Rolling Programme Cycle A								Rolling Programme Cycle B						
Subject	**Unit 1: South America and the Mayans (7 Weeks)**	**Unit 2: We will Remember them? The Blitz in Bristol (2 Weeks)**	**Unit 3 – Is there life on Mars? (5 Weeks)**	**Unit 4: Save Our Planet! (5 Weeks)**	**Unit 5: The Wild West inc The Grand Canyon (6 Weeks)**	**Unit 6: Trade – Becoming a Fair Trade School (6 Weeks)**	**Unit 7 We Are Britain Holidaying – then, now and in the future (3 Weeks)**	**Unit 8: Ancient Greece (Transition) (7 Weeks)**	**Unit 10: We Will Remember them? Propaganda (2 Weeks)**	**Unit 11: Galapagos Islands – Inheritance of Species (5 Weeks)**	**Unit 12: Significance of Bristol in the slave trade (6 Weeks)**	**Unit 13: Crime and Punishment linked to the Tower of London (5 Weeks)**	**Unit 14: Trade – The Spice Trade (6 Weeks)**	**Unit 15: We Are Britain Darwin's Theory and famous Inventors of Britain (3 Weeks)**
Values	Courage Perseverance Hope	Thankfulness Hope Compassion Responsibility Forgiveness	Compassion Courage Perseverance Hope Trust	Courage Perseverance Responsibility Service Trust	Thankfulness Responsibility Service	Hope Courage Perseverance Trust	Thankfulness Responsibility Peace Friendship	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 Trust	Creativity Perseverance Thankfulness Service
Curriculum Drivers	Global technological advances Language/oracy	Community Language/ Oracy	Well-being / safety Community Global technological advances Language/ Oracy	Community Democracy Well-being / safety Language / Oracy	Democracy Global technological advances Language / Oracy	Language / Oracy Community	Language / Oracy Global technologies / advances	Global technological advances Language / oracy Democracy	Community Language / Oracy	Language / Oracy	Community Language / Oracy Democracy	Language / Oracy Community Democracy Well-being / Safety	Language / Oracy Community	Language / Oracy Global technological advances
Visits and Events	Pastproductions .co.uk Mayan Workshop	Presentations to LKS2 Local places that are involved with bombings e.g. Savages Wood	Space Workshop @ WeTheCurious Planetarium	Potential Charity Visitors	The American Museum in Bath	Junior Apprentice Visit to a local supermarket	Weston-Super-Mare	The Ancient Olympic Event		Bristol Museum and Art Gallery?	M Shed	Parliament and the Tower of London Natural History Museum	Junior Apprentice Visit to a local Supermarket	Bristol Museum and Art Gallery?
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)	**Haroun and the Sea of Stories (Set of Stories)**		**Cosmic**			**The Other Side of Truth ?**		**Percy Jackson Gods of Olympus**				**Two Weeks with the Queen**		

