

Education charter		Who am I?	Inspiration	Influence and change		Who am I becoming?	
PSHE/Jigsaw		Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Wow Events		A trip to Blaise Castle to complete a Gruffalo trail. We will also make owls nests using sticks and twigs. Listening for sounds and using the local maps to help navigate the area.	Go on a weather walk with the children. Talk about the clothes that they need to wear, what types of weather signs they saw on the way to the setting and make links to other weather types the children may have seen. Take some photos during the walk of signs of the weather, such as shadows on a sunny day, trees blowing in the wind or puddles on a rainy day.			Airbus?	
		Crime scene in the classroom. There has been a crime in year 1, children will have to investigate the case and will learn how to write a police report for one of our writing objectives.					
Year 1		Autumn	Winter	Spring		Summer	
Question		What do I know about me?	How is life the same and different around the world?	What's changing around me?		What's in the sky in Bristol?	
English	Key texts	The Gruffalo/ I want my hat back	Lila and the secret of the rain/ Emperor's Egg	Moth/ Pattan's pumpkin		Emma Jane's aeroplane/ Grace and family	
	Read Aloud?	Together we can.					
	Writing outcome	Shopping list (The Gruffalo) Character descriptions Letters and notes to the animals Poster (I want my hat back) Police report Letter	Lila and the secret of the rain- Draft and write by composing and rehearsing sentences orally Sequence sentences to form short narratives In narrative create settings, characters and plot Emperor's Egg- Use familiar and new punctuation correctly. Plan or say out loud what they are going to write about and write down key ideas and words, including new vocabulary. Write for different purposes, including poetry and narratives				

<p>Enquiry Hist/Geog</p>	<p>History- My Family history- Significant historical events, people and places in their own locality.</p> <p>Start the term off with family tree to get to know families.</p> <p>Geography- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Where do I live in Bristol? Local area study</p> <p>Explore that field work means working outside the classroom.</p> <p>What's in my school? - map work.</p> <p>Key physical features- including- beach, cliff, coast, forest, hill, river, soil, vegetation, seasons and weather.</p> <p>Key human features- including- city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Which countries make up the UK Comparing Bristol/ UK with Oasis Musoto/ Antartica</p> <p>Geography- Know the seven continents and five oceans.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Locate the equator</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>How has life changed for children living in Bristol over the years- history of phones/ toys/ holidays/ clothes/ music- pick one!</p>	<p>Aviation and air travel in Bristol</p>
<p>Science</p>	<p>Animals including humans</p> <p>Name of key individuals and their significance. Compare humans and animals.</p> <p>Identify and name a variety of common animals including fish.</p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Use the local environment to investigate animals and their habitats.</p> <p>Use observations to compare and contrast animals, identify and group them according to what they eat and how they use their senses.</p>	<p>Seasonal changes</p> <p>Observe changes across four seasons including: weather, day length, nature, temperature, clothes that people wear.</p> <p>Record those changes on a chart.</p>	<p>Plants</p>	<p>Everyday materials</p>

