

# Year 1

# Curriculum Sequence

# 2023 – 2024

Autumn 2023	Spring 2024	Summer 2024
<b>Reading –</b> <ul style="list-style-type: none"> <li>• Beegu</li> <li>• Where the Wild Things Are</li> <li>• The Storm Whale</li> <li>• The Owl and the Pussycat – Edward Lear</li> <li>• Aesop’s Fables – The Boy Who Cried Wolf</li> </ul>	<ul style="list-style-type: none"> <li>• The Tale of Peter Rabbit</li> <li>• Look Up!</li> <li>• Here We Are</li> <li>• Chocolate Cake – Michael Rosen</li> </ul>	<ul style="list-style-type: none"> <li>• There’s a Rangtan in my bedroom</li> <li>• And Tango Makes Three</li> <li>• The Lion Inside</li> <li>• Aesop’s Fables – The Hare and the Tortoise</li> <li>• The Proudest Blue</li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li>• Poetry: pattern and rhyme</li> <li>• Setting descriptions</li> <li>• Stories with familiar settings</li> <li>• Instructional writing</li> <li>• Shape poems and calligrams</li> </ul>	<ul style="list-style-type: none"> <li>• Recount from personal experience</li> <li>• Informal letters</li> <li>• Poetry on a theme</li> <li>• Stories with a familiar setting</li> <li>• Recount from personal experience</li> <li>• Poetry: pattern and rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Informal letters</li> <li>• Setting descriptions</li> <li>• Instructional writing</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>• Place Value (within 10)</li> <li>• Addition and subtraction (within 10)</li> <li>• Shape</li> <li>• Place value (within 20)</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and subtraction (within 20)</li> <li>• Place value (within 50)</li> <li>• Length and height</li> <li>• Weight and volume</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Fractions</li> <li>• Position and direction</li> <li>• Money</li> <li>• Time</li> <li>• Place value (within 100)</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li>• Seasonal changes and daily weather</li> <li>• Introduce Plants – (trees)</li> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday materials</li> <li>• Revisit 1: Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Revisit 2: Plants, Animals including humans</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing Block A</li> <li>• Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking Block C</li> <li>• Textiles Block D</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Block E</li> <li>• Collage Block F</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>• Getting started</li> <li>• Programming</li> </ul>	<ul style="list-style-type: none"> <li>• Algorithms unplugged</li> <li>• Digital imagery</li> <li>• Introduction to data</li> </ul>	<ul style="list-style-type: none"> <li>• Rocket to the Moon</li> <li>• Online safety</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>• Mechanisms</li> <li>• Structures</li> </ul>	<ul style="list-style-type: none"> <li>• Food and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding materials</li> <li>• Textiles</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>• Continents</li> <li>• Oceans</li> <li>• Countries of UK</li> </ul>	<ul style="list-style-type: none"> <li>• Capital cities of UK</li> <li>• Seas around UK</li> <li>• Revisit continents, oceans, countries of the UK and capitals</li> </ul>	<ul style="list-style-type: none"> <li>• Hot and cold places</li> <li>• Mapping and fieldwork</li> </ul>

