

Rolling Programme Cycle A								Rolling Programme Cycle B						
<b>Subject</b>	<b>Unit 1: South America and the Mayans  (7 Weeks)</b>	<b>Unit 2: We will Remember them? The Blitz in Bristol (2 Weeks)</b>	<b>Unit 3 – Is there life on Mars?  (5 Weeks)</b>	<b>Unit 4: Save Our Planet! (5 Weeks)</b>	<b>Unit 5: The Wild West inc The Grand Canyon (6 Weeks)</b>	<b>Unit 6: Trade – The Wildlife Trade or Becoming a Fair Trade School (6 Weeks)</b>	<b>Unit 7 We Are Britain Holidaying – then, now and in the future (3 Weeks)</b>	<b>Unit 8: Ancient Greece (Transition)  (7 Weeks)</b>	<b>Unit 10: We Will Remember them? Propaganda (2 Weeks)</b>	<b>Unit 11: Galapagos Islands – Inheritance of Species  (5 Weeks)</b>	<b>Unit 12: Significance of Bristol in the slave trade  (6 Weeks)</b>	<b>Unit 13: Crime and Punishment linked to the Tower of London (5 Weeks)</b>	<b>Unit 14: Trade – The Spice Trade (6 Weeks)</b>	<b>Unit 15: We Are Britain  Darwin’s Theory and famous Inventors of Britain  (3 Weeks)</b>
<b>Values</b>	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
<b>Curriculum Drivers</b>	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  Democracy	Community  Language / Oracy  Community  Democracy  Well-being / Safety	Language / Oracy  Community  Community	Language / Oracy  Community	Language / Oracy  Global technological advances
<b>Visits and Events</b>	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?	
<b>Project Outcome</b>	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
<b>Core Text(s)</b>	Haroun and the Sea of Stories		Cosmic			The Other Side of Truth		Percy Jackson and the Lightning Thief				London Eye Mystery		

Geography	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare a region in UK with a region in S. America with significant differences and similarities.</p> <p>Physical geography including climate zones, biomes and vegetation belts</p>	<p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p>	<p>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?</p>	<p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Physical geography including climate zones, biomes and vegetation belts</p> <p>Know physical and human differences between developed and third world countries</p> <p>Naming capital cities, countries</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>Physical geography including climate zones, biomes and vegetation belts</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Describe and understand key aspects of human geography including trade between UK and Europe and the rest of the world.</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>	<p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p>	<p>Describe and understand key aspects of biomes and vegetation belts</p> <p>Understand how topographical features have changed over time.</p> <p>Re-visit why most cities are located by rivers</p> <p>Know the names of and locate some of the world's deserts</p> <p>Know what is meant by a biomes and what are the features of a specific biome</p> <p>Revisit differences between living in the UK and a Mediterranean country</p> <p>Revisit what is meant by the word tropics</p>	<p>Re-cap and revise the different counties in England.</p> <p>Re-cap some of the different cities around England</p>	<p>Compare a region in UK with a region in S. America with significant differences and similarities.</p> <p>Identify how land use has changed in the Galapagod Islands over time.</p> <p>Know the names of, and locate, a number of South American countries</p> <p>Know the names of four countries from the southern and four from the northern hemisphere</p> <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</p> <p>Know what is meant by the term 'tropics'</p> <p>Know key differences between living in the UK and in a country in either North or South America</p> <p>Know what is meant by biomes, vegetation belts, climate zones and what are the features of a specific biome</p> <p>Label layers of a rainforest and know what deforestation is</p>	<p>Identify on maps where in the world slaves were brought into Bristol from?</p> <p>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?</p> <p>Re-cap some of the different cities around England. Where were slaves taken from and taken to?</p> <p>Re-cap and revise the different counties in England.</p> <p>Know why industrial areas and ports are important</p>	<p>Revise naming cities and counties around England.</p>	<p>Identify a region within Europe, North and South America</p> <p>Distribution of natural resources focussing on energy</p> <p>Human geography including trade between UK and Europe and the rest of the World.</p> <p>Know main human and physical differences between developed and third world countries.</p> <p>Revise: Where the equator, tropic of cancer, tropic of Capricorn are on a world map</p> <p>Revise: The names of a range of European countries</p> <p>Fair and unfair distribution of resources</p>	<p>Geographical similarities and differences through the study of human and physical geography of a region of the UK</p>
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History	Sequences historical periods.	Knows that people (now and in past) can represent events or ideas in ways that persuade others		Knows that people (now and in past) can represent events or ideas in ways that persuade others	Sequences historical periods.		Identifies changes within and across historical periods.	Know some of the main characteristics of the Athenians and Spartans	Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history		Names date of any significant event studied from past and place it correctly on a timeline	Names date of any significant event studied from past and place it correctly on a timeline		
	Know about the impact that the Mayan civilization had on the world	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			Knows that people (now and in past) can represent events or ideas in ways that persuade others	Know about and can talk about the struggle between the Athenians and the Spartans	Knows about the influence of propaganda, opinion or misinformation and that this affects interpretations of history	Knows about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.	Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.	Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.		
Significant People	Know why they were considered an advanced society in relation to that period of time in Europe	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 the influence the Gods had on Ancient Greece	Know about a period of history that has strong connections to their locality and understand the issues associated with the period.		Identifies how people's beliefs may have changed throughout the time period.	Identifies how people's beliefs may have changed throughout the time period.		
		Know about a period of history that has strong connections to their locality and understand the issues associated with the period.	Neil Armstrong Buzz Aldrin Tim Peake Helen Patricia Sharman	know how Britain has had a major influence on the world	Buffalo Bill Annie Oakley Sitting Bull			Alexander the Great	Know about a period of history that has strong connections to their locality and understand the issues associated with the period.	David Attenborough	John Newton Edward Colston Place names	Anne Boleyn Henry VIII Guy Fawkes		Charles Darwin

