

Gerrans Curriculum – Rolling Programme

Introduction

Our rolling programme outlines the units taught in each subject on a half-termly basis over the two years a child attends each class. Alongside each subject, we have included which scheme or resource we have chosen to use to support our planning. The rolling programme is designed to be accompanied by the following resources: Gerrans Primary School Curriculum, Subject Mapping Documents, Progression Documentation, Mixed Aged Planning (from Kapow) as well as the intent / implementation / impact written for each subject.

For both Art and DT and History and Geography we have chosen to alternate on a half-termly basis - three units of each will therefore be taught during the academic year. French - as suggested by the national curriculum - is only taught in KS2. We have chosen to use the Champions PE scheme (produced by Rising Stars). The scheme allows for four units to be taught - this will be amended as the year progresses. Discovery RE is used to teach the subject, a scheme that covers many aspects of PSHE as well as the locally agreed syllabus for RE. Plymouth Science has been adopted as a scheme to support teaching in the subject. Jigsaw PSHE is used across the school to teach the subject (please see the PSHE section of our website for further details on the development of PSHE at Gerrans Primary School).

Art and DT - Kapow

	Y1/Y2	Y3/Y4	Y5/Y6
Year A	T1 - <i>Art</i> – Drawing: Make your mark T2 - <i>DT</i> - Structures: Windmills T3 - <i>Art</i> – Sculpture and 3D: Paper Play T4 - <i>DT</i> – Textiles: Puppets T5 - <i>Art</i> – Sculpture and 3D: Clay Houses T6 - <i>DT</i> – Cooking & Nutrition: Smoothies	T1 - <i>Art</i> – Sculpture and 3D: Abstract Shape and Space T2 - <i>DT</i> - Cooking & Nutrition: Eating Seasonally T3 - <i>Art</i> – Drawing: growing artists T4 - <i>DT</i> – Digital World: Wearable Technology T5 - <i>Art</i> – Drawing: Power Prints T6 - <i>DT</i> – Structures: Constructing a castle	T1 - <i>Art</i> – Drawing: I need space T2 - <i>DT</i> - Electrical Systems: Doodlers T3 - <i>Art</i> – Painting and mixed media: Portraits T4 - <i>DT</i> – Mechanisms: Pop-up books T5 - <i>Art</i> – Drawing: Make my voice heard T6 - <i>DT</i> –Cooking & Nutrition: Developing a recipe
Year B	T1 - <i>Art</i> – Craft and Design: Map it Out	T1 - <i>Art</i> – Painting and mixed media: Light and Dark T2 - <i>DT</i> - Structures: Pavillions	T1 - <i>Art</i> – Sculpture and 3D: Interactive installation T2 - <i>DT</i> - Textiles: Waistcoats

	<p>T2 - <i>DT</i> - Structure: Baby bear's chair</p> <p>T3 - <i>Art</i> – Painting and mixed media: Colour splash</p> <p>T4 - <i>DT</i> – Mechanisms: Fairground wheel</p> <p>T5 - <i>Art</i> – Painting and mixed media: Life in Colour</p> <p>T6 - <i>DT</i> – Mechanisms: Making a moving monster</p>	<p>T3 - <i>Art</i> – Craft and Design: Ancient Egyptian Scrolls</p> <p>T4 - <i>DT</i> – Mechanisms: Making a slingshot car</p> <p>T5 - <i>Art</i> – Craft and Design: Fabric of Nature</p> <p>T6 - <i>DT</i> – Electrical Systems: Torches</p>	<p>T3 - <i>Art</i> – Craft and Design: Photo Opportunities</p> <p>T4 - <i>DT</i> – Structures: Playgrounds</p> <p>T5 - <i>Art</i> – Sculpture and 3D: Making memories</p> <p>T6 - <i>DT</i> – Digital World: Navigating the World</p>
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History and Geography - Kapow