Geography	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare a region in UK with a region in S. America with significant differences and similarities. Physical geography including climate zones, biomes and vegetation belts	Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England.	Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day. Understand why Greenwich in London was used to set the time. How has this influenced life on Earth?	Fair/unfair distribution of resources (Fairtrade). Physical geography including climate zones, biomes and vegetation belts Know physical and human differences between developed and third world countries Naming capital cities, countries	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare a region in UK with a region in N. or S. America with significant differences and similarities. Physical geography including climate zones, biomes and vegetation belts	Locate the main countries in Europe and North or South America. Locate and name principal cities. Describe and understand key aspects of human geography including trade between UK and Europe and the rest of the world. Fair/unfair distribution of resources (Fairtrade).	Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.	Describe and understand key aspects of biomes and vegetation belts Understand how topographical features have changed over time. Re-visit why most cities are located by rivers Know the names of and locate some of the world's deserts Know what is meant by a biomes and what are the features of a specific biome Revisit differences between living in the UK and a Mediterranean country Revisit what is meant by the word tropics	Re-cap and revise the different counties in England. Re-cap some of the different cities around England	Compare a region in UK with a region in S. America with significant differences and similarities. Identify how land use has changed in the Galapagod Islands over time. Know the names of, and locate, a number of South American countries Know the names of four countries from the southern and four from the northern hemisphere Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map Know what is meant by the term 'tropics' Know key differences between living in the UK and in a country in either North or South America Know what is meant by biomes, vegetation belts, climate zones and what are the features of a specific biome Label layers of a rainforest and know what deforestation is	Identify on maps where in the world slaves were brought into Bristol from? What are some of the key human and physical features of these cities. Were there similarities and differences? What about similarities and differences in the present time? Re-cap some of the different cities around England. Where were slaves taken from and taken to? Re-cap and revise the different counties in England. Know why industrial areas and ports are important	Revise naming cities and counties around England.	Identify a region within Europe, North and South America Distribution of natural resources focussing on energy Human geography including trade between UK and Europe and the rest of the World. Know main human and physical differences between developed and third world countries. Revise: Where the equator, tropic of cancer, tropic of Capricorn are on a world map Revise: The names of a range of European countries Fair and unfair distribution of resources	Geographical similarities and differences through the study of human and physical geography of a region of the UK

History	Sequences historical periods. Know about the impact that the Mayan civilization had on the world Know why they were considered an advanced society in relation to that period of time in Europe	Knows that people (now and in past) can represent events or ideas in ways that persuade others Use timelines to place national events Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know about a period of history that has strong connections to their locality and understand the issues associated with the period.	[redacted]	Knows that people (now and in past) can represent events or ideas in ways that persuade others Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework know how Britain has had a major influence on the world	Sequences historical periods.	[redacted]	Identifies changes within and across historical periods. Knows that people (now and in past) can represent events or ideas in ways that persuade others	Know some of the main characteristics of the Athenians and Spartans Know about and can talk about the struggle between the Athenians and the Spartans Know the influence the Gods had on Ancient Greece Know about the link between the Ancient Greeks and the modern Olympics Know at least five sports from the Ancient Olympic Games	Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. Know about a period of history that has strong connections to their locality and understand the issues associated with the period.	[redacted]	Names date of any significant event studied from past and place it correctly on a timeline Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Identifies how people's beliefs may have changed throughout the time period.	Names date of any significant event studied from past and place it correctly on a timeline Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Identifies how people's beliefs may have changed throughout the time period.	[redacted]	[redacted]
Significant People		Winston Churchill	Neil Armstrong Buzz Aldrin Tim Peake Helen Patricia Sharman	Greta Thunberg David Attenborough	Buffalo Bill Annie Oakley Sitting Bull			Alexander the Great		David Attenborough	John Newton Edward Colston Place names	Anne Boleyn Henry VIII Guy Fawkes		Charles Darwin
Science Week			**Earth and Space** Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	**Living Things and their Habitats** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Develop the changes as humans develop to old age			**Introduce Earth and Space objectives covered in more depth in the topic 'Is there life on Mars?'**			**Living Things and their Habitats** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Develop the changes as humans develop to old age				

	Light (Year 6 Objectives) Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them			**Forces (Year 5 Objectives)** Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect		**Properties and Changes in Material (Year 5 Objectives)** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda		**Light (Year 6 Objectives)** Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them			**Forces (Year 5 Objectives)** Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect		**Properties and Changes in Material (Year 5 Objectives)** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	
D & T			**Mechanisms** Scale Model of Solar System		**Structures (Woodwork) / Textiles** Wild West Schooners	**Food** Making of products for Junior Apprentice.		**Textiles** Making Chitons					**Structures (Woodwork) - Bridges** Burglar Alarms	**Food** Making of products for Junior Apprentice	
Art	**Printing** – Using Mayan Glyphs Focus on Picasso	**Painting** – Focus on Paul Nash		**Collage** Andy Goldsworthy			**Drawing** Drawing portraits using Leonardo De Vinci as inspiration		**Pop Art** Propaganda art based on Andy Warhol	**Mixed Media** A focus on landscapes using Claude Monet as inspiration	**Abstract Art** Using abstract art as a means of expressing emotion			**Clay Modelling** Potential focus on animals and diversity