	Understand the difference between carnivores, herbivores and omnivores.			
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Wow Events		SS Great Britain?	Children to come to school dressed as what they would like to be when they grow up and the children will have the change to explain why.	Recreate Great Fire out of modelling			
Year 2		Autumn	Winter	Spring	Summer		
Question		What's so special about Bristol?	When I grow up I want to be..?	Why did the fire keep burning?	How can we help our World?		
English	Key text	Claude/ Lighthouse keep's lunch	Anna Hibiscus (no link to topic)/ Bob Man on Moon	One day in our Blue planet... Diary of a killer cat		Storm whale/ 10 things I can do to help my planet	
	Supporting text	Other Claude books Other lighthouse keeper books.	A if for Africa Lila and the Secret of Rain Anna Hibiscus – other stories	Toby and the Great Fire of London		The night pirates	
	Writing outcome	Re tell the story of Claude. To re tell the story of the lighthouse keeper in the past tense.	Postcards Create an information booklet Letter Speech / Thought bubbles				
Enquiry Hist/Geog		Influential Bristolians – Brunel/Aardman History the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality Case study of Lawrence Weston Geography Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Comparisons of Lawrence Weston and African village <ul style="list-style-type: none"> Know and locate the North Pole, South Pole and Equator. Know key human/ physical features of Africa Compare Bristol and Africa in relation to land use, climate, buildings, rivers, landscapes, housing, culture & lifestyles. Using First Moon Landing to expand geographical knowledge <ul style="list-style-type: none"> Know where the USA is and know how far it is from Europe Know where Florida is on map and mark as Apollo 11 launch location 	Great Fire of London History Events beyond living memory that are significant nationally or globally Linked Geography knowledge Name London as the capital city of the UK and its location in relation to Bristol		Oceans and the environment – Ceesay and Attenborough Which continents make up our world?	
Science		Everyday Materials <ul style="list-style-type: none"> Identify and discuss the use of everyday materials for more than one thing and different materials used for the same thing. Carry out simple tests to see which materials are suitable or unsuitable for particular purposes. 	Living Things and their Habitats <ul style="list-style-type: none"> Sort and classify things according to whether they are living, dead or were never alive. Identify and study variety of plants and animals within their habitat and observe how living things depend on each other. Construct a simple food chain 	Plants		Animals	

	<ul style="list-style-type: none"> Explore the characteristics of materials and if they can stretch, bend, squash or twist. 	<ul style="list-style-type: none"> Understand the difference between habitat and micro-habitat. <p>Use the local environment such as the wooded area to look under logs and tree branches and leaves to observe insects.</p>			
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Wow Events	<p>A trip to Blaise Castle to complete a Gruffalo trail. We will also make owls nests using sticks and twigs. Listening for sounds and using the local maps to help navigate the area.</p> <p>Crime scene in the classroom. There has been a crime in year 1, children will have to investigate the case and will learn how to write a police report for one of our writing objectives.</p>	<p>Go on a weather walk with the children. Talk about the clothes that they need to wear, what types of weather signs they saw on the way to the setting and make links to other weather types the children may have seen. Take some photos during the walk of signs of the weather, such as shadows on a sunny day, trees blowing in the wind or puddles on a rainy day.</p>			Airbus?

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Wow events (stimulus, trip/ visitor/ classroom environment)		Bristol Museum- Egypt Mummifying Barbie	Making Volcanoes Cheddar Gorge Caves	Igloo/ Ice Palace in classroom		Trip to Weston	
Year 3		Autumn	Winter	Spring		Summer	
Question		What have the Egyptians done for me lately?	How useful is my rock?	How is the weather affecting my world?		What will we find at the beach?	
English	Key text	Mouse, Bird, Snake, Wolf/ Egyptian Cinderella	Pebble in my pocket/ Moon Man	Ice Palace/ Pugs from the frozen north		Oliver and the Seawigs/ The Dark	
	Supporting text	Egyptian Myths	Stone Girl Bone Girl Mary Annings and the Sea Dragon				
	Writing outcome	Myth Writing, Diaries,	Diaries, Non chronological reports, Fact Files	Explanation texts, Non-fiction, Instructions		Recounts	
Enquiry Hist/Geog		Ancient Egypt	From Stone age to Iron Age	Climate and weather		Oh I do like to be beside the seaside. Coastlines- Weston super Mare locality study	
Science		Animals including humans	Rocks	Plants		Forces/ Light	

