transport, frost, and melting ice -Design a garden for the king – gardening, plant selection -RE If the world is special, how should we treat it?	- All about me – self-awareness, feelings, physical body -Personal, social and emotional development – goals, independence, perseverance, worries, identity -Transition to year 1 – change, growth, resilience -Healthy bodies and diet – self-care, hygiene, health -What do I do when things are hard? – resilience and growth mindset -Drawing myself – self-perception, identity in art -Ruby's worries/colour monster – emotional regulation -My past, present, future – life timeline and personal history -Expressing preferences – likes and dislikes -My route to school – autonomy and sense of place	-All about me – my family, friendship, community, cultural understanding -Community – roles, helpers, diversity, teamwork, inclusion. -People, culture and communities – school location, community roles, cultures around the world RE: ourselves, our families, our communities (identity, belonging, family values) -Celebration and special times – weddings, baby naming, Diwali, Eid, Hanukkah -Festivals and celebrations: Harvest, Chinese New Year, Christmas, Easter, etc. -Friendship and teamwork – sharing and helping friends -Road safety – share rules for keeping safe -Oral storytelling – stories passed down in families and cultures

		-RE: What makes me special?	-Stories about community helpers – e.g. Mr Grumpy’s Motor Car -RE: Who is special to different people? -RE: Which stories are special to different people? -RE: How do different people celebrate their special times? -RE: What places are special to different people?
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