



Callands Primary Academy Curriculum LTP 2025-2026

A curriculum programme for Science, Computing and the foundation subjects in EYFS, KS1 and KS2

Science Overview

Progression through EYFS UTW – The Natural World					
Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
Understanding the World- The Natural World ELG - - Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons					
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<ul style="list-style-type: none">Observational drawings of the natural worldDiscuss how to care for the living things & their habitats<ul style="list-style-type: none">Examine change over timeExpress opinions on natural & built environments & opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollutionUnderstand 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.<ul style="list-style-type: none">Talk about the differences between materials and changes that they noticeCharacteristics of liquids & solids e.g., cooking eggs, melting chocolateObserve & 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, deciduousDescribe what they see, hear & feel whilst outsideName & describe some plants<ul style="list-style-type: none">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<ul style="list-style-type: none">Describe what they see, hear & feelIdentify different parts of their body & animalsBe able to show care and concern for living things<ul style="list-style-type: none">Know the effects exercise has on their bodiesHave some understanding of growth and change<ul style="list-style-type: none">Talk about things they have observed including animalsObservational 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 Explore the changes to animals and plants in Autumn – leaves, trees, insects, animals, nocturnal animals. Talk about weather changes in the seasons. Talk about hedgehogs, birds, tortoise, fish and frogs and their habitats in Autumn and Winter – hibernation. (Hedgehogs, tortoise) fish and frogs move down to the bottom of lakes and ponds and some even burrow into the mud. Name the properties of some materials such as – hard and soft, rough and smooth and shiny and dull. Describe the most suitable materials for building and give explanations as to why. Manipulate some materials such as Play-Dough and describe how they change – squash, stretch, bend, twist. Look at a range of materials in the environment and describe how they feel. Understand how to reduce the spread of germs – hand washing, cleaning. Understand how to look after ourselves – tooth brushing, healthy eating such as fruit and vegetables. Name some of a human’s body parts – legs, arms, head, knees, elbow. Identify some parts of the body and locate them on a map of themselves. Talk about some animal’s habitats in our immediate environment – where do the insects, chickens, foxes and hedgehogs live? Understand that familiar places can be habitats - Sankey Brook, the outdoor area, bug hotels. Explore our forest school and understand that it is a habitat for living things e.g. bats and badgers	Spring Explore the effects weather has on living things in Winter and Spring – leaves, trees, plants, insects, animals. Compare some similarities and differences between the seasons. Compare the effects heating and cooling has on ingredients such as melting and freezing. Talk about animals in their habitats in Spring - comparing this to Autumn and Winter. Understand that plants need space, water, light and air to grow. Use correct terms when observing the life cycle of butterflies and ladybirds Observe and talk about the life cycle of a chicken using the correct terminology Use language related to the life cycle of a chicken to explain the process – brooding, incubation, clutch of eggs. Explore the life cycle of humans and begin to compare this with the life cycle of a chicken. Talk about routines in the morning and the evening and use language related to day and night. Begin to talk about an animal’s offspring – hen and chick, sealion and a pup, whale and a calf. Use language relating to planting and plant sunflowers and bulbs in the outdoor area – seeds, plants, bulbs.’	Summer Explore the effects weather has on living things in Summer – leaves, trees, grass, plants, insects, animals. Talk about similarities and differences between each season. Classify a set of objects by their materials - wood, plastic, fabric, sand and glass – Recycling. Know the foods different animals might eat and how they find their food – whales hunt for krill. Compare similarities and differences between animals’ habitats – insects. Talk about and compare how habitats change for animals during the Summer. Understand and explain the life cycle of a plant. Talk about some trees that are deciduous – oaks, maples, and beeches. Observe and talk about the life cycle of butterflies and compare this with the life cycle of chicken’s and humans.		
Seasonal changes		Everyday materials		Plants and Animals including Humans	
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. The outdoor classroom will be used as a key feature in our science learning through the natural world. Trip to the farm will be used to enhance children experiences of animals and class experiences of hatching our own chicks and caring for our own caterpillars/butterflies.					

