

	Rolling Programme Cycle A								Rolling Programme Cycle B							
Subject	Unit 1: Patchway	Unit 2: Families	Remembrance Week	Unit 3: The Great Fire of London	Unit 4: Exceptional Individuals	Unit 5: Space and flight	Unit 6: How do our gardens grow?	Unit 7: Land of ice and snow	Unit 8: Bristol	Unit 9 : Families	Remembranc e Week	Unit 10: We Are Britain!	Unit 11: Castles	Unit 12: Exceptional Individuals	Unit 13: Deadly Animals	Unit 14: Pirates
	3 weeks	3 weeks	1 week	6 weeks	4 weeks	7 weeks	3 weeks	7 weeks	4 weeks	5 weeks	1 week	3 weeks	6 weeks	4 weeks	6 weeks	4 weeks
Values	Friendship Compassion Service Responsibility Peace	Friendship Compassion Thankfulness Peace Responsibility		Thankfulness Hope Compassion Responsibility Forgiveness	Compassion Courage Perseverance Hope	Hope Courage Perseverance Trust	Thankfulness Responsibility Service	Courage Perseverance Responsibility Service	Friendship Compassion Service Responsibility Peace	Friendship Compassion Thankfulness Peace Responsibility		Peace Friendship Thankfulness Courage Service	Peace Friendship Courage Creativity Forgiveness	Compassion Courage Perseverance Hope	Courage Perseverance Responsibility Service	
Curriculum Drivers	Community Well-being and safety Global technological advances Democracy	Community Language and Oracy		Community Well-being and safety Global technological advances Democracy	Global technological advances Well-being and safety	Global technological advances	Language and oracy Community	Global technological advances Language and oracy	Democracy Community Well-being and safety	Community Language and Oracy		Democracy Community	Well-being and safety Global technological advances	Global technological advances Well-being and safety	Global technological advances Language and oracy	Well-being and safety Democracy
Visits and Events	Local walk  Trip to the church	Visits by family members to talk about their families		<b>Drama workshop (History off the page)</b>  Visit from the fire service	Visit from a nurse	<b>Aerospace museum</b>	Building and maintaining a school garden  Farmer visit	<b>Polar experience at Bristol Zoo</b>	<b>MShed – significant Bristol People workshop</b>	Visits by family members to talk about their families  Warburton’s - Provide resources for Y1?			<b>Caldicot castle</b>	Visit from sporting star	<b>Wild Place</b>	Pirate party at school (dress up, sing songs, make treasure, watch a pirate film)
Project Outcome	Exhibition of their artwork for parents	Group video documentary about The Queen		Drama: Sharing to a real audience (share with another class)	Exceptional people ‘Lift the flap’ informative poster	Exhibition of sculptures, computer art and key facts for parents	Gardening project	Information leaflet	Powerpoint presentation in pairs	Healthy sandwich for your family		‘Britian’ informative poster	Assembly: Sharing to a real audience (share with another class)	‘Exceptional people’ Lift the flap Informative poster	Charity event – raise money for endangered animals	Exhibition of their DT for parents
Core Text(s) = need to buy	On the way home  Amazing Grace  My Mum  My Dad	The Queen’s Hat by Steve Anthony  Katie in London  So much!	My Mummy is a Soldier  Cbeebies – Poppies	The baker’s boy and the Great Fire of London  Vlad and the Great Fire of London	Shackleton’s journey ? Need simpler version  Hoorah for Mary Seacole  Poetry	Man on the moon  Beegu  Way back home by Oliver Jeffers	Jack and the Baked Beanstalk  Superworm by Julia Donaldson	Lost and Found  Poetry	Gorom and Ghyston Bristol Giants by Oliver Rigby  My Mum  My Dad	Katie in London  So much!  The Queen’s Hat by Steve Anthony	My Mummy is a Soldier  Cbeebies -Poppies	We are Britain Benjamin Zephaniah – Good poems book for end of the day  Poetry	Hector and the big bad knight  The kiss that missed  Sir Charlie Stinky Socks: The Really Big Adventure	Rosie Revere Engineer  Olympig!	Giraffes can’t dance  Meerkat Mail  Where the Wild Things Are	Captain Flint and the pirate dinosaurs  Class 3 all at sea

Geography

Identify Bristol as a city and London as the capital city of England.

