

Rolling Programme Cycle A							Rolling Programme Cycle B								
Subject	Unit 1: The Rainforest (Transition) (7 weeks)	Unit 2: We will Remember them? Evacuation (2 Weeks)	Unit 3 – Comparison between Patchway and an area in Uganda. (3/4 Weeks)	Unit 4: How did the River Nile support people's lifestyles in Ancient Egypt? (9 Weeks)	Unit 5: Comparison between Sicily and Clifton (6 Weeks)	Unit 6: Volcanoes and Earthquakes and mountains (6 Weeks)	Unit 15: We Are Britain (British Forestry – Lake District – Forest of Dean) (3 Weeks)	Unit 8: Living like a Greek Introduction to living in Greece (3 Weeks)	Unit 9: Our Working Bodies (More of a Science Focus throughout the unit) (4 weeks)	Unit 10: We Will Remember them? How did WW2 impact the environment? (2 Weeks)	Unit 11: Eco-systems, Pollution and Materials (6 Weeks)	Unit 12: Pre-history in Britain Stone Henge and Skara Brae (6 Weeks)	Unit 13: Invaders: Who left the biggest legacy – Romans, Saxons or Vikings? (9 Weeks)	Unit 14: South America and the Amazon River / Rainforest (3 Weeks)	Unit 7 We Are Britain Rivers and The Jurassic Coast (4 Weeks)
Values	Responsibility Service Trust Hope	Courage Friendship Trust Hope Peace	Hope Compassion Friendship Service	Courage Responsibility Creativity Thankfulness	Courage Perseverance	Courage Perseverance Responsibility	Perseverance Thankfulness Responsibility Trust	Friendship Creativity Peace	Responsibility Perseverance	Forgiveness Courage Trust Hope Peace	Responsibility Service Trust Hope	Courage Responsibility Creativity Thankfulness	Courage Responsibility Thankfulness Creativity Peace	Thankfulness Perseverance Responsibility Courage	Perseverance Thankfulness
Curriculum Drivers	Global technologies and advances Language / Oracy	Community Language / Oracy	Community Language / Oracy	Language / Oracy Democracy Global Technologies and advances	Well-being and Safety Language / Oracy Community	Well-being and Safety Language / Oracy	Well-being and safety Language/Oracy Community	Language / Oracy Community	Global Technologies and advances Community Language / Oracy	Community Language / Oracy Well-being and Safety	Community Language / Oracy Well-being and Safety	Democracy Language / Oracy	Democracy Language / Oracy Global technologies and advances	Language / Oracy Community Global technologies and advances	Language / Oracy Community Global Technologies and advances
Visits and Events	The Living Rainforest School Trip	Potential visitors into school from the local community	Writing letters to Brighton	'Discover Ancient Egypt' Bristol Museum	Fieldwork in Clifton	Creation of their own volcanoes.	Forest of Dean	Greek Morning (dancing, music, food)	Visit from a teacher from a local secondary school	Potential visitors into school from the local community		Wild Place	Caerleon	Rainforest Experience – Bristol Zoo	Visit to the Jurassic Coast
Project Outcome	Gardening project	Documentary Video	Information leaflet	Information leaflet	Campaign to bring about change Exhibition	Charity Event Sale/upcycling			Debate	Podcast	Museum/Exhibition	Assembly: Sharing to a real audience	Debate Campaign to bring about change	Podcast	Assembly: Presenting to a live audience
Core Text(s)	The River singers			The Sun thief		Abominables The Pebble in my Pocket	Who let the gods out? Maz Evans		Adophus Tips			Stig of the dump		Journey to the river sea	

Science	Animals and Living				Plants 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		Rocks and Soils Compare and group together different types 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 materials		Animals and Living				Plants 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	Rocks and Soils Compare and group together different types 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 materials		
	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Introduce the Year 4 Electricity objectives – See Yr 4 Plan															
Science Week Topics	States of Matter Year 4 Objectives (TALK TO SCIENCE LEAD) 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.			Forces and Magnets Year 3 Objectives 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		Light Year 3 Objectives 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			States of Matter Year 4 Objectives (TALK TO SCIENCE LEAD) 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.			Forces and Magnets Year 3 Objectives 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		Light Year 3 Objectives 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		
D & T	Sewing Create poison dart frog beanbags			Structures Children to create own version of an ancient Egyptian house			Cookery - Tasting of traditional greek food		Cookery Creation of own healthy eating sandwiches		Structures Making Mini Greenhouses		Moving Pictures (Mechanisms) Focused on an aspect of The Romans	Sewing Being Bag Designers Creating South American bags		