<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>• The lives of significant people (<i>Mary Anning and David Attenborough</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• More lives of significant people (<i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i>)</li> </ul>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• <b>Singing</b></li> <li>• Being together in music</li> <li>• Control the voice: nursery rhymes</li> <li>• <b>Untuned Percussion / Nativity</b></li> <li>• Introducing rhythm and pulse</li> <li>• Representing sounds pictorially</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Singing</b></li> <li>• Introducing pitch</li> <li>• Identify changes in sounds (high/low)</li> <li>• <b>Untuned Percussion</b></li> <li>• Untuned focus: Introducing tempo and dynamic</li> <li>• Identify changes in sounds (fast/slow, loud/soft)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Singing / WCET Ukulele</b></li> <li>• Exploring emotions through music</li> <li>• Responding to music</li> <li>• <b>Tuned Percussion / WCET Ukulele</b></li> <li>• Experimenting with sounds (duration)</li> <li>• Representing sound pictorially</li> </ul>
<p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Real PE units 1 &amp; 2</li> <li>• Basketball (Bristol Sport)</li> </ul>	<ul style="list-style-type: none"> <li>• Real PE units 3 &amp; 4</li> <li>• Funfit (Bristol sport)</li> </ul>	<ul style="list-style-type: none"> <li>• Real PE units 5 &amp; 6</li> <li>• Athletics (Bristol sport)</li> </ul>
<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> </ul>
<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• How did the world begin?</li> <li>• What do some people believe God looks like?</li> </ul>	<ul style="list-style-type: none"> <li>• What is God's job?</li> <li>• Why should we care for the world?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we know that new babies are special?</li> <li>• Why should we care for others?</li> </ul>
<p><b>Enrichment Passport:</b></p> <ul style="list-style-type: none"> <li>- Westonbirt - link to science for seasonal changes and trees</li> </ul>	<ul style="list-style-type: none"> <li>• Explorer dome- link English Look Up</li> <li>• Make a fruit salad</li> <li>• Learn a team game</li> <li>• Road safety</li> <li>• Walk to church - link Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Beach - link to Geography Seas around UK and include mapping and fieldwork</li> <li>• Learn to sew/ sewing bee day</li> </ul>

## Year 2

## Curriculum Sequence

2023 – 2024

Autumn 2023	Spring 2024	Summer 2024
<b>Reading</b> <ul style="list-style-type: none"> <li>• <b>Grandad's Island</b></li> <li>• <b>Aesop's Fables</b> - The Goose that laid the Golden Eggs</li> <li>• <b>Mrs Noah's Pockets</b></li> <li>• <b>Paddington</b></li> <li>• <b>The Christmas Pine</b> - Julia Donaldson</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Quangle Wangle's Hat</b> - Edward Lear</li> <li>• <b>Coming to England</b></li> <li>• <b>The Street Beneath My Feet</b></li> <li>• <b>Rhythm of the Rain</b></li> <li>• <b>Little People Big Dreams</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fantastically Great Women Who Changed the World</b></li> <li>• <b>Aesop's Fables – The Sun and The Wind</b></li> <li>• <b>Fantastic Mr Fox</b></li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li>• Character descriptions</li> <li>• Simple retelling of a narrative</li> <li>• Poems developing vocabulary</li> <li>• Formal invitations</li> <li>• Stories from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry on a theme</li> <li>• Non-chronological reports</li> <li>• Formal invitations</li> <li>• Stories from other cultures</li> <li>• Recount from personal experience</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological reports</li> <li>• Simple retelling of a narrative</li> <li>• Recount from personal experience</li> <li>• Character description</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and subtraction</li> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Multiplication and division</li> <li>• Length and height</li> <li>• Fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics</li> <li>• Mass, capacity and temperature</li> <li>• Position and direction</li> <li>• Problem solving</li> <li>• Time</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Uses of everyday materials</li> <li>• Revisit Living things and their habitats / materials</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Revisit Living things and their habitats / Animals, including humans</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking</li> <li>• Textiles and collage</li> </ul>	<ul style="list-style-type: none"> <li>• 3D</li> <li>• Creative Response</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>• What is a computer?</li> <li>• Word processing</li> </ul>	<ul style="list-style-type: none"> <li>• Programming – Scratch Junior</li> <li>• International space station</li> </ul>	<ul style="list-style-type: none"> <li>• Stop motion</li> <li>• Online Safety</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>• Textiles</li> <li>• Food and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms</li> <li>• Understanding materials</li> </ul>	<ul style="list-style-type: none"> <li>• Structures</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>• Human and Physical features</li> <li>• Compare a small part of the UK to a non-European location – London and Nairobi</li> </ul>	<ul style="list-style-type: none"> <li>• Compare a small part of the UK to a non-European location – London and Nairobi</li> <li>• Fieldwork and map skills</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldwork and map skills</li> <li>• Compare a different non-European location to our locality - Amazon Rainforest</li> </ul>

