

| 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 | Remembrance 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 | 4 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 | 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 Trips to the church | Visits by family members to talk about their families | | Drama workshop (History off the page) Fire service visit | Visit from a nurse | Aerospace museum | Building and maintaining a school garden Farmer Visit | Polar experience at Bristol Zoo | MShed – significant Bristol People workshop | Visits by family members to talk about their families Worburton’s visit | | | Caldicot castle | Visit from a sporting star | Wild Place | 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 | Group video documentary about food | | ‘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) | The Hodgeheg | → Poetry | | The Great Fire: A city in Flames → Hoorah for Mary Seacole | | My Dad’s a Birdman → 1 or 2 weeks poetry focus | | The Rainbow Bear by Michael Morpurgo Shackleton’s journey | Gorom and Ghyston Bristol Giants by Oliver Rigby The Queen’s Handbag by Steve Anthony | Katie in London by James Mayhew Lila and the secret of rain | Poetry | We are Britain Benjamin Zephaniah – Good poems book for end of the day Poetry focus | Tumbleweed by D K Smith → Rosie Revere Engineer Olympig! | Giraffes can’t dance Meerkat Mail Where the Wild Things Are | The Jolley Rogers and the ghostly galleon | |

Geography

Re-visit the countries that make up the UK and their capital cities.

Identify some of the monuments of Patchway and Bristol. What monuments can be found in London?

Re-visit the idea that the UK is an island. What is a coastline? What are some of the different coastlines of the UK? Link to coastlines around the South West

Identify the difference between Patchway (urban) and a rural place e.g. Thornbury. What are some of the human and physical features?

Identify the River Avon as a river that flows through Bristol. Use compass directions and positional language of North, East, South, West to describe it. Where does it start? Where does it end? Could

Identify that the Queen lives in London. She is also the Queen of a number of other countries as well. Locate the countries on a world map.

Identify the different continents that these countries are in

Know that The Queen was at Treetops when George V died

Geographical differences in the physical geography of Patchway and an area of Kenya.



Re-visit capital cities of the UK.

Identify some of the different monuments in London and locate on a map.

Draw the River Thames on a map. Re-visit

Create a map of the Great Fire of London. Introduce a key and make symbols.

Make observations about why the Great Fire of London happened, link back to weather.

Link to previous unit and identify some of the human and physical features in London at the time of the Great Fire of London.



[Link back to Neil Armstrong](#)

Use aerial photographs to locate the world's continents and oceans.

Identify some non-european countries on a globe and describe their location in the world regarding northern and southern hemisphere.

Use compass directions to explain the location of different planets.

Re-cap the different plantlife that can be found around the school grounds.

Identify weather patterns that enable plants to grow well.

Do plants grow in winter? Are there any plants that grow in cold weather?

[Link back to Shackleton](#)

Re-visit the world's seven continents and five oceans.

Study similarities and differences between human and physical geography of Antarctica and Bristol. Why the differences? Use aerial photographs.

Distinguish between the northern and southern hemispheres.

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

Re-visit the countries that make up the UK and their capital cities.

Identify some of the monuments of Bristol. Discuss removal of Colston monument. What monuments can be found in London?

Re-visit that the UK is an island. What is a coastline? What are some of the different coastlines of the UK? Introduce the Jurassic coast and coasts around the South West

Identify the difference between Patchway (urban) and a rural place. What are some of the human and physical features?

River in Patchway? Use compass directions and positional language of North, East, South, West. River Avon?

Comparison of Patchway with a European region?

Identify that the Queen lives in London. She is also the Queen of a number of other countries as well. Locate the countries on a world map.

Identify the different continents that these countries are in

Queen was at Treetops when George V died

Geographical differences in the physical geography of Patchway and an area of Kenya.



Re-visit capital cities of the UK.

Identify the seas that surround the UK.

Use aerial photographs to Identify some of the different human and physical features in Britain.

Use maps to draw the main rivers in Britain on a map.

Use Google maps to locate Caldicot. Identify some human and physical differences between Patchway, Caldicot and link back to an area from Kenya

Use aerial photographs to locate the world's continents and oceans.

Identify the different seas around the UK.

Use fieldwork and observational skills to record a range of human and physical geography around Caldicot. Use sketching, maps and plans to record their findings.



Re-visit the world's seven continents and five oceans.

Study similarities and differences between Northern Scotland (Red Deer) and the Savannah (Lions). Study the human and physical geography.

