



2021-2022

A Curriculum Programme for Science, Computing & the Foundation Subjects in KS1 and KS2

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OVERVIEWS BY SUBJECT

Science

EYFS Science overview

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"> Describe what they see, hear & feel whilst outside Observational drawings of the natural world Discuss how to care for the living things & their habitats Examine change over time Express opinions on natural & built environments & opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> Explore collections of materials with similar and/ or different properties. Talk about the differences between materials and changes that they notice. Characteristics of liquids & solids e.g. cooking eggs, melting chocolate. Observe & 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 & a boat floating on water. 	<ul style="list-style-type: none"> Extend vocabulary: blossom, buds, bulb, evergreen, deciduous. Describe what they see, hear & feel whilst outside. Name & describe some plants. Draw pictures of plants. 	<ul style="list-style-type: none"> Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health. Describe what they see, hear & feel. Identify different parts of their body & animals. Be able to show care and concern for living things. Know the effects exercise has on their bodies. Have some understanding of growth and change. Talk about things they have observed including animals. Observational drawings of animals. 	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	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	<ul style="list-style-type: none"> Can name own body parts using the text Funny Bones as a support – all above + shoulders, ribs, backbone, knees, elbow. Can piece back together the parts of the body and locate upon request. Can name their five senses and what each one does. Can name the 4 seasons. Can talk about similarities and differences between each season. Can name the characteristics of each season. Can talk about hibernation and migration. 	<ul style="list-style-type: none"> Know the effects of heating and cooling on ingredients such as melting and freezing. Can classify a set of objects by their materials – wood, plastic, fabric, and glass. Can name the characteristics of materials. Can describe the most suitable materials for building and give explanations as to why. 	<ul style="list-style-type: none"> All plants need water, light and warmth to grow and survive. A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight. Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly & ladybirds. Can describe the life cycle of a chick using correct terminology e.g. embryo, incubation, hatching. Knows that meat is produced from animals.
	Seasonal Changes	Everyday Materials	Plants	Animals including humans		

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KS1 Science Overview

Year	AUTUMN		SPRING		SUMMER
1	Everyday Materials and their Properties (Throughout the Year) Observe seasonal changes in relation to plants, animals and humans.		Plants (Throughout the Year) Observe seasonal changes in relation to plants, animals and humans.		Animals including humans (Throughout the Year) Observe seasonal changes in relation to plants, animals and humans.
2	Observe seasonal changes in relation to plants, animals and humans. (Throughout the Year)	Animals including humans	Everyday materials and their Properties	Plants	Living things and their habitats

KS2 Science Overview

Year	AUTUMN		SPRING		SUMMER	
3	Animals including humans	Force and magnets	Rocks and other materials		Plants	Light
4	Animals including Humans	Sound	Electricity	Living things and their habitats	States of matter Water cycles	
5	Animals including humans		Forces Forces, including gravity	Earth & Space	All living things & their habitats	Properties & changes of materials
6	Light and Shadows: The Eye	Electricity: investigating circuits	Evolution and Inheritance		Classification, including micro-organisms	Health and lifestyles, including circulatory system

Computing

EYFS Computing Overview

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"> Completes a simple program on electronic devices. 	<ul style="list-style-type: none"> Begin to list different IT in their home. 	<ul style="list-style-type: none"> Begin to give reasons why we need to stay safe online. Can use the internet with adult supervision to find and retrieve information of interest to them. 	<ul style="list-style-type: none"> Can create content such as a video recording, stories, and/or draw a picture on screen. 	<ul style="list-style-type: none"> Develops digital literacy skills by being able to access, understand and interact with a range of technologies. 	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
	<ul style="list-style-type: none"> Can turn on an iPad, open a programme and follow instructions. 	<ul style="list-style-type: none"> Can explain how to stay safe when using the internet. Can follow teachers' instructions when using an online interactive programme such as paint or draw. 	<ul style="list-style-type: none"> Can write a variety of CVC words using a keyboard. 	<ul style="list-style-type: none"> Can use the iPad and class cameras to take their own images. Can send a group class email to a different class and wait for a response. 	<ul style="list-style-type: none"> To collect information about the measurement of plants and see which was the best environment for growing in. 	<ul style="list-style-type: none"> Can use 'Google' to find out more information about animals and use the images to support their own representations. Can explain who 'hector' is and why we use him.
E-Safety	Computer Skills		Programming		Word Processing skills	Data Collection
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KS1 Computing Overview

Year	AUTUMN	SPRING	SUMMER
1	E-safety Computing skills	Programming Word processing	Programing on scratch Jnr Painting
2	E-safety Algorithms	Use the internet to collect information. Computer art	Programming on scratch Jnr Presentation skills

