

Rolling Programme Cycle A								Rolling Programme Cycle B							
Subject	Unit 1: Rainforests (Transition Unit)	Unit 2: We will Remember them? Evacuation	Unit 3 – Comparison between Patchway and an area in Uganda.	Unit 4: How did the River Nile support people's lifestyles in Ancient Egypt?	Unit 5: Comparison between Sicily and Clifton	Unit 6: Volcanoes, Earthquakes and Mountains	Unit 7 Britain (British Forestry – Lake District – Forest of Dean)	Unit 8: Living like a Greek Introduction to living in Greece	Unit 9: Our Own Bodies (More of a Science Focus throughout the unit)	Unit 10: We Will Remember them? How did WW2 impact the environment?	Unit 11: Eco-systems, Pollution and Materials	Unit 12: Pre-history in Britain Stone Henge and Skara Brae	Unit 13: Invaders: Who left the biggest legacy – Romans, Saxons or Vikings?	Unit 14: South America and the Amazon River / Rainforest	Unit 7 We Are Britain The Jurassic Coast
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	Courage 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 Well-being and safety 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	Aldophus tips		The Sun thief		The Pebble in my Pocket	Who let the gods out? Maz Evans		Broccoli boy by Frank Coterall Boyce or Demon dentist by David Walliams Giant by Kate Scott		Aubrey and the terrible lady birds by Horatio Clare The lost words Robert Mc Farlane	Stig of the dump		Journey to the river sea	

	States of Matter Year 4 Objectives 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 (TALK TO SCIENCE LEAD) 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 (TALK TO SCIENCE LEAD) 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 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 (TALK TO SCIENCE LEAD) 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 (TALK TO SCIENCE LEAD) 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			Mechanism Creation of own versions of a Shaduf		Electricity and Structures Children to create model village around a volcano to identify the benefits of living near a volcano. Houses to light up.		Cookery Creation of healthy versions of a particular Greek food	Cookery Creation of a healthy snack. What snacks could be made more nutritious and healthy e.g. pizza		Structure Making Mini Greenhouses		Mechanisms Creation of a moving picture focused on an aspect of Romans.	Sewing Create own bags with a focus on South America.
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 volcanoes	Drawing and Painting Focus around work with fossils. (Use of charcoal)		Drawing human bodies Using charcoal to draw different human bodies	Drawing and Painting A focus on analysing different pieces of art demonstrating the environmental damage of ww2. Children to create their own.		Collage Using different resources to create own versions of what world was like before and now.	Cave Paintings		Create 3D art with a focus on South America

Music	<p>The objective to experiment with, create, select and combine sounds to be planned into curriculum lessons throughout the year.</p> <p>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"> • Explore sounds to create particular effects • Explore the C pentatonic scale starting and ending on C. CDEGA • Combining and controlling sounds to achieve a desired effect • Compose a short simple musical piece • Explore accompanying tunes and songs with a drone (two notes played together keeping a steady beat.), e.g. C & G, D & A, G & D • Explore music that describes feelings or moods using 'tense' or 'calm' sounds • Explore a wide range of sound sources, including ICT to capture, explore, change and communicate sounds • Use a range of IT to sequence, compose, record and share work • Create pieces using a verse and chorus structure </td> <td style="width: 50%; vertical-align: top;"> <p>Success Criteria</p> <ul style="list-style-type: none"> • I can choose, order and combine sounds to make an effect • I can play a rhythmic accompaniment on an instrument, e.g. bass drum, tambourine • I can make up tunes on the pentatonic scale starting and ending on the note C • I can create repeated patterns with a range of instruments • I can create a rhythmic pattern to describe an action or movement in a story or scene • I can make up a simple melody from a selected group of notes, e.g. C pentatonic scale • I can make up a drone on two notes and use this to accompany a melody or song • I can make up an ostinato of two notes and use this to accompany a melody • I can compose and perform simple songs independently • I can recognise how the musical elements can be used to create different moods and effects • I can combine sounds expressively • I can use IT to record, share and improve work • I can create a piece with two sections (binary form) </td> </tr> </table>	<p>Suggested activities/skills</p> <ul style="list-style-type: none"> • Explore sounds to create particular effects • Explore the C pentatonic scale starting and ending on C. CDEGA • Combining and controlling sounds to achieve a desired effect • Compose a short simple musical piece • Explore accompanying tunes and songs with a drone (two notes played together keeping a steady beat.), e.g. C & G, D & A, G & D • Explore music that describes feelings or moods using 'tense' or 'calm' sounds • Explore a wide range of sound sources, including ICT to capture, explore, change and communicate sounds • Use a range of IT to sequence, compose, record and share work • Create pieces using a verse and chorus structure
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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	
French	All Around Town	On The Move	Going Shopping	Where in the World?	What's the Time?	Holidays and Hobbies	All Around Town	On The Move	Going Shopping	Where in the World?	What's the Time?	Holidays and Hobbies
Music		Charanga Mamma Mia	Charanga Glockenspiel Sage 2			Charanga Lean on Me		Charanga Mamma Mia	Charanga Glockenspiel Stage 2			Charanga Lean on Me