<b>History</b> <ul style="list-style-type: none"> <li>• Events beyond living memory</li> <li>• Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>• Significant historical events, people, places in our locality</li> <li>• St Werburgh's and Bristol History</li> </ul>	<ul style="list-style-type: none"> <li>• Significant historical events, people, places in our locality</li> <li>• Revisit – Events beyond living memory</li> </ul>
<b>Music</b> <ul style="list-style-type: none"> <li>• <b>Untuned Percussion</b></li> <li>• Experimenting with sounds 2</li> <li>• Exploring ostinatos</li> <li>• <b>Singing / Christmas Performance</b></li> <li>• Being together in music 2</li> <li>• Control the voice: sing as a choir</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Untuned Percussion</b></li> <li>• Introducing rhythm and pulse 2</li> <li>• Compose short patterns</li> <li>• <b>Singing</b></li> <li>• Introducing pitch 2</li> <li>• Control and describe pitch</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Untuned Percussion / WCET Ukulele</b></li> <li>• Introducing tempo and dynamic 2</li> <li>• Control and describe tempo and dynamics</li> <li>• <b>Singing / WCET Ukulele</b></li> <li>• Exploring emotions through music 2</li> <li>• Choose sounds to create an effect</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>• Real PE units 1 &amp; 2</li> <li>• Football (Bristol Sport)</li> </ul>	<ul style="list-style-type: none"> <li>• Real PE units 3 &amp; 4</li> <li>• Gymnastics (Bristol Sport)</li> </ul>	<ul style="list-style-type: none"> <li>• Real PE units 5 &amp; 6</li> <li>• Tennis (Bristol Sport)</li> </ul>
<b>PSHE</b> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> </ul>
<b>RE</b> <ul style="list-style-type: none"> <li>• Why do we need to give thanks?</li> <li>• What do candles mean to people?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we know some people were chosen in early life?</li> <li>• What is a prophet?</li> </ul>	<ul style="list-style-type: none"> <li>• How do some people talk to God?</li> <li>• Where do some people talk to God?</li> </ul>
<b>Enrichment Passport:</b> <ul style="list-style-type: none"> <li>• Learn a French song</li> <li>• Watch live music</li> <li>• Watch a christmas performance</li> <li>• Bake biscuits</li> <li>• Borrow a book</li> <li>• Wild Place - science living things and their habitat</li> </ul>	<ul style="list-style-type: none"> <li>• Go on a local history walk - significant events, people and places</li> <li>• Plan a party (Eid)</li> <li>• Fire safety</li> </ul>	<ul style="list-style-type: none"> <li>• Walk over the suspension bridge</li> <li>• Visit a museum</li> <li>• Sow wild flower seeds</li> <li>• Build a bridge</li> <li>• Nature detective</li> <li>• Minibeast hunt</li> </ul>

# Year 3

# Curriculum Sequence

# 2023 – 2024

Autumn 2023	Spring 2024	Summer 2024
<b>Reading</b> <ul style="list-style-type: none"> <li>• Greta and the Giants</li> <li>• Pebble in my Pocket</li> <li>• Leon and the Place Between</li> <li>• 'Twas the Night before Christmas Anon</li> </ul>	<ul style="list-style-type: none"> <li>• Sam Wu is Not Afraid of the Dark</li> <li>• Operation Gadgetman (includes My Shadow Robert Louis Stephenson)</li> </ul>	<ul style="list-style-type: none"> <li>• Dancing Bear</li> <li>• The Magician's Nephew</li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li>• Poetry on a theme (emotions)</li> <li>• First person narrative descriptions</li> <li>• Non-chronological reports</li> <li>• Formal letters to complain</li> <li>• Dialogue through narrative (historical stories)</li> <li>• Performance poetry (including poetry from other cultures)</li> </ul>	<ul style="list-style-type: none"> <li>• Third person narrative (animal stories)</li> <li>• Non-chronological reports</li> <li>• Advanced instructional writing</li> <li>• First person narrative descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Third person narrative (animal stories)</li> <li>• Formal letters to complain</li> <li>• Dialogue through narrative (historical)</li> <li>• Advanced instructional writing</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and subtraction</li> <li>• Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Length and perimeter</li> <li>• Fractions</li> <li>• Mass and capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Money</li> <li>• Time</li> <li>• Shape</li> <li>• Statistics</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li>• Rocks</li> <li>• Animals, including humans</li> <li>• Revisit Rocks</li> </ul>	<ul style="list-style-type: none"> <li>• Forces and magnets</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Plants continued...</li> <li>• Light</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing and painting Block A</li> <li>• Printmaking Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles and collage Block C</li> <li>• 3D Block D</li> </ul>	<ul style="list-style-type: none"> <li>• Painting Block E</li> <li>• Creative Response Block F</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>• Networks and the internet</li> <li>• Emailing</li> <li>• (online safety)</li> </ul>	<ul style="list-style-type: none"> <li>• Programming</li> <li>• Digital literacy</li> <li>• Databases</li> <li>• (online safety)</li> </ul>	<ul style="list-style-type: none"> <li>• Databases</li> <li>• (Online Safety)</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>• Textiles</li> <li>• Food and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms</li> <li>• Food and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Systems</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>• Fieldwork – human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>• UK Study</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit human and physical features</li> <li>• OS maps and scale</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>• Stone Age – Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>• Stone Age – Iron Age</li> <li>• Rome and the impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Rome and the impact on Britain</li> </ul>