KS2 Computing Overview

Year	AUTUMN	SPRING	SUMMER
3	E-Safety Programming and algorithms	Presentation and skills Internet research and communication	Programming using scratch Databases
4	E-Safety Word processing	Animation Programming	Animation project Using and applying skills
5	E-Safety Programming	Presentations Audio and sound radio broadcast	Blogging Web pages
6	E-Safety Programming	Spreadsheets Presentation skills	Movies Databases

History

EYFS History Overview

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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Articulate ideas & thoughts in well-formed sentences. Ask questions to find out more & to check understanding of what has been said. 	<ul style="list-style-type: none"> Use talk to organise, sequence & clarify thinking, ideas, feelings & events. 	<ul style="list-style-type: none"> 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	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
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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

Year	AUTUMN	SPRING	SUMMER
1	Changes within living memory Shops	Significant events people and places	Significant events people and places from our local area- Lewis Carroll
2	Events beyond living memory Great Fire of London Gunpowder Plot Poppy Day	Significant individuals- National and international Explorers	

KS2 History Overview

Year	AUTUMN	SPRING	SUMMER
3	Changes in Britain; Stone age to Iron age		Earliest Civilisations; Ancient Sumer, The Indus Valley, an in-depth study of Ancient Egypt, The Shang Dynasty and Ancient Egypt.
4	Ancient Greece		The Roman Empire and its impact on Britain
5	Mayans	Ancient Vikings	
6	Wars through Time and the impact on the local area.		

Geography

EYFS Geography Overview

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

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KS1 Geography Overview

Year	AUTUMN	SPRING	SUMMER
	Identify seasonal and daily weather patterns in the UK MTP Running geography unit alongside Science ' Seasonal changes ' to observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies		
1	My School, My Area MTP	Warrington MTP	The UK MTP
2	Hot and cold places MTP Continents and oceans	Soweto MTP	

KS2 Geography Overview

Year	AUTUMN	SPRING	SUMMER
3	Settlements and Land use in the North West MTP		The UK regions , counties and cities MTP
4	Europe with a study of Greece MTP	Earthquakes Mountains & Volcanoes	Rivers MTP
5	North America MTP	Global Trade MTP	Resources: Sustainable Development Goals
6		South America MTP	Climate Change: Our world, Our responsibility MTP

Art

EYFS Art overview

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

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KS1 Art Overview

Year	AUTUMN	SPRING	SUMMER
1	Famous Artist – Pattern & Prints Paul Klee	Texture and collage	Observational Drawing - Sketching
2	Painting- Colour mixing	Sculptures with Andy Goldsworthy	Textiles- hot and cold places Wax resist painting on fabric

KS2 Art Overview

Year	AUTUMN	SPRING	SUMMER
3	The first artists (cave art) printing	Famous Artist - Sketching (Lowry)	Textiles- Sewing
4	Sculpture- Pottery linked to Greece showing life	Painting – Water scenes/landscapes	Mosaic art and collage
5	Sketching, design, painting 3D perspective – Drawing	Great American artists- Jean Michael Basquiat- Printing	Sculpture 3D
6	Close observational sketches Drawing/ painting	Quilting- Textiles	Pattern & Design- Collage

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Design technology

EYFS DT Overview

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

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KS1 DT Overview

Year	AUTUMN	SPRING	SUMMER
1	Mechanisms- Sliders and Levers	Cooking & Nutrition Preparing fruit and vegetables	Free standing structures
2	Textiles- Templates and joining techniques	Mechanisms Wheels and axles	Food Fruit and vegetables

KS2 DT Overview

Year	AUTUMN	SPRING	SUMMER
3	Design & Build Mechanical systems levers and linkages	Cooking & Nutrition Healthy and varied diet	Shell structures
4	Healthy diet for our digestive system	Pneumatics	Textiles- 2D shapes to a 3D product
5	Mechanical systems- Pulleys and gears	Textiles Combining different fabric shapes	Food & Nutrition Celebrating culture and seasonality
6	Electrical systems- more complex switches and circuits	Textiles	Framed structures

MFL

KS1 overview

Year	AUTUMN	SPRING	SUMMER
1	Greetings, colours & numbers to 10 through rhyme.	Farm Animals	Travel & Transport
2	Greetings, colours & numbers to 10 through rhyme.	Carnival Time	Mini-beasts & Pirates