Y1/2 Seasonal Changes (ongoing all year)	KS1 Year A – Everyday Materials and properties		KS1 Year A – Animals incl humans – basic needs		KS1 Year A – Plants – seeds and bulbs	KS1 Year A – Living things and their habitats
Y3/4	LKS2 Year A – Animals incl. humans - digestive system, teeth and food chains	LKS2 Year A – Living things and their habitats - Classification Key	LKS2 Year A – Electricity - — conductors and insulators in simple circuits including switches	LKS2 Year A – Sound	LKS2 Year A – States of Matter	
Y5	Y5 Earth and Space	Y5 Forces	Y5 Material properties and their changes - irreversible and reversible changes		Y5 Living things and their habitats - — life cycle and life processes of reproduction	Y5 Animals including humans - stages to old age
Y6	Y6 Electricity — Using recognised symbols in circuit diagrams and comparing circuits	Y6 Light and Shadow	Y6 Evolution and Inheritance		Y6 Animals including humans — circulatory system, diet, exercise and drugs.	Y6 Living things and their habitats - — classification of plants and animals including micro-organisms

Geography Overview

Progression through EYFS UW - The Natural World

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG – UW - The Natural World

- Explore the natural world around them, making observations and drawing pictures of plants and animals
- Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons

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, photographs	<ul style="list-style-type: none">• All Language listed in Nursery AND• 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		Spring		Summer
	<p>Field Work – Can identify features of their immediate environment – Welly Walk. Identify the human and physical features.</p> <p>Know own address.</p> <p>Know the name of their school.</p> <p>Describe their own home.</p> <p>Describe the environment and what we see in photographs.</p> <p>Name different buildings in their local area – e.g., shops, schools, churches.</p> <p>Know school is in Callands</p> <ul style="list-style-type: none">• Use a variety of materials to construct an aerial view of Callands Primary Academy		<p>Field Work - Describe the school grounds including, playground, field, and forest and describe their similarities and differences.</p> <p>Know that Callands is in England.</p> <p>Use a BeeBot to plan a route and explain directions.</p> <p>Draw simple maps of the school grounds – identifying geographical features.</p> <p>Plan a route from home to school.</p> <p>Talk about significant places in Callands.</p> <p>Construct and label an aerial view model of Callands.</p> <p>Identify the human and physical features of the school grounds.</p> <p>Compare seasonal changes - understand that weather can be hot, cold, dry and wet.</p>		<p>Field Work - Community Walk – Use a map to locate significant places in our local community and identify the human and physical features.</p> <p>Know that England is a part of the UK.</p> <p>Talk about the impact of human activity – recycling - the impact on animals and the environment.</p> <p>Describe similarities and differences between different countries. e.g., England, Spain and Brazil.</p> <p>Know that Brazil is a country in the world.</p> <p>Know that countries can have similarities and differences.</p> <p>Collect and record data on our local community – How many cars do we see?</p>
Location		Place		Human & Physical	
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. Timeline of events to be placed up on class walls so children can continually retrieve prior learning. Class floor books to be used to showcase a learning journey over time of significant events.					

Y1/2	KS1 Year A – Comparative study of an area in UK		KS1 Year A – Exploring the world; continents and oceans
Y3/4	LKS2 Year A – The UK regions, counties and cities Settlements and Land Use		LKS2 Year A – Europe with a study of Greece
Y5	Y5 - North America	Y5 - Central America — Global Trade	Y5 - Sustainable Development Goals — My Sustainable Future?
Y6	Y6 - South America & The Amazon		Y6 - Climate Change: Our world, Our responsibility

History Overview

Progression through EYFS UW - Past and Present/The World

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG – UW-Past and Present

-Talk about the lives of the people around them & their roles in society

-Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class

-Understand the past through settings, characters & events encountered in books read in class & storytelling