<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• <b>Singing</b></li> <li>• Introducing texture</li> <li>• Sing parts in an ensemble (e.g. rounds)</li> <li>• <b>Untuned Percussion / Christmas Concert</b></li> <li>• Mastering rhythm</li> <li>• Recognise beats in a bar (time signatures/metre)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Singing</b></li> <li>• The history of singing</li> <li>• Singing for togetherness e.g. folk songs, war chants, hymns</li> <li>• <b>WCET Glockenspiel</b></li> <li>• Tuned focus: Musical notation</li> <li>• Introduce the staff</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WCET Glockenspiel</b></li> <li>• Tuned focus: Composition</li> <li>• Compose in pairs</li> <li>• <b>Range of Instruments Studied</b></li> <li>• Performance focus: Introducing timbre</li> <li>• Perform as an ensemble (range of instruments)</li> </ul>
<p><b>French</b></p> <ul style="list-style-type: none"> <li>• Greetings and the classroom</li> <li>• Colours, emotions and numbers (0-10)</li> </ul>	<ul style="list-style-type: none"> <li>• Introductions and questions</li> <li>• Working together (Following instructions)</li> </ul>	<ul style="list-style-type: none"> <li>• Playing together (Asking to play)</li> <li>• Eating together</li> </ul>
<p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Real PE units 1 &amp; 2</li> <li>• Basketball (Bristol Sport)</li> <li>• Funfit (Bristol Sport)</li> </ul>	<ul style="list-style-type: none"> <li>• Real PE units 3 &amp; 4</li> <li>• Dodgeball (Bristol Sport)</li> </ul>	<ul style="list-style-type: none"> <li>• Real PE units 5 &amp; 6</li> </ul>
<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> </ul>
<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• What makes us human?</li> <li>• Where do our morales come from?</li> </ul>	<ul style="list-style-type: none"> <li>• Are scriptures central to religion?</li> <li>• What happens if we do wrong?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is water symbolic?</li> <li>• Why is fire used ceremonially?</li> </ul>
<p><b>Enrichment Passport:</b></p> <ul style="list-style-type: none"> <li>• City Museum - Fossil hunting</li> <li>• Take part in a competition</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga</li> <li>• Run a mile</li> <li>• Climb a tree</li> <li>• Make something out of wood</li> <li>• Light a fire</li> <li>• Roman Baths - History - Rome and the impact of Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Art - Visit a green space</li> <li>• Follow a map</li> <li>• Hide treasure and make a map</li> </ul>