	Y1/Y2	Y3/Y4	Y5/Y6
Year A	<p>T1 - <i>History</i> – How am I making History?</p> <p>T2 - <i>Geography</i> – What is it like here?</p> <p>T3 - <i>History</i> - How have toys changed?</p> <p>T4 - <i>Geography</i> – What is the weather like in the UK?</p> <p>T5 - <i>History</i> – How did we learn to fly?</p> <p>T6 - <i>Geography</i> – What is it like to live by the coast?</p>	<p>T1 - <i>History</i> – Would you prefer to live in the Stone, Iron Age or Bronze Age?</p> <p>T2 - <i>Geography</i> – Who lives in Antarctica?</p> <p>T3 - <i>History</i> – Why did the Romans settle in Britain?</p> <p>T4 - <i>Geography</i> – Why are rainforests important to us?</p> <p>T5 - <i>History</i> – How hard was it to invade and settle in Britain?</p> <p>T6 - <i>Geography</i> – Where does our food come from?</p>	<p>T1 - <i>History</i> – What was life like in Tudor England?</p> <p>T2 - <i>Geography</i> – What is life like in the Alps?</p> <p>T3 - <i>History</i> – Were the Vikings raiders, traders or settlers?</p> <p>T4 - <i>Geography</i> – Would you like to live in the desert?</p> <p>T5 - <i>History</i> – What was the impact of WWII on the people of Britain?</p> <p>T6 - <i>Geography</i> – Where does our energy come from?</p>
Year B	<p>T1 - <i>History</i> – What is History?</p> <p>T2 - <i>Geography</i> – Where am I?</p> <p>T3 - <i>History</i> – How was school different in the past?</p> <p>T4 - <i>Geography</i> – Would you prefer to live in a hot or cold place?</p> <p>T5 - <i>History</i> – What is a monarch?</p> <p>T6 - <i>Geography</i> – What is it like to live in Shanghai?</p>	<p>T1 - <i>History</i> – How have children's lives changed?</p> <p>T2 - <i>Geography</i> – Why do people live near volcanoes?</p> <p>T3 - <i>History</i> – What did the ancient Egyptians believe?</p> <p>T4 - <i>Geography</i> – Are all settlements the same?</p>	<p>T1 - <i>History</i> – What does the census tell us about our local area?</p> <p>T2 - <i>Geography</i> – Why does population change?</p> <p>T3 - <i>History</i> – What did the Greeks ever do for us?</p> <p>T4 - <i>Geography</i> – Why do oceans matter?</p>

		<p>T5 - <i>History</i> – How did the achievements of the Maya civilisation influence their society and beyond?</p> <p>T6 - <i>Geography</i> – What are rivers and how are they used?</p>	<p>T5 - <i>History</i> – Unheard Histories: who should go on the banknote?</p> <p>T6 - <i>Geography</i> – Can I carry out an independent fieldwork enquiry?</p>
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French (KS2) - Kapow

	Y3/Y4	Y5/Y6
Year A	<p>Y3/Y4</p> <p>T1: Greetings with Puppets</p> <p>T2: Adjectives of colour, size and shape</p> <p>T3: playground games - numbers and age</p> <p>T4: In a French classroom</p> <p>T5: Bon Appetit</p> <p>T6: Shopping for French food</p>	<p>Y5/Y6</p> <p>T1: Portraits - describing in French</p> <p>T2: Meet my French family</p> <p>T3: Clothes - getting dressed in France</p> <p>T4: French weather</p> <p>T5: Exploring the French speaking world</p> <p>T6: Planning a French Holiday</p>
Year B	<p>T1: This is me</p> <p>T2: School days</p> <p>T3: Birthday celebrations</p> <p>T4: Colourful creatures, animals, colours and size</p> <p>T5: Fabulous French food</p> <p>T6: Gourmet tour of France</p>	<p>T1: French transport</p> <p>T2: In my French house</p> <p>T3: French music celebrations</p> <p>T4: French verbs in a week</p> <p>T5: Visiting a town in France</p> <p>T6: French sport and the Olympics</p>

Computing - Kapow

	Y1/Y2	Y3/Y4	Y5/Y6
Year A	<p>T1 - Improving mouse skills</p> <p>T2 - Algorithms unplugged</p> <p>T3 - Rocket to the moon</p> <p>T4 - What is a computer?</p> <p>T5 - Algorithms and debugging</p>	<p>T1 - Emailing</p> <p>T2 - Programming: Scratch</p> <p>T3 - Video trailers</p> <p>T4 - Website design</p> <p>T5 - Further coding with Scratch</p>	<p>T1 - Mars Rover 1</p> <p>T2 - Mars Rover 2</p> <p>T3 - BBC Micro:Bit</p> <p>T4 - Bletchley Park</p> <p>T5 - History of computers</p>

	T6 - Word processing	T6 - Computational thinking	T6 - Inventing a product
Year B	T1 - Bee Bots T2 - Digital imagery T3 - Introduction to data T4 - Scratch Jr T5 - Stop-motion T6 - International Space Station	T1 - Networks and the internet T2 - Comparison cards T3 - Journey inside a computer T4 - Collaborative thinking T5 - Investigating weather T6 - HTML	T1 - Programming: music T2 - Stop motion animation T3 - Search engines T4 - Big Data 1 T5 - Big data 2 T6 - Introduction to Python

Physical Education - Champions (Rising Stars)