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		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<p>Share their experience of holidays with friends – trips out at the weekend, holiday's children take.</p> <p>Describe special events and special people in their own lives.</p> <p>Explain what makes their home special.</p> <p>Can look at homes from the past and compare these with their homes.</p> <p>Talk about themselves in the past and in the present.</p> <p>Talk about stories from the past - Christmas Nativity story.</p> <p>Know that some stories teach us life lessons (morals) - Traditional Tales</p> <p>Children see themselves as explorers in their immediate environment.</p>				<p>Describe what is the same and what is different about themselves and their friends.</p> <p>Talk about fictional characters and compare these with people they know in real life – Kings & Queens.</p> <p>Use a range of sources to find new information – books, internet.</p> <p>Order stages in their lives (birth to Reception).</p> <p>Talk about important places built in the past – Golden Gates in Warrington.</p> <p>Talk about places in the past – Warrington (black and white photographs) compared to the present day.</p>				<p>Know that our society is made up of lots of different people that help us.</p> <p>Talk about different occupations in the present and compare them with occupations from the past – Fire Service, Farmers and their roles.</p> <p>Use their experiences to talk about and create a whole class simple timeline of events from their year in Reception.</p> <p>Talk about how technology has changed our world.</p> <p>Compare different celebrations which relate to family life – Chinese New Year, Christmas, Easter, Eid, Divali.</p> <p>Know that some Greek Myths teach us life lessons</p>			
Exploring events & celebrations			Fiction & Non-Fiction			Changes within living memory						
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.												

CORE VALUES: Respect Aspiration Resilience

Y1/2	KS1 Year A – Significant Events	KS1 Year A – Events Beyond Living Memory	KS1 Year A – Significant People & Places
Y3/4	LKS2 Year A – Ancient Greece	LKS2 Year A – The Roman Empire and its impact on Britain	
Y5	Y5 - Anglo Saxons and Vikings	Y5 - Mayans	
Y6	Y6 - Conflict through time — Wars and the impact on the local area (WW1 and WW2 and the impact on Britain and the Local area)		Y6 - Local history study — Britain beyond 1066 — Oliver Cromwell

RE & World Views Overview

Progression through EYFS UW - People, Culture and Communities

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG –

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps
- Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

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	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To know that there are special and significant events in their own lives and to be able to give examples of these such as a birthday or trip to the cinema.</p> <p>To know that there are special and significant events for groups of people and be able to give examples of these. To know that there are common features of a special occasions such as gathering people together in larger groups, eating together, decorations etc.</p> <p>To know that there are special places in people's lives and be able to talk about special spaces they have travelled to with members of the family.</p> <p>To know that there are special stories and be able to share features of stories that they like and explain why.</p>	<p>To know a simple version of and be able to recall the story of Christmas.</p> <p>To know why Christmas is a special event linking to the birth of Jesus.</p> <p>Name a church and explain their own experiences.</p> <p>To read and learn about the festival of Diwali and know some ways it is celebrated by Hindu people. Read the story book 'Binny's Diwali' to explore how younger Hindus might connect with the festival.</p> <p>To know that Hindus worship in a Mandir.</p> <ul style="list-style-type: none">• To talk about and recall features of the festivals of Diwali and the Christmas through play, art and model making.	<p>Explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, religion, features, language they speak.</p> <p>To read 'All kinds of beliefs' by Anita Ganeri and know that there are some similarities and some differences between the main religions and non-religions of the world.</p>	<p>Talk about the life cycle of humans.</p> <p>Talk about the wonders of the natural world and how people of different religions and non-religions see it as a special place.</p> <p>To know that a mosque is where Muslims worship.</p> <p>To name a third celebration of Eid and begin to understand what it means. Read the story book 'The most exciting Eid' to explore how younger Muslims might connect with the festival and what it means to them and those around them.</p> <p>Talk about Easter as a special time.</p>	<p>Talk about their own special places and why they are special to them. Talk about how they look after their special places and why.</p> <p>Children can name some ways people look after the natural world e.g., recycling.</p> <p>To read and retell the story of 'The baby birds' - a Muslim story where the prophet Muhammad (pbuh) reminded his friends to care for all living things.</p> <p>To read and retell a simple version of the story of Christian creation to explain Christian beliefs about the natural world.</p> <p>To know that most Christians believe that God created the world so they feel it is important to look after it.</p>	<p>Look at different ways of living for different groups of people and can spot similarities and differences between those and their own lives e.g., homelessness, refugees, and explorers.</p> <p>Name religious texts – the Qu'ran and the Bible - and explain why these are important to people. To know that religious texts tell stories that people of different religions share and tell often.</p> <p>Discuss why some stories are special and what we can learn from stories.</p> <p>To share, role play and simply retell the story of Rama and Sita (version by Malachy Doyle) and to make connections between the story and their prior learning about the festival of Diwali. To know why this story is special to people in the Hindu community.</p>
Christianity - Church		Hindu Dharma			Islam	
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year. Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year. Class floor books to be used to showcase a learning journey over time of significant events.						