# Year 4

# Curriculum Sequence

# 2023 – 2024

Autumn 2023	Spring 2024	Summer 2024
<b>Reading</b> <ul style="list-style-type: none"> <li>• <b>The Queen’s Nose</b></li> <li>• <b>Young, Gifted and Black</b> Caged Bird - Maya Angelou</li> <li>• <b>The Girl who stole an Elephant</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Girl who stole an Elephant</b></li> <li>• <b>The Boy at the back of the class</b></li> <li>• <b>Varjak Paw</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Varjak Paw</b></li> <li>• <b>Wind in the Willows</b> (The Walrus and the Carpenter – Lewis Carroll)</li> <li>• <b>The Raven</b> – Edgar Allen Poe</li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li>• Poems which explore form</li> <li>• Persuasive writing (adverts)</li> <li>• First person diary entries (imaginative)</li> <li>• Critical analysis of narrative poetry</li> <li>• Third person adventure stories</li> <li>• Newspaper reports</li> </ul>	<ul style="list-style-type: none"> <li>• Stories from other cultures</li> <li>• Explanatory texts</li> <li>• Third person adventure stories</li> <li>• Poems which explore form</li> </ul>	<ul style="list-style-type: none"> <li>• Stories from other cultures</li> <li>• First person diary entries (imaginative)</li> <li>• Critical analysis of narrative poetry</li> <li>• Newspaper reports</li> <li>• Explanatory texts</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and subtraction</li> <li>• Area</li> <li>• Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Length and perimeter</li> <li>• Fractions</li> <li>• Decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals</li> <li>• Money</li> <li>• Time</li> <li>• Shape</li> <li>• Statistics</li> <li>• Position and direction</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• States of matter</li> </ul>	<ul style="list-style-type: none"> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Electricity</li> <li>• Sound</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing Block A</li> <li>• Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking and textiles Block C</li> <li>• 3D and collage Block D</li> </ul>	<ul style="list-style-type: none"> <li>• Painting Block E</li> <li>• Creative Response Block F</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>• Online safety</li> <li>• Further coding with Scratch</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating weather</li> <li>• Website design</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative learning</li> <li>• Computational thinking</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>• Food and Nutrition Block A</li> <li>• Mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Structures</li> <li>• Electrical systems</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>• Latitude and longitude</li> <li>• Water cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Rivers revisited</li> <li>• Map skills – environmental regions</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>• Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• Ancient civilisation - Egypt or Shang Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient civilisation – Egypt or Shang Dynasty</li> </ul>

<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• <b>Untuned Percussion</b></li> <li>• Mastering rhythm 2</li> <li>• Follow beats in a bar (time signatures/metre)</li> <li>• <b>Singing / Christmas Concert</b></li> <li>• Introducing texture 2</li> <li>• Sing parts in an ensemble (harmony)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WCET Glockenspiel</b></li> <li>• Tuned focus: Musical notation 2</li> <li>• Revisit the staff</li> <li>• <b>Singing</b></li> <li>• The history of singing 2</li> <li>• Singing for entertainment e.g. opera, theatrical, modernism</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WCET Glockenspiel</b></li> <li>• Performance focus: Composition 2</li> <li>• Perform including an element of composition</li> <li>• <b>Range of Instruments Studied</b></li> <li>• Tuned focus: Introducing timbre 2</li> <li>• Identify and describe how sounds are combined</li> <li>•</li> </ul>
<p><b>French</b></p> <ul style="list-style-type: none"> <li>• The calendar (Days, months, date)</li> <li>• Colours, emotions and numbers 0-20</li> </ul>	<ul style="list-style-type: none"> <li>• Items from daily life (Clothes)</li> <li>• Learning together (Subjects and school)</li> </ul>	<ul style="list-style-type: none"> <li>• The natural world (Animals and plants)</li> <li>• Celebration (Bastille Day)</li> </ul>
<p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Real PE units 1 &amp; 2</li> <li>• Swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Real PE units 3 &amp; 4</li> <li>• Swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Real PE units 5 &amp; 6</li> <li>• Gymnastics (Bristol Sport)</li> <li>• Dance (Bristol Sport)</li> </ul>
<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> </ul>
<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• Are all religions equal?</li> <li>• How can books also be teachers?</li> </ul>	<ul style="list-style-type: none"> <li>• Just how important are our beliefs?</li> <li>• Who was Jesus?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is the bible the best selling book of all time?</li> <li>• Does the language of scripture matter?</li> </ul>
<p><b>Enrichment Passport:</b></p> <ul style="list-style-type: none"> <li>• Visit the Science museum</li> <li>• Go to a pantomime</li> <li>• Learn to introduce yourself in BSL</li> <li>• Watch a play or dance performance</li> <li>• Have a Q&amp;A with a sportsperson</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in a play</li> <li>• Give a speech (city Hall)</li> </ul>	<ul style="list-style-type: none"> <li>• Visit a place of worship (Synagogue)</li> <li>• Make up your own game and teach it to someone</li> </ul>



