

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Why should we care about what is happening on the other side of the world?</p> <p>What is the Bible and how do people interpret it?</p> <p>Caring for the environment</p> <p>Galatians 6:9-10 ⁹Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. ¹⁰Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers.</p>	<p>How does the past impact our future?</p> <p>What difference does being a Christian make to everyday life?</p> <p>Rules Rights and Responsibilities and link with our behaviour policy and expectations</p> <p>John 1:1 In the beginning was the Word, and the Word was with God, and the Word was God.</p>	<p>Do we learn from failure?</p> <p>What did Jesus do to save human beings? (UC)</p> <p>Feelings and Emotions/ Healthy Relationships</p> <p>Philippians 4:13 ¹³I can do all this through him who gives me strength</p>	<p>What would life be like in a world without colour?</p> <p>Is seeing believing?</p> <p>Valuing Difference</p> <p>Hebrews 11:1 ¹¹ Now faith is the substance of things hoped for, the evidence of things not seen.</p>	<p>Is being strong always a good thing?</p> <p>What is philosophy?</p> <p>Growing and Changing</p> <p>Joshua 1:9 ⁹ Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go."</p>	<p>What can we learn from the world beneath our feet?</p> <p>What do Muslims believe about God?</p> <p>(Link with St Johns and our local church)</p> <p>Rules Rights and Responsibilities and link with our behaviour policy and expectations</p> <p>Psalm 104:5 He set the earth on its foundations; it can never be moved.</p>
	<p>Baseline fitness assessments - Incl. Running/Throwing/Stamina/Jumping Indoor (Gymnastics)</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). 		<p>Progress fitness assessments - Incl. Running/Throwing/Stamina/Jumping Indoor (Dance)</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. 		<p>Final fitness assessments - Incl. Running/Throwing/Stamina/Jumping Outdoor (Team Games e.g. Rounders/Cricket)</p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	
	<p>Outdoor (Team Games e.g. Football/Tag Rugby/Hockey/Netball)</p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 		<p>Outdoor (Outdoor Adventurous)</p> <ul style="list-style-type: none"> Arrive properly equipped for outdoor and adventurous activity. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Use maps, compasses and digital devices to orientate themselves. Remain aware of changing conditions and change plans if necessary. 		<p>Outdoor (Athletics)</p> <ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances. 	

Year 4	<p style="text-align: center;">Can we make a difference?</p> <p style="text-align: center;">What can we learn from different members/expressions of the Buddhist tradition?</p> <p style="text-align: center;">How do/have religious groups contribute to society and culture in the local area? (Link with St Johns)</p> <p style="text-align: center;">John 15:5</p> <p style="text-align: center;">⁵“I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.</p>	<p style="text-align: center;">Is conflict ever justified?</p> <p style="text-align: center;">What is sacrifice? (UC)</p> <p style="text-align: center;">How have events in history shaped beliefs?</p> <p style="text-align: center;">Proverbs 10:12</p> <p style="text-align: center;">Hatred stirs up conflict, but love covers over all wrongs.</p>	<p style="text-align: center;">Does the Earth look after us or do we look after the Earth?</p> <p style="text-align: center;">Can kindness/love change the world? What kind of world should we live in?</p> <p style="text-align: center;">John 3:16</p> <p style="text-align: center;">¹⁶For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.</p>
	<p>Baseline fitness assessments - Incl. Running/Throwing/Stamina/Jumping Indoor (Gymnastics)</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). 	<p>Progress fitness assessments - Incl. Running/Throwing/Stamina/Jumping Indoor (Dance)</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. 	<p>Final fitness assessments - Incl. Running/Throwing/Stamina/Jumping Outdoor (Team Games e.g. Rounders/Cricket)</p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member.
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Year 5	<p style="text-align: center;">Should people be able to choose where they live?</p> <p style="text-align: center;">Is believing in God reasonable? Was Jesus the Messiah? (UC)</p> <p style="text-align: center;"><i>Valuing Difference, Money, Keeping safe</i></p> <p style="text-align: center;">Leviticus 19:33-34</p>	<p style="text-align: center;">Creation or science – conflicting or complimentary?</p> <p style="text-align: center;">What can we learn about the world/knowledge/ meaning of life from the great philosophers?</p> <p style="text-align: center;">How have expressions of Buddhists/Christians changed over time?</p> <p style="text-align: center;"><i>Healthy Relationships, Growing and Changing</i></p> <p style="text-align: center;">Genesis 1:1-31</p>	<p style="text-align: center;">Can you have rights without responsibilities?</p> <p style="text-align: center;">Is it possible for something to always be right (or wrong)? What does it mean to be ‘human’?</p> <p style="text-align: center;"><i>Rules Rights and Responsibilities, Caring for the environment</i></p> <p style="text-align: center;">Matthew 22:36-39</p> <p style="text-align: center;">³⁶“Teacher, which is the greatest commandment in the Law?”</p>