CORE VALUES: Respect Aspiration Resilience

Y1/2	KS1 Year A – Christianity — Does how we treat the world matter?	KS1 Year A – Christianity — Why do Christians say Jesus is the light?	KS1 Year A – Hindu Dharma — How might people express their devotion?	KS1 Year A – Islam — Why do Muslims believe it is important to obey God?	KS1 Year A – Christianity — What unites the Christian community?	KS1 Year A – Exploration: Nature and God
Y3/4	LKS2 Year A – Hindu Dharma — What might a Hindu learn through celebrating Diwali?	LKS2 Year A – Christianity — How and why might Christians use the bible?	LKS2 Year A – Christianity — Is sacrifice an important part of religious life?	LKS2 Year A – Exploration: Special food	LKS2 Year A – Islam — Why do Muslims fast during Ramadan?	LKS2 Year A – Christianity — What does 'love your neighbour' really mean?
Y5	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?	Christianity — How do people decide what to believe?	Exploration: What matters the most?
Y6	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?	Christianity — If life is like a journey, what is the destination?	Exploration: The afterlife

Art & Design Overview

Progression through EYFS Expressive Arts and Design - Creating with materials

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role-playing characters in narratives and stories

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<ul style="list-style-type: none">• 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 artwork & 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 Colour and All about me/ Families and celebrations		Spring Under the Sea / Growth and Change		Summer 1 Travel/ Chester Zoo
	Explore what happens when you mix primary colours together. Express themselves through colours – which colours make children feel happy. Draw representations of myself and others Can use drawings to tell a story. Create observational drawings of their friends and teachers. Begin to describe different textures such as soft, hard, smooth and rough.		Use a range of mediums to create different representations of lighthouses and compare the process. Use a range of photographs as a stimulus to inspire independent drawings and creative pictures. Plan, draw and label their own construction models which are inspired by architects. Construct light houses and houses as architects. Create observation drawing of plants at different stages in their lifecycle. Create own stamps and produce repeating patterns, discuss similarities and differences between patterns.		Use Mehndi patterns to create repeating patterns using paints. Capture their own images on the class iPad of their environment to create observational drawings. Use line and shape to create observational drawing's - focusing on the work of Vincent Van'Gogh's. Create their 'special person from our community' using clay and modelling tools to add detailed features. Complete a simple weave using paper, card or fabric. Select their own tools and resources and give reasons for their choices.
Painting		Drawing		Texture and Collage	
Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fictions texts used to support learning. Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. Reading will take high priority across provision.					

CORE VALUES: Respect Aspiration Resilience

Y1/2	KS1 Year A – Sculpture	KS1 Year A – Painting – Colour	KS1 Year A – Textiles – Pattern
Y3/4	LKS2 Year A – Clay Sculpture	LKS2 Year A – Textile – Stitching	LKS2 Year A – Collage — Surface Texture
Y5	Y5 Drawing and Sculpture	Y5 Printing – Mixed Media	Y5 Painting and Collage
Y6	Y6 Drawing	Y6 Sculpture	Y6 Textiles

Design Technology Overview

Progression through EYFS

EAD: Creating with Materials & Being Imaginative and Expressive

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role-playing characters in narratives and stories