# Year 5 Curriculum Sequence

2023 – 2024

Autumn 2023	Spring 2024	Summer 2024
<b>Reading</b> <ul style="list-style-type: none"> <li>• Shackleton's Journey</li> <li>• Secrets of a Sun King</li> <li>• If – Rudyard Kipling</li> </ul>	<ul style="list-style-type: none"> <li>• A midsummer night's dream</li> <li>• I am not a label</li> <li>• The Boy in the Tower (including Daffodils – William Wordsworth)</li> </ul>	<ul style="list-style-type: none"> <li>• The Explorer</li> <li>• A Wrinkle in Time</li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li>• Third person stories set in another culture</li> <li>• Formal letters of application</li> <li>• Poems that use word play</li> <li>• Dialogue in narrative</li> <li>• Poems which explore form</li> <li>• Balanced argument</li> </ul>	<ul style="list-style-type: none"> <li>• Third person stories set in another culture</li> <li>• Formal letters of application</li> <li>• Playscripts (Shakespeare retelling)</li> <li>• Biography</li> </ul>	<ul style="list-style-type: none"> <li>• Playscripts</li> <li>• Dialogue in narrative (first person myths and legends)</li> <li>• Balanced argument</li> <li>• Biography</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and subtraction</li> <li>• Multiplication and division</li> <li>• Fractions A</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Fractions B</li> <li>• Decimals and percentages</li> <li>• Perimeter and area</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Position and direction</li> <li>• Decimals</li> <li>• Negative Numbers</li> <li>• Converting units</li> <li>• Volume</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li>• Properties and changes of materials</li> <li>• Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Forces (Gravity and Galileo)</li> <li>• Earth in space</li> </ul>	<ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Forces continued</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing and painting Block A</li> <li>• Printmaking Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles and collage Block C</li> <li>• 3D Block D</li> </ul>	<ul style="list-style-type: none"> <li>• Painting Block E</li> <li>• Creative Response Block F</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>• Micro: bit</li> <li>• Online safety Y5</li> </ul>	<ul style="list-style-type: none"> <li>• Programming: music</li> <li>• Stop motion animation</li> </ul>	<ul style="list-style-type: none"> <li>• Search engines</li> <li>• Mars Rover 1 and / or 2</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>• Mechanisms</li> <li>• Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles ctd</li> <li>• Food and Nutrition (block B)</li> </ul>	<ul style="list-style-type: none"> <li>• Structures</li> <li>• Systems</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>• World countries – biomes and environmental regions</li> </ul>	<ul style="list-style-type: none"> <li>• 4 and 6 figure grid references</li> </ul>	<ul style="list-style-type: none"> <li>• OS maps and fieldwork</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>• Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>• Comparison study – Maya / Benin and Anglo-Saxons</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison study – Maya / Benin and Anglo-Saxons</li> </ul>