Distinguish between the northern and southern hemispheres.

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

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

Children to use simple compass directions to describe locations of deadly animals on a map (animal hunt around school)

Re-visit the world's seven continents and five oceans.

Identify the different seas around the UK.

Identify human and physical features of Lundy Island.

What geographic features enable Puffins to live in large numbers on Lundy Island?

Re-visit the world's seven continents and five oceans.

Identify the different seas around the UK.

Identify human and physical features of Lundy Island.

What geographic features enable Puffins to live in large numbers on Lundy Island?

the location
of the river
be marked
on a map?

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

History

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| <p>Recount changes in own life over time.</p> <p>Write own date of birth</p> <p>Write simple stories and recounts about the past</p> <p>Gain evidence of the past through using books, pictures, photos, visits.</p> <p>Ask and answer questions such as: How long ago did Aerospace open in Patchway?</p> <p>Identify how the local area is different to how it used to be.</p> <p>Differentiate between things that were here 100 years ago and things that were not</p> | <p>Compare child's family with the Queen's family</p> <p>Create a Royal Family Tree</p> <p>Create a family tree for child's own family</p> <p>Identify landmarks where the Queen resides in</p> <p>Gain evidence of the past through using books and pictures</p> <p>Queen was at Treetops when George V died</p> <p>Changes within living memory – toys – technological changes between grandparents, parents and children's experiences of toys</p> | <p>Putting events of The Great Fire of London in order using a timeline</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant individual in history</p> <p>Uses evidence to explain why people in past acted as they did.</p> <p>Gain evidence of the past through using eyewitness accounts, books, photos, buildings</p> <p>Ask and answer questions such as, 'Was life different for King Charles II than our Queen?'</p> <p>How did the events of the Great Fire of London change things like buildings, clothing and vehicles?</p> | <p>Focus on their own heros / NHS heros during Covid-19 link to Mary Seacole and her actions for healthcare</p> <p>Uses information to describe the differences between then and now (link to The Wright Brothers and the first aeroplanes)</p> <p>Differences in nursing?</p> <p>Recounts main events from a significant individual in history</p> <p>Uses evidence to explain why people in past acted as they did.</p> <p>Ask and answer questions such as, 'What was it like for an astronaut in?'</p> | <p>Put events of Neil Armstrong's space expedition in order using a timeline</p> <p>Uses information to describe the differences between then and now</p> <p>Recounts main events from a significant individual in history</p> <p>Gain evidence from the past through using eyewitness accounts, books, photos</p> <p>Ask and answer questions such as, 'How long ago did Scott and Shackleton's expedition start?'</p> | <p>Put events of Scott and Shackleton's expedition in order using a timeline</p> <p>Uses information to describe differences between then and now</p> <p>Gain evidence from the past through using eyewitness accounts, books, photos</p> <p>Ask and answer questions such as, 'How long ago did Aerospace open in Patchway?'</p> <p>Identify how the local area is different to how it used to be</p> <p>Differentiate between things that were here 100 years ago and things that were not</p> | <p>Recount changes in own life over time.</p> <p>Write own date of birth</p> <p>Write simple stories and recounts about the past</p> <p>Gain evidence of the past through using books, pictures, photos, visits.</p> <p>Ask and answer questions such as: How long ago did Aerospace open in Patchway?</p> <p>Identify how the local area is different to how it used to be</p> <p>Differentiate between things that were here 100 years ago and things that were not</p> | <p>Compare child's family with the Queen's family</p> <p>Create a Royal Family Tree</p> <p>Create a family tree for child's own family</p> <p>Identify landmarks where the Queen resides in</p> <p>Gain evidence of the past through using books and pictures</p> <p>Queen was at Treetops when George V died</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>Put British invasions in order using a timeline - Romans, Saxons and Vikings</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant individual in history – Julius Caesar</p> <p>Uses evidence to explain why people in the past acted as they did.</p> <p>Gain evidence of the past through using eyewitness accounts, books, photos, buildings</p> <p>Ask and answer questions such as, 'Was life different people in Roman Times?'</p> | <p>Study the history into Caldicot Castle – Romans link.</p> <p>Use a timeline to sequence events from the history of Caldicot Castle.</p> <p>Castle jobs – differences between then and now</p> <p>Uses evidence to explain why people in past acted as they did.</p> | <p>Focus on their own heros / Sporting heros and their charity work – Venus and Serena / Marcus Rashford, Rahiem Stirling</p> <p>Uses information to describe differences between significant individuals' lives and life in Britain now.</p> <p>Recounts main events from a significant individual in history</p> <p>Uses evidence to explain why people in past acted as they did.</p> | <p>Put events of Steve Irwin's life on a timeline.</p> <p>Identify facts about Steve Irwin's life who has contributed to international achievement.</p> <p>Use books, pictures and different sources to identify details from the past.</p> <p>Recounts events from significant individuals.</p> | <p>Many pirates have used Lundy Island as a base before. Put these in order on a timeline.</p> <p>Investigate the life of Captain John Nutt.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant individual in history</p> <p>Uses evidence to explain why people in past acted as they did.</p> <p>Gain evidence of the past through using eyewitness accounts, books, photos, internet</p> <p>Ask and answer questions such as, 'What was life like for a pirate?'</p> |
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| Significant People | Local significant individuals? Reverend Howard? | The Queen Monarchy Previous Kings and Queens | | Samuel Pepys | Mary Seacole Armstrong Scott and Shackleton Frida Kahlo Pablo Picasso | Armstrong Peake The Wright Brothers Amelia Earhart | | Scott and Shackleton | John Cabot Brunel | The Queen Monarchy Previous Kings and Queens | | The Monarchy Queen Elizabeth II Prime Minister Hadrian Julius Caesar | | David Attenborough Brunel Serena and Venus Williams Marcus Rashford Andy Goldsworthy Louise Bourgeois | David Attenborough Steve Backshall Steve Irwin | William de Marisco |
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Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Identify and name a variety of plants and animals in their habitats, including microhabitats

