

Rolling Programme Cycle A

	Autumn 1 Family & Community	Autumn 2 Stewardship of God's Creation	Spring 1 Dignity of the Human Person Solidarity of the Common Good	Spring 2 Option for the Poor & Vulnerable	Summer 1 Dignity of Work and the Rights of Workers	Summer 2 Rights and Responsibilities
EYFS	<u>Who am I and who do I belong to?</u> Myself (body, senses, similarities and differences) Healthy eating and hygiene.	<u>How can we care for God's world?</u> Seasonal change Autumn – winter (include animals/bugs) The weather	<u>How do we protect and value the life of all creatures?</u> <u>Can planting fruit and vegetables help the poor?</u> Animals in hot and cold places. Animals and their young. Spring, planting and growing		<u>Why should we value people who harvest the crops?</u> <u>Who is responsible for the beaches?</u> Materials – naming and sorting, exploring properties. Summer	
Y1/2	<u>How do families gather during different seasons?</u> Seasonal change (throughout the year)	<u>How can we care and respect all living things?</u> Animals including humans (body, senses, classification of animals and what they eat)	<u>Why do animals and humans need a safe environment to survive?</u> <u>What can we do for animals and people who lose their home?</u> Living things and their habitats		<u>Who should we thank for growing and harvesting our plants?</u> Plants	<u>Why should we recycle materials like paper and plastic?</u> Everyday materials
Y3/4	<u>How can we support a healthy community? e.g pollution, clean water</u> States of Matter	<u>Why should we turn off lights and use energy efficient appliances?</u> Electricity	<u>We are made in God's image. What can we do to care for our body?</u> <u>How can we help the poor access basic necessities for a healthy life?</u> Animals including humans (nutrition, skeleton) Famous scientists and inventors throughout the year where relevant		<u>Why is it important for people who extract rocks to have fair wages and a safe environment?</u> Rocks	<u>How can the use of technology benefit society in ways that respect human dignity and promote wellbeing?</u> Forces and magnets
Y5/6	<u>How does collaboration and shared understanding help us grasp complex concepts?</u> Forces	<u>Why should we use energy in ways that minimize waste and reduce environmental harm?</u> Electricity	<u>We are part of a larger ecosystem so why should we care for the earth and its inhabitants?</u> Earth & Space	<u>Why do vulnerable stages of a life cycle or habitats need more support?</u> Living things and their habitats (life cycles)	<u>The heart is essential in maintaining life so why does every worker have an essential role in society?</u> Animals including humans (heart)	<u>How have famous scientists e.g. Marie Curie, Albert Einstein, and Galileo Galilei used their rights to explore and discover new ideas?</u> Famous Scientists

Bold text links to principles of Catholic Social teaching