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 Colours and All about Me	Autumn 2 Families and Celebrations	Spring 1 Under the Sea	Spring 2 Growing and changing	Summer 1 Travel	Summer 2 Chester Zoo
	Brush own teeth and talk about the importance of good oral health. Begin to talk about the effect of exercise and food on their health. Use a range of tools to prepare and make a fruit kebab using British fruit e.g., strawberries, apples and pears.	Use construction materials to build structure of my home. Use fabric to create houses for the Three Little Pigs. Use a variety of construction materials to build an aerial view of Callands Primary Academy	Toast bread and analyse the effects of heat. Use a of range construction materials to build structure of Callands Primary Academy and compare the different mediums.	Use eggs produced from our chickens to prepare and bake a cupcake - explain the process. Use a variety of construction materials to build an aerial view of Warrington.	Make a chatterbox puppet with a box and a hinge. 'From food to fork'. Understand where food comes from and experience growing their own vegetables, harvesting, preparing, and eating. Use heat to melt chocolate and cook Brazilian bananas. Look at the effects of cooking and melting.	Make a person with moving parts using split pins for joints. Verbally evaluate their work and explain what is good and one thing that could make it better Construct a building from our community and label their model – place of work, school, hospital
Food		Mechanisms		Structures		Textiles
Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility. Playdough/ Malleable/Art/building/small world and outdoor provisions will provide a wealth of opportunity. Resources will be enhanced and developed as children develop their skill set.						

CORE VALUES: Respect Aspiration Resilience

Y1/2	KS1 Year A – Textiles — Templates and Joining Techniques	KS1 Year A – Mechanisms — Wheels and Axles	KS1 Year A – Cooking and Nutrition — Soup	Mini Cooking & Nutrition Unit — Berry Banana Split
Y3/4	LKS2 Year A – Mechanical Systems — Levers and Linkages	LKS2 Year A – Electrical Systems — Electronic Games	LKS2 Year A – Mechanical Systems — Hydraulics and Pneumatics	Mini Cooking & Nutrition Unit — Fruit Pie
Y5	Y5 – Mechanical Systems — Pulleys and Gears	Y5 - Textiles — Combining Different Fabric Shapes	Y5 - Cooking and Nutrition — Celebrating Culture and Seasonality	Y5 - Mini Cooking & Nutrition Unit — Fruit Taquito
Y6	Y6 – Electrical Systems — More Complex Switches and Circuits	Y6 - Mechanical Systems — CAMs Toy	Y6 – Structures — Framed Structures	Mini Cooking & Nutrition Unit — Locro

Computing Overview

Progression through EYFS

Understanding the World

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG

NO ELG's are represented for this area.

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	• Completes a simple program on electronic devices	• Begin to list different IT in their home	• 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	• Can create content such as a video recording, stories, and/or draw a picture on screen	• 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 Colours and All about Me	Autumn 2 Families and Celebrations	Spring 1 Under the Sea	Spring 2 Growing and changing	Summer 1 Travel	Summer 2 Chester Zoo
	Explain how to stay safe when using the internet. Know that teachers communicate with them and grown-ups via Tapestry. Turn on the iPad, open a programme and follow instructions.	Follow teachers' instructions when using an online interactive programme such as paint or draw. Attempt to draw a place that is special to you. Use the iPad to create images using a range of colours and tools to edit and refine. Know that my work belongs to me. Use the tools to label my work – name.	Write a variety of CVC words using a keyboard, comparing any letters that look different on a keyboard.	Use the iPad to take their own images of our natural environment – e.g. life cycles of plants and caterpillars. Understand how to find previously taken images.	Use 'Google' to find out more information about plants and use the images to support their own representations – with supervision of an adult. Use iPad to take their own images of their natural environment – their outdoor area.	Online community – how people in our community connect online. Know who to speak to if someone upsets you online. Share images with people in our community – Tapestry with an adult. Send a group class email to a person in our local community and wait for a response.
Online Safety			Programming			Creating Media
Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility. Role-play areas will be a key area where a range of technologies will be used in play- telephones, microwaves, cookers, keyboards, televisions, CD player. These should be modelled. Explicit teaching will be needed within this area when using iPad and researching. This should take place in small, guided groups.						