Everyday Materials

(A week science project based on everyday materials to happen in one/two terms a year. It could be linked to any DT projects being completed.)

Year 1 Objectives

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

Year 2 Objectives

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

Working Scientifically

asking simple questions and recognising that they can be answered in different ways

observing closely, using simple equipment

performing simple tests

identifying and classifying

using their observations and ideas to suggest answers to questions

gathering and recording data to help in answering questions.

Re-visit Year 1 knowledge on plants

Main focus teaching on:

Observe and describe how seeds and bulbs grow into mature plants

Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.

Living things and their habitats

Explore and compare the differences between things that are living, dead, and things that have never been alive

Animals have offspring which grow into adults

Find out and describe the basic needs of animals for survival

Identify that most living things live in a habitat to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

Identify and name a variety of plants and animals in their habitats, including microhabitats

Describe how animals obtain their foods from plants and other

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Describe how animals obtain their foods from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

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| | | | | | | | | animals, using the idea of a simple food chain, and identify and name different sources of food. | | | | | | | | | |
| | | | | Structures-building homes | | | | Textiles- felt polar animals | | Cookery - Designing and creating healthy snack for the Queen | | | Structures – drawbridges, catapults | | | Moving Pictures – Children to create moving pictures using pirate ships. | |
| Art | Collage – Create own collage pictures of the River Avon | Drawing and Painting focused on local areas. School visit by Matthew Jeanes? | | | 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? | | | |

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| <p>Computing (Acceptable Use – used as first 10 minute intro in every lesson)</p> | <p>Year 1: Word Processing (Based around writing about their own lives)</p> | | | | <p>Year 1: Painting Link to artists focused on during art lessons</p> | <p>Year 1: Programming (Beebots Scratch Jr)</p> | | | | <p>Year 1: Word Processing (Based around writing about their own lives)</p> | | | | | <p>Year 1: Painting Link to artists focused on during art lessons.</p> | <p>Year 1: Programming (Scratch Jr)</p> |
| | <p>Year 2: Skills surrounding how to use the internet and how to present information.</p> | | | | | <p>Year 2: Programming (Turtle Logo and Scratch)</p> | | | | <p>Year 2: Skills surrounding how to use the internet and how to present information</p> | | | | | | <p>Year 2: Programming (Turtle Logo and Scratch)</p> |
| | <p>Link to patchway</p> | | | | <p>Year 2:Creating Art using iPads</p> | | | | | <p>Link to Bristol</p> | | | | | <p>Year 2: Creating Art for iPads.</p> | |
| | | | | | <p>Link to artists from previous: Mondrian, Picasso</p> | | | | | | | | | | <p>Link to artists from previous: Mondrian, Picasso</p> | |