KS2 overview

Year	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
3	A new start	The calendar & celebrations	Colour	Animals	Fruit	Picnic
4	School	Local Area	Family	Body Parts	Feelings & Jungle Animals	Weather
5	School Subjects	City	Healthy eating & The market	Clothes	Weather	The Beach
6	Everyday Life	Where I live	Sport	Hobbies	Café & restaurants	Time

EYFS PE Overview

<p align="center">PE progression through EYFS</p> <p align="center">PD: Gross Motor Skills/ Fine Motor Skills/ EAD: Being Imaginative and Expressive</p>						
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"> Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding. Combine different movements with ease & fluency. Develop overall body strength, coordination, balance & agility. 	<ul style="list-style-type: none"> Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles. Develop & refine a range of ball skills including: throwing, catching, kicking, batting & aiming. Develop confidence, competence, precision & accuracy with activities that involve a ball. Develop overall body strength, coordination, balance & agility e.g. wheelbarrows, balance bikes & pedal bikes. 	<ul style="list-style-type: none"> Initiate new combinations of movements & gestures to express & respond to feelings, ideas & experiences. Watch & talk about dance & performance art, expressing their feelings & responses. Explore & engage in dance, performing solo or in groups. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> Can manage their own personal hygiene. Know and talk about the different factors that support their overall health and wellbeing. Can describe the importance of physical activity, healthy eating, tooth brushing, good sleep routines. 	<p>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</p>
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	
	<ul style="list-style-type: none"> I can climb on large and small equipment. I can balance on a bench, strip of wood or beam. I can adjust my speed to avoid obstacles. I can manage my own personal hygiene such as washing my hands and brushing my teeth. I can use a variety of mark making tools with control. 	<ul style="list-style-type: none"> I can travel across balancing equipment using different body parts. I can give my opinion about a movement or actions and explain what is good and what can be improved. I can talk about the importance of exercise and sleep. I can throw and catch a ball with accuracy. I can hold my pencil with a dominant hand and write recognisable letters for all set one sounds. 	<ul style="list-style-type: none"> I can ride a balance bike effectively and with control. I can explain a healthy diet and different food combinations. I can write with a clear tripod grip and create accurately formed letters ready for joining. I can demonstrate skills and techniques to the rest of my class. I can move in time to music and change my movements in response to what I hear. 			
Games		Dance		Self-Evaluation		

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KS1 PE Overview

Year	AUTUMN		SPRING		SUMMER	
1	Multi skills	Ball Games	Gymnastics	Outdoor Adventurous Activities	Team Games	Athletics
2	Multi skills	Ball Games	Gymnastics	Outdoor Adventurous Activities	Team Games	Athletics

KS2 PE Overview

Year	AUTUMN		SPRING		SUMMER	
3	Fundamental movement skills	OAA	Dance	Net and wall games	Invasion games	Athletics
4	Fundamental movement skills Swimming	OAA Swimming	Dance	Net and wall games	Invasion games	Athletics
5	Multi skills Swimming	Invasion Games Swimming	Gymnastics	Outdoor Adventurous Activities	Athletics	
6	Multi skills Swimming	Invasion Games Swimming	Gymnastics	Outdoor Adventurous Activities	Athletics	

Swimming Y6, Y5, Y4 Autumn term

Music

EYFS Music Overview

Penketh Primary School – Music progression through EYFS EAD – Being Imaginative and Expressive						
Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.	
Reception Skills	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> 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"> Choose particular movements, instruments/sounds for their own imaginative purposes. Explore & engage in music making & dance, performing solo or in groups. 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch & following the melody. 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 Repeat Rhythm Sound Beat Follow	
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
	<ul style="list-style-type: none"> Can sing along to a familiar song as a class group. 	<ul style="list-style-type: none"> Can sing along to new songs (Nativity) as a group. Can sing some songs in smaller groups. 	<ul style="list-style-type: none"> Can move in time to music (dance) Can create movement to match different sounds in stories. Can follow signals for 'stop and go' 'louder and quieter'. 	<ul style="list-style-type: none"> Can follow the beat with a range instruments. Can follow a simple musical pattern. 	<ul style="list-style-type: none"> Make their own musical instrument and explain the sounds that it makes. 	<ul style="list-style-type: none"> Play a musical instrument in time to the beat of a song.
Explore pulse, rhythm and duration		Exploring pitch, timbre, tempo and dynamics.		Exploring sounds, instruments and symbols.		