	<p>³³“When a foreigner resides among you in your land, do not mistreat them. ³⁴The foreigner residing among you must be treated as your native-born. Love them as yourself, for you were foreigners in Egypt. I am the LORD your God.</p>	<p>¹ In the beginning God created the heavens and the earth. ² Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters. ³ And God said, “Let there be light,” and there was light. ⁴ God saw that the light was good, and he separated the light from the darkness. ⁵ God called the light “day,” and the darkness he called “night.” And there was evening, and there was morning—the first day.</p>	<p>³⁷ Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind.’^[a] ³⁸ This is the first and greatest commandment. ³⁹ And the second is like it: ‘Love your neighbour as yourself.’^[a]</p>
	<p>Baseline fitness assessments - Incl. Running/Throwing/Stamina/Jumping Indoor (Gymnastics)</p> <ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). 	<p>Progress fitness assessments - Incl. Running/Throwing/Stamina/Jumping Indoor (Dance)</p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<p>Final fitness assessments - Incl. Running/Throwing/Stamina/Jumping Outdoor (Team Games e.g. Rounders/Cricket)</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team
	<p>Outdoor (Team Games e.g. Football/Tag Rugby/Hockey/Netball)</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<p>Outdoor (Athletics)</p> <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.

Year 6	<p style="text-align: center;">What is responsible for poverty?</p> <p style="text-align: center; color: orange;">How do Buddhists explain suffering in the world? What does it mean if God is holy and loving? (UC)</p> <p style="text-align: center; color: purple;">Proverbs 21:13 Whoever shuts their ears to the cry of the poor will also cry out and not be answered.</p>	<p style="text-align: center;">Is duty more important than belief?</p> <p style="text-align: center; color: green;">What do we mean by religion? Does religion bring peace, conflict or both? Islam/Christianity</p> <p style="text-align: center; color: purple;">Ephesians 4:31-32 ³¹Get rid of all bitterness, rage and anger, brawling and slander, along with every form of malice. ³²Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.</p>	<p style="text-align: center;">How do we cope with adversity?</p> <p style="text-align: center; color: blue;">Is being happy the greatest purpose in life? – Humanism How has belief in God impacted on music and art through history?</p> <p style="text-align: center; color: purple;">2 Corinthians 4:16-18 ¹⁶Therefore we do not lose heart. Though outwardly we are wasting away, yet inwardly we are being renewed day by day. ¹⁷For our light and momentary troubles are achieving for us an eternal glory that far outweighs them all. ¹⁸So we fix our eyes not on what is seen, but on what is unseen, since what is seen is temporary, but what is unseen is eternal.</p>
	<p>Baseline fitness assessments - Incl. Running/Throwing/Stamina/Jumping Indoor (Gymnastics)</p> <ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). 	<p>Progress fitness assessments - Incl. Running/Throwing/Stamina/Jumping Indoor (Dance)</p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<p>Final fitness assessments - Incl. Running/Throwing/Stamina/Jumping Outdoor (Team Games e.g. Rounders/Cricket)</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team
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