CORE VALUES: Respect Aspiration Resilience

Y1/2 Online Safety (ongoing all year)	KS1 Year A – Programming – Robot algorithms	KS1 Year A – IT Project – Create Memories	KS1 Year A – Programming – Intro to quizzes
Y3/4 Online Safety (ongoing all year)	LKS2 Year A – Programming – Repetition in shapes	LKS2 Year A – IT Project – Fake News	LKS2 Year A – Programming – Repetition in games
Y5 Online Safety (ongoing all year)	Y5 - Programming: Variables in Games	Y5 - Information Technology Project: Advertising a new logo	Y5 - Programming: Sensing
Y6 Online Safety (ongoing all year)	Y6 - Programming: Selection in Physical Computing	Y6 - Information Technology Project: Web Design — 3D Buildings	Y6 - Programming: Selection in Quizzes

Music Overview

Progression through EYFS UW - Past and Present/The World

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG

- Sing a range of well-known nursery rhymes & songs
- Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

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	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Sing along to a familiar song as a class group.</p> <p>Makaton – learn and sing new songs, adding actions to learn new ways of communicating.</p>	<p>Sing along to new songs (nativity) as a group.</p> <p>Sing songs in small groups and perform them to their peers.</p> <p>Use musical instruments in the outdoor provision to explore sounds and understand that different instruments make different sounds.</p> <ul style="list-style-type: none">• Follow signals for 'stop and go' 'louder and quieter'.	<p>Move in time to music and move with the tempo of the music (dance).</p> <p>Create movement to match different sounds in stories.</p>	<p>Follow the beat with a range instrument.</p> <ul style="list-style-type: none">• Follow a simple musical pattern.	<p>Use a range of natural resources to create sounds – stones, sticks, leaves.</p> <p>Make own musical instrument and explain the sounds that it makes.</p> <ul style="list-style-type: none">• Use musical instruments in the outdoor area (stage area) to follow a beat to a familiar song.	<p>Play a musical instrument in time to the beat of a song.</p> <ul style="list-style-type: none">• Create their own repeating song, rhyme and perform to peers.
Singing and performing		Listen			Composing	
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.						

Y1/2	KS1 Year A – Exploring pulse and rhythm / Exploring duration Charanga Units—Pulse, Rhythm and Pitch / Playing in an Orchestra	KS1 Year A – Exploring pitch / Exploring timbre, tempo and dynamics Charanga Units—Inventing a Musical Story /Recognising Different Sounds	KS1 Year A – Exploring sounds / Exploring instruments and symbols Charanga Units—Exploring Improvisation / Our Big Concert
Y3/4	LKS2 Year A – Exploring musical arrangements– using the pentatonic scales Charanga Units—Musical Structures / Exploring Feelings When You Play	LKS2 Year A – Exploring sounds - creating soundscapes Charanga Units—Compose with Your Friends / Feelings Through Music	LKS2 Year A – Exploring melody and lyrics— raps and rhymes Charanga Units—Expression and Improvisation / The Show Must Go On!
Y5	Y5 – Exploring musical arrangements— creating a rondo Charanga Units—Melody and Harmony in Music/Sing and Play in Differ	Y5 - Exploring sounds— Creating a rondo Charanga Units—Composing and Chords / Enjoying Musical Styles	Y5 – Exploring melody and lyrics—part-song performance Charanga Units—Freedom to Improvise / Battles of The Bands
Y6	Y6 – Exploring musical arrangements— exploring rounds Charanga Units—Music and Technology	Y6 – Exploring sounds/Exploring Musical Styles Charanga Units—Creative Composition / Musical Styles Connect Us	Y6 – Exploring melody and lyrics—song writing Charanga Units—Improvising with Confidence/ Farewell Tour