<p><b>Music</b></p> <ul style="list-style-type: none"> <li>● <b>Untuned Percussion</b></li> <li>● Musical stories</li> <li>● One piece, different performers</li> <li>● <b>Singing / Christmas Concert</b></li> <li>● Introducing structure</li> <li>● Identify parts of a song</li> </ul>	<ul style="list-style-type: none"> <li>● Bristol Beacon WCET: Steel Pans</li> </ul>	<ul style="list-style-type: none"> <li>● Bristol Beacon WCET: Steel Pans</li> </ul>
<p><b>French</b></p> <ul style="list-style-type: none"> <li>● Local places (Amenities)</li> <li>● Emotions and numbers 0- 100</li> </ul>	<p><b>French</b></p> <ul style="list-style-type: none"> <li>● Friends and family</li> <li>● Working together</li> </ul>	<p><b>French</b></p> <ul style="list-style-type: none"> <li>● Playing together (Sports and hobbies)</li> <li>● Eating together (Preparing a meal)</li> </ul>
<p><b>PE</b></p> <ul style="list-style-type: none"> <li>● Real PE units 1 &amp; 2</li> <li>● Netball (Bristol Sport)</li> </ul>	<ul style="list-style-type: none"> <li>● Real PE units 3 &amp; 4</li> <li>● Orienteering (Bristol Sport)</li> </ul>	<ul style="list-style-type: none"> <li>● Real PE units 5 &amp; 6</li> <li>● Gymnastics (Bristol Sport)</li> </ul>
<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>● Being Me in My World</li> <li>● Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>● Dreams and Goals</li> <li>● Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> </ul>
<p><b>RE</b></p> <ul style="list-style-type: none"> <li>● Why do people have to stand up for what they believe in?</li> <li>● Why doesn't Christianity always look the same?</li> </ul>	<ul style="list-style-type: none"> <li>● What happens when we die? (two part module)</li> </ul>	<ul style="list-style-type: none"> <li>● Who should get to be in charge?</li> <li>● Why are some places in the world significant to believers?</li> </ul>
<p><b>Enrichment Passport:</b></p> <ul style="list-style-type: none"> <li>● Organise a collection for a local food bank</li> <li>● Visit a place of worship (Gurdwara)</li> <li>● Take part in a debate</li> <li>● Vote in a school election</li> </ul>	<ul style="list-style-type: none"> <li>● Make and launch an air powered rocket</li> <li>● Learn to use an OS map</li> <li>● Repurpose old materials</li> <li>● Learn to use a compass</li> <li>● Learn basic first aid</li> <li>● Go orienteering</li> <li>● Explorer Dome - science</li> </ul>	<ul style="list-style-type: none"> <li>● Be in a carnival inspired music performance</li> <li>● Go to london</li> <li>● Visit the houses of parliament</li> <li>● Learn to ride a bike</li> <li>● Go orienteering</li> <li>● Make a huge class model</li> </ul>

# Year 6 Curriculum Sequence

# 2023 – 2024

Autumn 2023	Spring 2024	Summer 2024
<b>Reading</b> <ul style="list-style-type: none"> <li>• <b>Roof toppers</b> (&amp; The Listeners – Walter de la Mare)</li> <li>• <b>Skellig</b> (+Flanders poem)</li> <li>• <b>How to live forever</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>All Aboard the Empire Windrush</b></li> <li>• <b>The Island</b></li> <li>• <b>Pig Heart Boy</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intro to Dickens – Oliver Twist</b></li> <li>• <b>Dare to be You</b> (KS2 – KS3 transition)</li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li>• Autobiography A</li> <li>• Discursive writing and speeches A</li> <li>• Poems that create images and explore vocabulary (War poetry) A</li> <li>• First person stories with a moral A</li> <li>• Shakespeare (Sonnets) A</li> <li>• Explanatory text A</li> </ul>	<ul style="list-style-type: none"> <li>• Extended third person narrative</li> <li>• Explanatory texts</li> <li>• Newspaper report</li> <li>• Autobiography</li> <li>• First person stories with a moral</li> </ul>	<ul style="list-style-type: none"> <li>• Extended third person narrative (adventure stories) B</li> <li>• Newspaper report B</li> <li>• Discursive writing and speeches B</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition, subtraction, multiplication and division</li> <li>• Fractions A</li> <li>• Fractions B</li> <li>• Converting units</li> </ul>	<ul style="list-style-type: none"> <li>• Ratio</li> <li>• Algebra</li> <li>• Decimals</li> <li>• Fractions, decimals and percentages</li> <li>• Area, perimeter and volume</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Position and direction</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li>• Electricity</li> <li>• Animals including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Animals including humans (+ water transport)</li> <li>• Light</li> </ul>	<ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Evolution and inheritance</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>• Drawing Block A</li> <li>• Painting and collage Block B</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking and textiles</li> <li>• 3D</li> </ul>	<ul style="list-style-type: none"> <li>• Painting Block E</li> <li>• Creative Response Block F</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>• Online safety</li> <li>• Bletchley Park 1</li> </ul>	<ul style="list-style-type: none"> <li>• Bletchley Park 2</li> <li>• Intro to Python</li> </ul>	<ul style="list-style-type: none"> <li>• Big data 1 or 2</li> <li>• Skills showcase</li> </ul>
<b>Design and Technology</b> <ul style="list-style-type: none"> <li>• Food and Nutrition</li> <li>• Mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Food and Nutrition</li> <li>• Structures</li> </ul>	<ul style="list-style-type: none"> <li>• Electrical Systems</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>• Physical processes</li> <li>• UK, Europe and N America comparison study</li> </ul>		<ul style="list-style-type: none"> <li>• <b>S</b>ettlements</li> <li>• OS Maps and fieldwork (orienteeing)</li> </ul>
<b>History</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Beyond 1066</li> <li>• Local History Study - how did conflict change our locality in World War 2?</li> </ul>	<ul style="list-style-type: none"> <li>• 5 significant monarchs</li> </ul>

