

	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? (Link with St Johns and our local church)</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 ⁹Have 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>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>
<u>Working Scientifically</u>						
<ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings. 						
	<p>Link with global warming</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		<p>Link with great physicists and failure of experiments</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Link with sight</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change. • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. 		<p>Link with local area and prehistoric coast – Walton-on-the-naze</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter.

			<ul style="list-style-type: none"> • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. 		
Year 4	<p>Is community important?</p> <p>What can we learn from different members/expressions of the Buddhist tradition? (Link with Harvest and local foodbank) Is community important?</p> <p>How do/have religious groups contribute to society and culture in the local area? (Link with St Johns- Shoebox Appeal)</p> <p>John 15:5 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>Is conflict ever justified?</p> <p>What is sacrifice? (UC)</p> <p>How have events in history shaped beliefs?</p> <p>Proverbs 10:12 Hatred stirs up conflict, but love covers over all wrongs.</p>		<p>Does the Earth look after us or do we look after the Earth?</p> <p>Can kindness/love change the world? What kind of world should we live in?</p> <p>John 3:16 16 For 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><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings. 				
	<ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>Link with keeping ourselves healthy – mental wellbeing as well as physical</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Link with Rainforest and deforestation. Earth Shot Prize</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to specific habitats. 		

<p>Year 5</p>	<p>Should people be able to choose where they live?</p> <p>Is believing in God reasonable? Was Jesus the Messiah? (UC)</p> <p><i>Valuing Difference, Money, Keeping safe</i></p> <p>Leviticus 19:33-34</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>Creation or science – conflicting or complimentary?</p> <p>What can we learn about the world/knowledge/ meaning of life from the great philosophers?</p> <p>How have expressions of Buddhists/Christians changed over time?</p> <p><i>Healthy Relationships, Growing and Changing</i></p> <p>Genesis 1:1-31</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>Can you have rights without responsibilities?</p> <p>Is it possible for something to always be right (or wrong)? What does it mean to be ‘human’?</p> <p><i>Rules Rights and Responsibilities, Caring for the environment</i></p> <p>Matthew 22:36-39</p> <p>³⁶ “Teacher, which is the greatest commandment in the Law?” 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.’^[b]</p>
<p style="text-align: center;"><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments. 			
	<p>Anglo Saxon ships</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Link with big bang theory and evolution</p> <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Year 6	<p style="text-align: center;">What is responsible for poverty?</p> <p style="text-align: center;">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;">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;">What do we mean by religion? Does religion bring peace, conflict or both? Islam/Christianity</p> <p style="text-align: center;">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;">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;">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><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments. 			
	<p>Link with Victorians and electricity</p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. <p>Link with lifestyle and impact of poverty and deprivation</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. Describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Link with periscopes/black out/air raids</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. <ul style="list-style-type: none"> Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.