Art		Drawing and Painting A focus on analysing different pieces of art demonstrating children being evacuated. Children to create their own.	Drawing and Painting Investigate the work of Esther Mahlangu. Create own pieces of art inspired by the work they have analysed.		Comparing Art Work Children to compare the artwork of traditional Sicilian artists and Bristol artists.	3D Art Creation of volcano	Drawing and Painting Focus around work with fossils. Make sure to use charcoal		Drawing and Painting Using Charcoal to draw different body shapes	Drawing and Painting A focus on analysing different pieces of art demonstrating the environmental damage of ww2. Children to create their own.		Cave Paintings A focus on Stone Age Cave Paintings		3D Art – Creating 3D art with a focus on South America
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Music	<p>The objective to experiment with, create, select and combine sounds to be planned into curriculum lessons throughout the year . Examples of activities could include:</p>														
<p>Attainment Target 2: Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>															
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Suggested activities/skills</p> <ul style="list-style-type: none"> Consolidate the concepts of using long- short/fast-slow/high-low, loud and quiet sounds when exploring and creating music using voices or instruments Compose short pieces of music in groups – exploring and using the elements of music – texture, timbre, pitch, duration, dynamics, tempo & structure Create simple compositions combining rhythm and melody Explore rhythmic ostinato patterns Explore pitch notes moving by step and by leap in songs and music Explore timbre and identify percussion and orchestral instruments Explore making music to represent pictures/stories or create a mood, e.g. tense of calm sounds Improvise short simple musical pieces using tuned and untuned instruments Combine sounds, movements and words (narrative) Use a range of IT to sequence, compose, record and share work </td> <td style="width: 50%; vertical-align: top;"> <p>Success Criteria</p> <ul style="list-style-type: none"> I can recognise and can create repeated patterns on a range of class percussion instruments I recognise how the music elements can be used together to compose music I can make up a simple rhythmic accompaniments to go with a song using ostinato patterns I can make up a piece of music/song that has a beginning, middle and end I can compose a song that has a verse and chorus I can create a piece of music that tells a story, paints a picture or creates a mood I can use repetition in my music I can explore an instrument to make more than one sound I can explore sounds to create some abstract images using instruments of music technology </td> </tr> </table>														<p>Suggested activities/skills</p> <ul style="list-style-type: none"> Consolidate the concepts of using long- short/fast-slow/high-low, loud and quiet sounds when exploring and creating music using voices or instruments Compose short pieces of music in groups – exploring and using the elements of music – texture, timbre, pitch, duration, dynamics, tempo & structure Create simple compositions combining rhythm and melody Explore rhythmic ostinato patterns Explore pitch notes moving by step and by leap in songs and music Explore timbre and identify percussion and orchestral instruments Explore making music to represent pictures/stories or create a mood, e.g. tense of calm sounds Improvise short simple musical pieces using tuned and untuned instruments Combine sounds, movements and words (narrative) Use a range of IT to sequence, compose, record and share work 	<p>Success Criteria</p> <ul style="list-style-type: none"> I can recognise and can create repeated patterns on a range of class percussion instruments I recognise how the music elements can be used together to compose music I can make up a simple rhythmic accompaniments to go with a song using ostinato patterns I can make up a piece of music/song that has a beginning, middle and end I can compose a song that has a verse and chorus I can create a piece of music that tells a story, paints a picture or creates a mood I can use repetition in my music I can explore an instrument to make more than one sound I can explore sounds to create some abstract images using instruments of music technology
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PSHE	JIGSAW	JIGSAW	JIGSAW	JIGSAW	JIGSAW	JIGSAW	
PE	T1- Gym- symmetry and asymmetry T1 Games- Creative games making T2- Dance T2- Games- Net/court/wall games Y4- Swimming	T3- Gym- receiving body weight T3- Games- invasion games T4- Dance T4- Games- swimming	T5- Athletics Unit 2 T5- Games- swimming T6- Athletics- individual competition T6- Games- striking and fielding games (Y4)	T1- Gym- stretching, curling and arching T1- Games- Ball skills, passing and receiving T2- Dance T2- Games- net/court/wall games Y4 Swimming	T3- Gym- Balance T3- Games- Problem solving and inventing games T4- Dance T4- Games Y4 Swimming	T5- Athletics- Unit 1 T5- Games- Swimming T6- Athletics- Team competition T6- Games- Striking and fielding games (Y3)	
RE	L2.6: Why do some people think that life is a journey? What significant experiences mark this?	UC2a4: What kind of world did Jesus want?	L2.8: What does it mean to be a Hindu in Britain today? UC2a5: Why do Christians call the day Jesus died 'Good Friday'?	L2.4: Why do people pray? UC2a6: When Jesus left, what was the impact of Pentecost?	U2a2: What is it like to follow God?	UC2a.3: What is the Trinity? UC2a1: What do Christians learn from the Creation story?	L2.9: What can we learn from religions about deciding what is right and wrong? (John Wesley Unit) L2.5: Why are festivals important to religious communities?

Computing (Acceptable Use – used as first 10 minute into every lesson)	We are HTML Editors			We are Data Analysts	We are Software Developers		Year 3: Presentation and Word Processing) (Based around creating a powerpoint presentation about our bodies.) Year 4: Word Processing			We are Co-Authors	We are Game Designers	
	Getting To Know You	All About Me	Food, Glorious, Food	Family and Friends	Our School	Time	Getting To Know You	All About Me	Food, Glorious, Food	Family and Friends	Our School	Time
		Charanga	Charanga			Charanga		Charanga	Charanga			Charanga
French		Three Little Birds	Glockenspiel x2			Let Your Spirit Fly		Three Little Birds	Glockenspiel x2			Let Your Spirit Fly
Music												