PSHE/RSE Overview

Progression through EYFS PSED/PD/UW						
Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life						
<div>ELG (PSE)</div> <div>Self-regulation</div> <div>- Show an understanding of their feelings & begin to regulate their behaviour accordingly</div> <div>- Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate</div> <div>- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions</div> <div>Managing Self</div> <div>- Be confident to try new activities & show independence, resilience & perseverance in the face of challenge</div> <div>- Explain the reasons for rules, know right from wrong & try to behave accordingly</div> <div>- Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices</div> <div>Building Relationships</div> <div>- Work & play cooperatively & take turns with others</div> <div>- Form positive attachments to adults & friendships with peers</div> <div>- Show sensitivity to their own & other's needs</div>						
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	ALL nursery vocabulary AND... Good touch Bad Touch Private Secret Real Fake Feelings Responsibility	
Reception Knowledge	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<div>Engage in a range of physical activity.</div> <div>Understand that parts of their body need to be kept private.</div> <div>Able to explore the classroom with interest and engage in sustained learning.</div> <div>Develop friendships with new children.</div> <div>Form positive attachments to staff and children.</div> <div>Understand and follow the routines of the school day.</div> <div>Begin to follow the school behaviour expectations and routines.</div> <div>• Develop listening skills – when others are talking.</div>		<div>Can talk about different food groups and which foods are good for our health and teeth.</div> <div>Can resolve minor conflicts in friendship groups.</div> <div>Can manage their own feelings and know who to go to for support.</div> <div>Can regulate their emotions.</div> <div>Understand that people have different beliefs than them and accept difference.</div> <div>• Can follow the school behaviour expectations well in class and around school.</div>	<div>Can talk about how to stay safe on the road when crossing, at a train station and when near water.</div> <div>Knows who to go to if they become lost - knowing who is a stranger to them.</div> <div>Can talk in detail about the school behavioural expectations in class and around the school.</div> <div>Can respond well to teacher's following the school behaviour policies.</div> <div>Can talk about how others may feel who are less privileged than we are – how people live in other countries.</div> <div>• Can regulate their emotions and articulate them to their friends and teachers.</div>		
Health and Well-Being		Relationships		Living in the Wider World		
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Classroom displays will display timetables and behavioural expectations of the day. Classrooms will provide quiet areas within their provision. Children will be encouraged to talk about their feelings and emotions throughout the day. Classrooms will promote and celebrate positive behaviour.						

CORE VALUES: Respect Aspiration Resilience

Y1/2	myHappymind – Meet Your Brain myHappymind – Places myHappymind – Celebrate	myHappymind – Appreciate Keeping Safe Media Literacy and Digital Resilience myHappymind – Relate Friendships	myHappymind – Engage Safe Relationships Economic Wellbeing Ourselves, Growing and Changing - Transition
Y3/4	myHappymind – Meet Your Brain myHappymind – Places Showing Respect and Managing Hurtful Behaviours myHappymind – Celebrate	myHappymind – Appreciate First Aid Media Literacy and Digital Resilience myHappymind – Relate Safe Relationships	myHappymind – Engage Keeping Safe Economic Wellbeing Ourselves, Growing and Changing - Transition
Y5	myHappymind – Meet Your Brain myHappymind – Places myHappymind – Celebrate	myHappymind – Appreciate Healthy Lifestyles myHappymind – Relate Friendships Families and Close Positive Relationships	myHappymind – Engage Economic Wellbeing Ourselves, Growing and Changing - Transition
Y6	myHappymind – Meet Your Brain myHappymind – Places Shared Responsibilities Showing Respect and Managing Hurtful Behaviours myHappymind – Celebrate Communities	myHappymind – Appreciate First Aid Drugs, Alcohol & Tobacco Media Literacy and Digital Resilience myHappymind – Relate Safe Relationships	myHappymind – Engage myHappymind – Be Your Best myHappymind – Transition Programme

PE Overview

Progression through EYFS

PD: Gross Motor Skills/ Fine Motor Skills / EAD: Being Imaginative

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG (PD)

- Negotiate space & obstacles safely, with consideration for themselves & others
- Demonstrate strength, balance & coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping & climbing