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Wow events		Greek banquet and dress up	Visitor in to make water cycles and water cycle craft	Volcano making activity		? British Museum virtual trip ?	
Year 4		Autumn	Winter	Spring		Summer	
Question		What influence have the Ancient Greeks had on our society?	Where has my water come from?	How are earthquakes and volcanoes created?		How did the early settlers change our world?	
English	Key text	Leon and the place between/ Helping Hercules	Charlotte's Webb/ Christmas book	Tin Forest/ Werewolf club rules		Varjak Paw/ Jemmy Button	
	Supporting text	If I ran the Circus by Dr. Seuss Paddington at the Circus by Michael Bond.	National Geographic Super Spider Documentary	The Great Kapok Tree by Lynne Cherry The Tiny Seed by Eric Carle		One dog and his boy by Eva Ibbotson	
	Writing outcome	Parallel narrative based on a book character	Non-chronological report about Farms	Persuasive letter as the old man		Newspaper report about Varjak's adventure	
Enquiry Hist/Geog		<p>Ancient Greece</p> <p><u>History</u> Ancient Greece – a study of Greek life and achievements and their influence on the Western World</p> <p><u>Linked Geography knowledge</u> Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>The Water cycle</p> <p><u>Physical Geography</u> <u>Geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of the water cycle identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Earthquakes and volcanoes Rivers and Mountains</p> <p><u>Physical Geography</u> <u>Geography</u></p> <p>describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p>Anglo Saxons/ Romans History</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots <p><u>Linked Geography knowledge</u> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	
Science		<p>States of matter</p> <ul style="list-style-type: none"> 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 (°C) Identify the process of evaporation and condensation 	<p>Animals/ living things</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<p>Electricity</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. 		<p>Sound</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. 	

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Wow events		Anglo-Saxon vs. Viking trading game.	Rainforest survival challenge				
Year 5		Autumn	Winter	Spring		Summer	
Question		Why did we settle here?	Why is it important to protect the rainforests?				
English	Key text	The Miraculous Journey of Edward Tulane by Kate DiCamillo	There's a boy in the girl's bathroom/ Christmas book	Shackleton/ The Savage		Runaway Robot/ Cosmic disco	
	Supporting text						
	Writing outcome	Autobiography (3 weeks) Newspaper article (3 weeks)					
Enquiry Hist/Geog		<p>Vikings</p> <p>Geography:</p> <ul style="list-style-type: none"> -Locate Viking homelands and countries invaded by Vikings on a map -Know that modern towns with suffix –Thorpe or –by were once Viking settlements -Consider the reasons for invasion including resources being unavailable in a homeland <p>History:</p> <ul style="list-style-type: none"> -Research the British resistance to invasion including Alfred the Great -Explore Viking everyday life including homes, living and jobs -Understand the role of significant individuals including Athelstan -Know the Viking Gods and what they represented 	<p>Environment/ Rainforests</p> <p>Geography:</p> <ul style="list-style-type: none"> -Study the Amazon Basin- climate zones, biomes, rivers, mountains, volcanoes, earthquakes and water cycle in relation to its wildlife and natural habitats -Identify areas of rainforest (including countries) on a world map, identifying the equator and Tropics of Capricorn and Cancer -Deforestation has a negative effect -Identify and compare the different layers of the rainforests and the different animals that live within them -Define biomes and vegetation <p>History:</p> <ul style="list-style-type: none"> -Mayan settlements -Mayan significant impact on life today- calendars. Own number system, written language -Gods -Frederick Catherwood and John Lloyd Stephens 	The British Empire and Slavery		Moon landing The Americas/ Nasa	
Science		<p>Living Things</p> <ul style="list-style-type: none"> -Describe the process of sexual reproduction in plants -Describe the process of asexual reproduction in plants -Explore and describe the life cycles of mammals in different habitats -Explore Jane Goodall's work with Chimpanzees -Explain the differences between life cycles of amphibians and insects -Compare and explain the differences between life cycles of mammals, amphibians, insects and birds 	<p>Forces</p> <ul style="list-style-type: none"> -Names of key individuals and their significance to the event: Isaac Newton, Galileo Galilei -Explain that unsupported objects fall towards the Earth and the role of gravity -Explore falling objects and raise questions about air resistance -Carry out a fair test to explore air or water resistance and friction -Experience forces that make things move, get faster and slow down -Explore effects and function of pulleys and simple machines on movement. 	Properties and changes of materials		Earth and Space	