Music

The objective to experiment with, create, select and combine sounds to be planned into curriculum lessons throughout the year.
Examples of activities could include:

Attainment Target 2: Improvise and compose music for a range of purposes using the inter-related dimensions of music

Suggested activities/skills	Success Criteria
• Create pieces of music for a number of instruments, tuned and untuned using musical structures • Create own simple songs • Explore different scales – major, pentatonic, Blues, Rag (Indian), modes • Find out about the difference between major and minor • Use IT to sequence, change, compose, record, share and improve compositions • Compose a jingle for an advert or a fanfare • Use more complex textures and a greater range of dynamics in compositions • Create melodies to describe a character or object in a story or scene • Create pieces in ternary form	• I can play and improvise as part of a group and as a solo performer • I can create and sustain a drone or melodic ostinato on an instrument to accompany singing • I can choose, order, combine and control sounds to create an effect • I can use digital technologies to compose pieces of music • I know how to make up a pentatonic scale starting on the note C • I can refine own compositions after discussion • I can use IT to record, share, manipulate and improve sounds • I can create a melody to describe someone or something • I can create a composition which uses the ternary structure

PSHE	JIGSAW		JIGSAW		JIGSAW		JIGSAW		JIGSAW		JIGSAW	
PE	Gym – Bridges Games – Invasion and Target	Dance Games – Invasion	Gym – Counter balance and counter tension	Dance Games – Skipping	Athletics – Unit 1 Games – Net/Court/Wall games (Unit 1)	Athletics – Team Competition Games – Striking and fielding games	Gym – Flight Games – Invasion Games	Dance Games – Invasion Games	Gym – Partnerwork – synchronisation and Canon Games – Gifted and Talented Programme	Dance Games – Skipping	Athletics – Unit 2 Games – New/Court/Wall games (Volleyball and Tennis)	Athletics – Individual Competition Games – Striking and Fielding games (cricket and rounders)
RE	U2.4: If God is everywhere, why go to a place of worship?	UC2b4: Was Jesus the Messiah?	U2.3: What do religions say to us when life gets hard?	UC2b6: What did Jesus do to save human beings?	U2.7: What matters most to Christians and Humanists?	UC2b2: Creation and science: conflicting or complementary?	U2.6: What does it mean to be a Muslim in Britain today?	UC2b3: How can following God bring freedom and justice?	UC2b1: What does it mean if God is holy and loving?	UC2b7: What difference does the Resurrection make for Christians?	U2.1: Why do some people believe God exists?	UC2.5: What would Jesus do?
Computing (Acceptable Use – used as first 10 minute into every lesson	**Both Year 5/6** Webdesign focused on the Mayans.			Year 5: FLOWOL Year 6: KODU	Year 5: Media Creation of own Radio Station Year 6: Film Makers (A focus on linking it to the unit on Save Our Planet)	**Both Year 5/6** A focus on developing skills using Spreadsheets through Junior Apprentice (Yr 6), Dragons' Den (Yr5)		Year 5/6 - Programming Year 5: FLOWOL Year 6: KODU	Year 5: Media Creation of own Radio Statio Year 6: Film Makers (A focus on linking it to the unit on the Galapagos Islands)	**Both Year 5/6** Webdesign focused on tourist website and visiting London.		**Both Year 5/6** A focus on developing skills using Spreadsheets through Junior Apprentice (Yr 6), Dragons' Den (Yr5)
French							Storms and Shipwrecks		Cher Zoo (Cross Curricular link with animals)		Geography and Number Link	
Music		Charanga Livin' On a Prayer	Charanga Classroom Jazz 1			Charanga Freh Prince of Belair	Charanga Livin' On a Prayer				Charanga Classroom Jazz 1	Charanga Fresh Prince of Belair