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<ul style="list-style-type: none">• Develop overall body strength, coordination, balance & agility e.g., wheelbarrows, balance bikes & pedal bikes	<ul style="list-style-type: none">• Initiates 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 well being•Can describe the importance of physical activity, healthy eating, toothbrushing, good sleep routines and	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy
Reception Knowledge	Autumn		Spring		Summer	
	To know how to manage my own personal hygiene such as washing my hands and brushing my teeth. Use a variety of mark making tools with control.		Talk about the importance of exercise and sleep Hold my pencil with a dominant hand and write recognisable letters for all set one sounds.		Explain a healthy diet and different food combinations Write with a clear tripod grip and create accurately formed letters ready for joining.	
	To know how to successfully roll, crawl, hop, skip, run, jump and climb (fundamental movement skills).		To move in a variety of ways in isolation and combination including rolling (variety of ways), crawling, walking, jumping, running, hopping, skipping, climbing and galloping.		Ride a balance bike effectively and with control. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Negotiate space and equipment safely and fairly. Always keep eye on ball when throwing and catching and do not turn back on ball. Send a ball with a degree of accuracy to a partner and receive the ball in the correct position (ready position).	
	To move through an obstacle course skilfully and safely, showing control over their bodies and objects. To negotiate space and equipment safely and fairly. Develop overall body strength, coordination, balance and agility.		To develop grace and control when combining different actions and movements and be increasingly able to use and remember a simple sequence, which are related to music and poems. Use core muscles and strength to achieve a good posture when posing in or holding various positions at different levels.		Develop motor skills with a hand/racquet/bat and be able to strike, volley and dig a ball with some degree of accuracy and keep a rally going with a partner. Throw a variety of equipment with a good technique e.g. soft javelin, ball, frisbee Be able to interpret basic rules and accept decisions.	
	Work safely within a space, with others and with equipment and take responsibility.		Travel safely and with confidence under, over and through apparatus (hoops) and be able to jump off an object and land safely. Begin to understand the importance of posture and core strength in balance and movement. Landing safely. Head up, eyes forward and controlling speed.		Run with head up, not looking down at feet or others within a lane. Use arms and legs at the same time whilst running. Jump from one foot to two feet and from two feet to one foot, from a range of heights. Recognise the importance of warming up and cooling down and the importance of hydration. Take part in games where they work with others respectfully and fairly.	
Games			Dance		Self-Evaluation	
Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. In addition to this they have a weekly PE session in the main school hall which cover, fundamental movement skills, dance, games and gymnastics apparatus work throughout the year. Reception children also transition through to having a PE session with our school sports coach in the spring and summer term in preparation for the Year 1 school year.						

CORE VALUES: **Respect** **Aspiration** **Resilience**

Y1/2	KS1 Year B - Gymnastics		KS1 Year B - Dance		KS1 Year B - Athletics	
	KS1 Year B – Inclusive Sports	KS1 Year B - Pickleball	KS1 Year B - Volleyball	KS1 Year B – Football	KS1 Year B – Kwik Cricket	KS1 Year B – Tag Rugby
Y3/4	LKS2 Year B - Gymnastics		LKS2 Year B - Dance		LKS2 Year B - Athletics	
	Y3: LKS2 Year B - OAA Y4: Swimming & Water Safety	Y3: LKS2 Year B – Tennis Y4: Swimming & Water Safety	LKS2 Year B - Volleyball	LKS2 Year B – Football	LKS2 Year B - Cricket	LKS2 Year B – Tag Rugby
Y5	UKS2 Year A - Gymnastics		UKS2 Year A - Dance		UKS2 Year A - Athletics	
	UKS2 Year A - OAA	UKS2 Year A - Tennis	Swimming & Water Safety	Swimming & Water Safety	UKS2 Year A – Cricket	UKS2 Year A – Tag Rugby
Y6	UKS2 Year B - Gymnastics		UKS2 Year B - Dance		UKS2 Year B - Athletics	
	UKS2 Year B - OAA	UKS2 Year B - Tennis	UKS2 Year B - Spikeball	UKS2 Year B – Football	UKS2 Year B – Cricket Top-Up Swimming	UKS2 Year B – Tag Rugby Top-Up Swimming