	<ul style="list-style-type: none"> <li>• Windrush generation</li> </ul>	
<b>Music</b> <ul style="list-style-type: none"> <li>• <b>Singing</b></li> <li>• Musical stories 2</li> <li>• Cultural and social - lyrics</li> <li>• <b>Untuned Percussion / Christmas Concert</b></li> <li>• Music technology 2</li> <li>• Alter tempo and rhythm to create effects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WCET Keyboard</b></li> <li>• Musical notation 3</li> <li>• Follow musical notation</li> <li>• <b>Singing</b></li> <li>• Compositional devices</li> <li>• Alter pitch and dynamic to create effects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Range of Instruments Studied</b></li> <li>• Performance focus: Composition 3</li> <li>• Perform including an element of composition</li> <li>• <b>WCET Keyboard</b></li> <li>• Tuned focus: Improvisation</li> <li>• Improvise using repeated patterns</li> </ul>
<b>French</b> <ul style="list-style-type: none"> <li>• Where I live (Homes)</li> <li>• Emotions and numbers – beyond 100</li> </ul>	<ul style="list-style-type: none"> <li>• Items from daily life (Money and personal effects)</li> <li>• Learning together</li> </ul>	<ul style="list-style-type: none"> <li>• The natural world (The environment)</li> <li>• Visiting France (Directions and transport)</li> </ul>
<b>PE</b> <ul style="list-style-type: none"> <li>• Real PE units 1 &amp; 2</li> <li>• Basketball (Bristol Sport)</li> </ul>	<ul style="list-style-type: none"> <li>• Real PE units 3 &amp; 4</li> <li>• Funfit (Bristol Sport)</li> </ul>	<ul style="list-style-type: none"> <li>• Real PE units 5 &amp; 6</li> <li>• Hockey (Bristol Sport)</li> </ul>
<b>PSHE</b> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> </ul>
<b>RE</b> <ul style="list-style-type: none"> <li>• Why does religion look different around the world? (Part 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it better to be there in person?</li> <li>• Why is there suffering? (part one)</li> </ul>	<ul style="list-style-type: none"> <li>• Why is there suffering? (part two)</li> <li>• What place does religion have in our world today?</li> </ul>
<b>Enrichment Passport:</b> <ul style="list-style-type: none"> <li>• Visit the M shed</li> <li>• Take part in a remembrance service</li> <li>• Take part in a carol concert</li> <li>• Interview someone</li> </ul>	<ul style="list-style-type: none"> <li>• Go on a graffiti tour</li> <li>• Organise a kindness day</li> <li>• Explore Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>• Perform on a stage</li> <li>• Make instruments and form a band</li> <li>• Try a watersport</li> <li>• Go climbing</li> <li>• Sleep under canvas</li> <li>• See the sun set</li> <li>• Make scones</li> <li>• Organise an afternoon tea for visitors</li> <li>• Plan an assembly</li> <li>• Attend a careers fair</li> </ul>