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KS1 Music Overview

Year	AUTUMN		SPRING		SUMMER	
1	Exploring pulse and rhythm Exploring duration		Exploring pitch Exploring timbre, tempo and dynamics		Exploring sounds Exploring instruments and symbols	
1	Hey you!	Rhythm in the way we walk	In the groove	Round and round	Your imagination	Reflect, rewind, replay
2	Exploring pulse and rhythm Exploring duration		Exploring pitch Exploring timbre, tempo and dynamics		Exploring sounds Exploring instruments and symbols	
2	Hands, feet, heart	Ho ho ho	I wanna play in a band	Zootime	Friendship song	Reflect, rewind, replay

KS2 Music Overview

Year	AUTUMN		SPRING		SUMMER	
3	Exploring musical arrangements - Texture		Exploring Sounds - 'Playing a picture'		Exploring melody and lyrics - Writing jingles	
3	Let your spirit fly	Glockenspiel 1	Three little birds	The dragon song	Bringing us together	Reflect, rewind, replay
4	Exploring musical arrangements - Using pentatonic scales		Exploring Sounds - Creating soundscapes		Exploring melody and lyrics - Raps and rhymes	
4	Mamma mia	Glockenspiel 2	Stop!	Lean on me	Blackbird	Reflect, rewind, replay
5	Exploring musical arrangements - Creating a rondo		Exploring musical arrangements - Creating a rondo		Exploring melody and lyrics - Part-song performance	
5	Livin' on a prayer	Classroom jazz 1	Make you feel my love	The fresh prince of Bel Air	Dancing in the street	Reflect, rewind, replay
6	Exploring musical arrangements - Exploring Round		Exploring Sounds - Gamelan/Samba		Exploring melody and lyrics - Song Writing	
6	Happy	Classroom jazz 2	A new year carol	You've got a friend	Music and me	Reflect, rewind, replay

EYFS PSHE Overview

Penketh Primary School – 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"> • Know & talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. • Can describe their competencies, what they can do well & are getting better at describing themselves in positive but realistic terms. • Is proactive in seeking adult support and able to articulate their wants and needs. 		<ul style="list-style-type: none"> • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. • 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. • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. • Knows that other children do not always enjoy the same things, and is sensitive to this. 	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene. • Recognise that they belong to different communities & social groups & communicates freely about own home & community. • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. 	<ul style="list-style-type: none"> • Good touch • Bad Touch • Private • Secret • Real • Fake • Feelings • Responsibility 	
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
	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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

Year	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us to grow and stay healthy?	How do we recognise our feelings?

KS2 PSHE Overview

Year	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change?	

Religious Education

EYFS RE Overview

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

Year	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS RE	Special Times – Why do we celebrate? What times are special for different people and why?		Special Stories – Which stories and books are special for different people and why?		Special Places – What is special about our world?	Special Places – What buildings and places are special to different people and why?
1	Christianity Why do Christians say that God is a 'Father'?	Christianity Why is Jesus special to Christians?	Islam How might beliefs about creation affect the way people treat the world?	Judaism Why might some people put their trust in God?	Hindu dharma What do Hindus believe about God?	Christianity How might some people show that they 'belong' to God?
2	Christianity Does how we treat the world matter?	Christianity Why do Christians say Jesus is the 'Light of the World'?	Hindu dharma How might people express their devotion?	Islam Why do Muslims believe it is important to obey God?	Christianity What unites the Christian community?	Judaism What aspects of life really matter?

KS2 RE Overview

Year	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
3	Christianity How (and why) have some people served God?	Islam Why is the Prophet Muhammad (pbuh) an example for Muslims?	Christianity What does it mean to be a disciple of Jesus?	Christianity What do Christians mean by the 'Holy Spirit'?	Sikhism Why are the Gurus important to Sikhs?	Hindu dharma Why is family an important part of Hindu life?
4	Hindu dharma What might a Hindu learn through celebrating Diwali?	Christianity How and why might Christians use the Bible?	Sikhism How do Sikhs express their beliefs and values?	Christianity Is sacrifice an important part of religious life?	Islam Why do Muslims fast during Ramadan?	Christianity What does 'love your neighbour' really mean?
5	Christianity Why is it sometimes difficult to do the right thing?	Islam Why is the Qur'an so important to Muslims?	Hindu dharma What might Hindus learn from stories about Krishna?	Christianity What do we mean by a miracle? miracles of Jesus	Christianity How do people decide what to believe?	Judaism Do people need laws to guide them?
6	Christianity How do Christians mark the 'turning points' on the journey of life?	Hindu dharma Is there one journey or many?	Islam What is Hajj and why is it important to Muslims?	Christianity Why do Christians believe Good Friday is 'good'?	Buddhism What do we mean by a 'good life'?	Christianity If life is like a journey, what's the destination?