Identify that we live in England and that Scotland, Wales and Northern Ireland make up the UK.

Identify what an Island is and that the UK is one.

Identify where they live through starting to look at aerial photos of Patchway.

Identify places in Patchway which are important to them.

Introduce positional language to support children giving simple directions on a map e.g. to school, to the shops. Use up, down, left, right language.

Use a simple picture map to move around the school. Use own symbols on map.

Use simple positional language to

Identify London as where the Queen lives.

Revisit what the other countries in the UK are called.

London, Cariff, Edinburgh and Belfast are the capital cities in the UK.

Use photos to recognise landmarks of London, special focus on the Queen.

Re-visit idea of Bristol as a city and London as the capital city of England.

Re-visit the different countries of the UK and their capital cities.

Introduce the idea that London is an urban location.

Identify the River Thames as a major river and locate on a map. What other major rivers can be found?

Identify current prime minister of England.

Introduce weather patterns and describe what happened with the wind. Look at weather patterns and seasons in the UK. What season did the Great Fire of London happen?

[Link back to Neil Armstrong](#)

Identify different continents and oceans in the world using globes.

Re-cap identifying northern and southern hemispheres. What splits up the northern and southern hemisphere?

Use photographs from space to identify physical features in the world.

Use directional language (near/far/left/right) to describe positions of the different planets.

Physical geography of school environment which allows plants to grow.

Use picture maps to identify different wildlife and plantlife around the school.

Weather patterns throughout the year which allows plants to grow.

[Link back to Shackleton](#)

Identify the different continents and oceans in the world.

Identify North Pole and South Pole. What is the difference in the weather?

Identify location of hot and cold areas of the world in relation to the equator and north and south poles.

Teacher-led support on identifying the northern and southern hemispheres.

Use photos to recognise human and physical features of Antarctica.

Identify the weather patterns in Antarctica and compare against the UK

Identify Bristol as a city and London as the capital city of England.

Identify that we live in England and that Scotland, Wales and Northern Ireland make up the UK.

Identify what an Island is and that the UK is one.

Identify where they live through starting to look at aerial photos of Patchway.

Identify places in Bristol which are important to them.

Introduce positional language to support children giving simple directions on a map e.g. to school, to the shops. Use up, down, left, right language.

Use a simple picture map to move around the school. Use own symbols on map.

Use simple positional language to

Identify where the Queen lives.

Revisit what the other countries in the UK are called.

Discuss that London, Cariff, Edinburgh and Belfast are the capital cities in the UK.

Use photos to recognise landmarks of London, special focus on the Queen.

Re-visit idea of Bristol as a city and London as the capital city of England.

Re-visit the different countries of the UK and their capital cities.

Introduce the idea that there are urban and rural areas in Britain

Identify some of the major rivers in Britain. Use photographs to recognise landmarks (including Hadrian's Wall) and basic human and physical features.

Use images and photographs to look at the human and physical geography of Caldicot and start to compare with Patchway.

Identify current prime minister of England.

Identify whether there are different weather patterns in different areas of the UK.

Use fieldwork to observe the physical and human geography in Caldicot

Location of countries in the UK. Use photos and maps to identify their locality and basic human and physical features.

Distinguish between rural and urban locations.

[Link to Steve Backshall and Steve Irwin](#)

Identify different continents and oceans of the world.

Use maps, atlases and globes to identify location of deadly animals in hot and cold areas of the world in relation to the equator.

Use photos to identify basic physical features of animals habitats.

Identify different continents and oceans of the world.

Use locational and directional language to describe location of features and routes on map.

Use simple pictures as symbols on a map.

Teacher-led study of Lundy Island.

describe their home.

Use simple fieldwork and observational skills to study the geography of their school grounds.

describe their home.

Use simple fieldwork and observational skills to study the geography of their school grounds.