Science (Yr 6 – Animals, including humans NC objectives to be fit in with....)			<p><b>Earth and Space</b></p> <p>Describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, Earth and moon as approximately spherical bodies</p> <p>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p><b>Evolution and Inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p><b>Electricity (Linked with DT Structures)</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p><b>Living Things and their Habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>			<p><b>Living Things and their Habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Electricity (Linked with DT Structures)</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p><b>Evolution and Inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
	Science Week	<p><b>Light (Year 6 Objectives)</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><b>Forces (Year 5 Objectives)</b></p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p><b>Properties and Changes in Material (Year 5 Objectives)</b></p> <p>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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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</p>	<p><b>Light (Year 6 Objectives)</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><b>Forces (Year 5 Objectives)</b></p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p><b>Properties and Changes in Material (Year 5 Objectives)</b></p> <p>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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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</p>				

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	<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><b>Attainment Target 2: Improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <table border="1"> <tr> <td> <p><b>Suggested activities/skills</b></p> <ul style="list-style-type: none"> <li>• Create pieces of music for a number of instruments, tuned and untuned using different musical structures</li> <li>• Create music for different purposes and audiences</li> <li>• Create own simple songs – verse and chorus</li> <li>• Explore different scales – major, Blues, Rag (Indian), modes</li> <li>• Accompany a 12 bar Blues song</li> <li>• Create a 12 bar Blues song</li> <li>• Use a range of IT to sequence, compose, record and share work</li> <li>• Experiment with clusters of notes</li> <li>• Compose music that will surprise, unsettle or move the listener</li> <li>• Create melodies to describe aspects of a story or picture</li> <li>• Add harmonies that fit with these melodies</li> </ul> </td> <td> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• I can compose and sustain a drone or more complex melodic ostinato to accompany singing</li> <li>• I can combine a variety of musical devices, including melody, rhythm and chords</li> <li>• I can use digital technologies to compose, edit and refine pieces of music</li> <li>• I can create rhythmic patterns with an awareness of timbre and duration</li> <li>• I can play a drone or ostinato pattern on a pentatonic scale</li> <li>• I can choose from a wide range of musical vocabulary to accurately describe and appraise music</li> <li>• I can refine my own compositions after discussion</li> <li>• I can use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions</li> <li>• I can recognise the 12 Blues structure and create a song in this style</li> <li>• I can create a piece of music using a scale</li> <li>• I can compose music for different occasions and purposes</li> <li>• I can use a musical device made successful by a famous composer in my own composition</li> </ul> </td> </tr> </table>														<p><b>Suggested activities/skills</b></p> <ul style="list-style-type: none"> <li>• Create pieces of music for a number of instruments, tuned and untuned using different musical structures</li> <li>• Create music for different purposes and audiences</li> <li>• Create own simple songs – verse and chorus</li> <li>• Explore different scales – major, Blues, Rag (Indian), modes</li> <li>• Accompany a 12 bar Blues song</li> <li>• Create a 12 bar Blues song</li> <li>• Use a range of IT to sequence, compose, record and share work</li> <li>• Experiment with clusters of notes</li> <li>• Compose music that will surprise, unsettle or move the listener</li> <li>• Create melodies to describe aspects of a story or picture</li> <li>• Add harmonies that fit with these melodies</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• I can compose and sustain a drone or more complex melodic ostinato to accompany singing</li> <li>• I can combine a variety of musical devices, including melody, rhythm and chords</li> <li>• I can use digital technologies to compose, edit and refine pieces of music</li> <li>• I can create rhythmic patterns with an awareness of timbre and duration</li> <li>• I can play a drone or ostinato pattern on a pentatonic scale</li> <li>• I can choose from a wide range of musical vocabulary to accurately describe and appraise music</li> <li>• I can refine my own compositions after discussion</li> <li>• I can use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions</li> <li>• I can recognise the 12 Blues structure and create a song in this style</li> <li>• I can create a piece of music using a scale</li> <li>• I can compose music for different occasions and purposes</li> <li>• I can use a musical device made successful by a famous composer in my own composition</li> </ul>
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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 Station 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 Happy	Charanga Classroom Jazz 2		Charanga You've Got a Friend	Charanga Happy			Charanga Classroom Jazz 2	Charanga You've Got a Friend