Art and design	DT	Computing	Music	PE (Highlighted terms facilitated by Shine Sports)	RE
Term 1: Vikings- form and value. Skills: 3D form and printing			Term 1: Singing Term 2: Rhythm	Shine Forest Adventure	Term 1: Belonging to Christianity Term 2: Hinduism Term 3: Sikhism Term 4: Moral choices

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Wow events		'Dig for Victory' Children plant vegetables to care for and harvest as families would have during WW2. Children to make carrot cake following a WW2 recipe using rations such as powdered egg.	Topic- Stage a protest on Votes for Women. Children design and make own placard. Science- Pig heart dissection to look at internal structure				
Year 6		Autumn	Winter	Spring		Summer	
Question		How did life change for children during WW2?	Why do people protest				
English	Key text	Goodnight Mr Tom	Suffragettes the Battle for Equality / Rooftoppers	London Eye/ The Journey		Pax	
	Supporting text	Blitz Brits and WW2 children's encyclopaedia	The Human Body				
	Writing outcome	Newspaper report on the impact of WW2 on the lives of children.	Retelling of the story Rooftoppers and a newspaper on the Suffragette movement.				
Enquiry Hist/Geog		World War II The effect of World War II on children in Bristol. Geography- <ul style="list-style-type: none"> Know which countries were involved in World War Two and identify them on both World & European maps. Know which UK cities were bombed during WW2. Understand how new buildings took the place of those destroyed in Bristol and London. History- <ul style="list-style-type: none"> Learn about and sequence significant events that happened during WW2 Learn about life on the home front and how life changed for people in the UK. Understand the impact of WW2 on children and the reasons for children being evacuated away from their families. 	The battle for equality – Rosa Parks, the Bristol bus boycott and the suffragettes. Geography- <ul style="list-style-type: none"> Know which countries were involved in the slave trade and identify them on both World & European maps. Identify world oceans and trade routes on a map. History- <ul style="list-style-type: none"> Place the time studied on a time line and sequence events. Understand key events of suffragettes including the role of WW1 in the fight for Women's suffrage and the cat and mouse tactics. The effect of protests on the local community (Bristol Bus boycott and BLM protest around the statue of Edward Colston). Discuss key figures involved in Suffragette movement, those involved in the Bus boycott and the BLM protests in Bristol. 	London- a city study London- through the ages and it's Monarchs		Our world in the future – climate change and the powerful work of Greta Thunberg Transition- planning for Secondary and beyond!	
Science		Light <ul style="list-style-type: none"> 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 	Living things Animals <ul style="list-style-type: none"> Identify and name the main body parts of the human circulatory system. Describe functions of the heart, blood vessels and blood and record it as a diagram. Recognise impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the way in which nutrients and water are transported within animals. Names of key individuals and their significance to the event: Carl Linnaeus 	Electricity		Evolution and inheritance	

	<ul style="list-style-type: none"> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<ul style="list-style-type: none"> Classify living things into groups according to observable characteristics including micro-organisms, plants and animals. Use the local environment (pond area, moorland, woods) to classify animals and plants. Give reasons for classifying plants and animals based on specific characteristics. Research unfamiliar animals and plants in range of habitats. 		
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Term 1 Pop Art- Colour and 3D form. Andy Warhol and Litchenstien Artist study. Term 2- Collage of city scape, Propaganda posters for the Suffragette movement and textiles.	Term 2- Making Suffragette rosettes learning different stitches.		Term 1- Brass instruments. Term 2- Brass instruments.	Term 2- Basketball	Term 1 – War & Peace C20th & C21st Term 2 – Creation Stories Term 3 & 4 – What does it mean to belong to a faith? Islam Term 5 – Judaism: key stories & history Term 6 – World Faiths: Similarities & Differences