History	<p>Sequence events that have happened in the child's lifetime to do with themselves and their family.</p> <p>Using pictures of Patchway, identify some details from the past with regards buildings and structures.</p> <p>Children show knowledge about the past through role play, drawing, talking and writing.</p>	<p>Who is the Queen?</p> <p>Who were the Queen's parents?</p> <p>Introduce family tree</p> <p>Begin to recount some facts from the Queen's life</p> <p>Changes within living memory – toys – technological changes between grandparents, parents and children's experiences of toys</p>		<p>Sequence events of the Great Fire of London in order.</p> <p>Remember parts of the story of The Great Fire of London.</p> <p>Identify Great Fire of London as a significant event in British history.</p> <p>Identify significant people around at the time of The Great Fire of London. King Charles II was King of England. Who is our current Queen?</p> <p>Show understanding through role play, drawing, writing and talking.</p> <p>Use different sources of information to find answers to questions about The Great Fire of London.</p>	<p>Focus on their own heros / NHS heros during Covid-19 link to Mary Seacole and her actions for healthcare</p> <p>Tell the difference between past and present in their own and other people's lives.</p> <p>Remember parts of stories and memories about exceptional individual's lives.</p> <p>Sequence some events in order based around events happening in exceptional individual's lives.</p>	<p>Remember parts of stories and memories about the past (Neil Armstrong, The Wright Brothers)</p> <p>Sequence events in order that they happened.</p> <p>Recount details from the past from sources e.g. pictures and stories.</p> <p>Use different sources of information to find simple questions about the past.</p> <p>Show knowledge and understanding about the past in different ways through role play, drawing, talking and writing.</p>		<p>Remember parts of stories and memories about the past (Shackleton)</p> <p>Sequence events in order that they happened.</p> <p>Recount details from the past from sources e.g. pictures and stories.</p> <p>Use different sources of information to find simple questions about the past.</p> <p>Show knowledge and understanding about the past in different ways through role play, drawing, talking and writing.</p>	<p>Using pictures of Bristol, identify some details from the past with regards buildings and structures.</p> <p>Children show knowledge about the past through role play, drawing, talking and writing.</p> <p>Could change this to homes? – External and internal make up – would link to GFoL</p>	<p>Sequence events that have happened in the child's lifetime to do with themselves and their family.</p> <p>Who is the Queen?</p> <p>Who was the Queen's parents?</p> <p>Introduce family tree</p> <p>Begin to recount some facts from the Queen's life</p> <p>Changes within living memory - food – rationing in the war, comparing food now with grandparents experiences, how foods change with the seasons</p>		<p>Understanding who the Queen is and an initial understanding of the Monarchy.</p> <p>A focus on The Romans – event beyond living memory.</p> <p>Sequence events in order</p> <p>Remember memories of the past.</p> <p>Identify significant people around in Roman times – link to Prime Minister and Monarchy now.</p> <p>Identify and recount details of Roman Times using stories and pictures.</p>	<p>Study into the history of Caldicot Castle – <b>Romans link</b></p> <p>Identify some details from the past with regards buildings and structures, using pictures.</p> <p>To ask and answer questions about old objects from the past.</p> <p>Show knowledge and understanding about the past in different ways through role play, drawing, talking and writing.</p> <p>Differences between then and now – Castle jobs</p>	<p>Focus on their own heros / Sporting heros and their charity work – Venus and Serena / Marcus Rashford, Rahiem Stirling</p> <p>Tell the difference between past and present in their own and other people's lives.</p> <p>Remember parts of stories and memories about exceptional individual's lives.</p> <p>Sequence some events in order based around events happening in exceptional individual's lives.</p>	<p>Look at the difference between past and present in people's lives (Steve Irwin and Steve Backshall)</p> <p>Sequence events happening in their lives</p> <p>Remember memories about the past</p> <p>Show knowledge and understanding about the past in different ways through role play, drawing, talking and writing.</p>	
	Significant People	<p>Local significant individuals? Reverend Howard?</p>	<p>The Queen Members of the Royal Family</p>		<p>Samuel Pepys</p> <p><b>Link back to The Queen</b></p> <p>Mary Seacole Armstrong Shackleton Frida Kahlo Pablo Picasso</p>	<p>Armstrong Peake The Wright Brothers Amelia Earhart</p>		<p>Shackleton and Scott</p>	<p>John Cabot Brunel</p>	<p>The Queen Members of the Royal Family</p>		<p>The Monarchy Queen Elizabeth II Prime Minister Julius Caesar Hadrian</p>	<p>David Attenborough Brunel Marcus Rashford Serena and Venus Williams Andy Goldsworthy Louise Bourgeois</p>	<p>David Attenborough Steve Backshall Steve Irwin</p>	<p>William de Marisco</p>	

Science (Seasonal Changes to be taught throughout the year)	Identify and describe a variety of wild and common plants growing in the school grounds and at home.	Identify, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		<p><b>Materials</b></p> <p><b>Link to DT project / teach as a separate week before GfOL topic</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p><b>Working Scientifically</b></p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions.</p> <p>gathering and recording data to help in answering questions.</p>	<p><b>Working Scientifically</b></p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions.</p>	<p><b>Plants</b></p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p><b>Animals, including humans</b></p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p><b>Plants</b></p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	Identify, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		<p><b>Working Scientifically</b></p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions.</p>	<p><b>Materials</b></p> <p><b>Link to DT project / teach as a separate week before Castles topic</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p><b>Working Scientifically</b></p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and 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recording data to help in answering questions.</p>
	D & T			Structures- building homes				Textiles- felt polar animals		Cookery - Designing and creating balanced healthy sandwich for your family			Structures – drawbridges, catapults			

Art	Collage – Create own collage pictures of a section of the school grounds	Drawing and Painting focused on toys now and then / Portraits of The Queen			Investigating the work of famous artists focused on drawing and painting – Frida Kahlo Pablo Picasso	Sculpture – Paper Mache Planets			Drawing and Painting – Linked to plants / Bristol landmarks.					Investigating the work of famous artists focused on sculpture. Andy Goldsworthy Louise Bourgeois (Maman sculpture)	Sculpture – Creating clay models of own versions of deadly animals.	
Music				Music Unit	Music Unit	Music Unit							Music Unit	Music Unit		Music Unit
PSHE	JIGSAW				JIGSAW			JIGSAW		JIGSAW			JIGSAW		JIGSAW	
PE	Gym, Dance Throwing and Catching				Gym, Dance Striking and Fielding			Gym, Dance Athletics		Gym, Dance Throwing and Catching			Gym, Dance Striking and Fielding		Gym, Dance Athletics	
RE	Who made the world?			How and why do we celebrate special and sacred times?	Who is Jewish and what do they believe?	Why does Easter matter to Christians?	What do Christians believe God is like?		What makes some places sacred?		Why does Christmas matter to Christians?	Who is a muslim and what do they believe?	What is the good news that Jesus brings?	What does it mean to belong to a faith community?		
Computing (Acceptable Use – used as first 10 minute intro in every lesson)	Year 1: Word Processing (Based around writing about their own lives)					Year 1: Painting Link to artists focused on during art lessons	Year 1: Programming (Beebots Scratch Jr)		Year 1: Word Processing (Based around writing about their own lives)				Year 1: Painting Link to artists focused on during art lessons.	Year 1: Programming (Scratch Jr)		
	Year 2: Skills surrounding how to use the internet and how to present information.					Year 2: Creating Art using iPads	Year 2: Programming (Turtle Logo and Scratch)		Year 2: Skills surrounding how to use the internet and how to present information				Year 2: Creating Art for iPads.	Year 2: Programming (Turtle Logo and Scratch)		
	Link to patchway					Link to artists from previous: Mondrian, Picasso		Link to Bristol					Link to artists from previous: Mondrian, Picasso			

39 weeks in a school year, 33 weeks for topics

1 week: Remembrance

1 week: Christmas

1 week: Children's Mental Health Week

1 week: RE Week

2 weeks: Materials