	Y1/Y2	Y3/Y4	Y5/Y6
Year A	T1- 1.1 Multi-skills 1.1 Boot Camp T2 - 1.2 Mighty movers (Running) 1.2 Story Time Dance T3 - 1.3 Skip to the beat 1.3 Groovy Gymnastics T4 - 1.4 Brilliant ball skills 1.4 Gymfit circuits T5 - 1.5 Throwing and catching 1.5 Cool Core T6 - 1.6 Active athletics 1.6 Fitness Frenzy	T1 3.6 Active Athletics 3.6 Fitness Frenzy T2 3.5 Throwing and Catching 3.5 Cool Core (Strength) T3 3.3 Skip to the Beat 3.3 Groovy Gymnastics T4 3.4 Brilliant Ball Skills 3.4 Gymfit Circuits T5 3.2 Mighty Movers (Running) 3.2 African Dance T6 3.1 Multi-skills 3.1 Boot Camp	T1 - 5.3 Gym Sequences 5.3 Step to the beat T2 - 5.1 Invaders 5.1 Boot Camp T3 - 5.2 Dynamic Dance 5.2 Might Movers (Boxercise) T4 5.5 Nimble Nets 5.5 Cool Core (Pilates) T5 5.4 Striking and Fielding 5.4 Gymfit Circuits T6 5.6 Young Olympians 5.6 Fitness Frenzy
Year B	T1 2.2 Mighty Movers 2.2 Ugly Bug Ball Dance T2 2.1 Multi-skills 2.1 Boot Camp T3 2.3 Skip to the beat 2.3 Groovy Gymnastics T4 2.4 Brilliant ball skills 2.4 Gymfit circuits T5 2.6 Active athletics 2.6 Fitness Frenzy T6 2.5 Throwing and catching 2.5 Cool Core	T1 4.5 Nimble Nets 4.5 Cool Core T2 4.1 Invaders 4.1 Boot Camp T3 4.3 Gym Sequences 4.3 Step to the beat T4 4.2 Dynamic Dance 4.3 Mighty Movers (Boxercise) T5 4.4 Striking and Fielding 4.4 Gymfit Circuits T6 4.6 Young Olympians 4.6 Fitness Frenzy	T1 - 6.3 Gym Sequences 6.3 Skip to the beat T2 - 6.2 Dynamic Dance 6.2 Mighty Movers (Boxercise) T3 - 6.5 Nimble Nets 6.5 Cool Core (Pilates) T4 - 6.1 Invaders 6.1 Boot Camp T5 - 6.4 Striking and Fielding 6.4 Gym Circuits T6 - 6.6 Young Olympians 5.6 Fitness Frenzy

Music - Kapow Primary

	Y1/Y2	Y3/Y4	Y5/Y6
Year A	T1 - Pulse and Rhythm (All About Me) T2 - Tempo (Snail and mouse) T3 - Pitch and Tempo (Superheroes) T4 - Musical Me T5 - On this Island: British Songs and Sounds T6 - Orchestral Instruments (Traditional Western Stories)	T1 - Instrumental unit: South Africa T2 - Developing singing technique (Vikings) T3 - Instrumental unit: Caribbean Toy Symphony Project T4 - Body and tuned percussion (Rainforests) T5 - Jazz Ukulele Lessons T6 - Adapting and transposing motifs (Romans)	T1 - Film music T2 - Composition notation (Ancient Egypt) T3 - Musical Theatre Ukulele Lessons T4 - Theme and variations (Pop Art) T5 - Songs of WWII T6 - Instrumental lessons unit: India
Year B	T1 - Musical Vocabulary (Under the Sea) T2 - Timbre and Rhythmic Pattern (Fairytale) T3 - African Call and Response Song (Animals) T4 - Vocal and Body Sounds (By the Sea) T5 - Dynamics, timbre, tempo and motifs (Space) T6 - Myths and Legends	T1 - Creating a composition in response to an animation (Mountains) T2 - Rock and roll T3 - Ballads T4 - Haiku, music and performance T5 - Changes in pitch, tempo and dynamics (Rivers) T6 - Samba and carnival sounds and instruments (South America)	T1 - Looping and remixing T2 - Blues T3 - Dynamics, pitch and texture (Coast - Fingal's Cave by Mendelssohn) T4 - Composition to represent the festival of colour (Holi festival) T5 - South and West Africa T6 - Instrumental lessons unit: North America

Religious Education - Discovery RE

	Y1/Y2	Y3/Y4	Y5/Y6
Year A	T1 - Does God want Christians to look after the world? <i>Christianity</i> T2 – Why do Christians believe God gave Jesus to the world? <i>Christianity</i> T3 - Was it always easy for Jesus to show friendship?	T1 - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? <i>Hinduism</i> T2 – What is the most significant part of the nativity story for Christians today?	T1 – What is the best way for a Muslim to show commitment to God? <i>Islam</i> T2 – How significant is it that Mary was Jesus' mother? <i>Christianity</i>

	<p><i>Christianity</i> T4 – How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p><i>Christianity</i> T5 - Is Shabbat important to Jewish children?</p> <p><i>Judaism</i> T6 – What is the best way for a Jew to show commitment to God?</p> <p><i>Judaism</i></p>	<p><i>Christianity</i> T3 – Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p><i>Christianity</i> T4 – Is forgiveness always possible for Christians?</p> <p><i>Christianity</i> T5 – Do Sikhs think it is important to share?</p> <p><i>Sikhism</i> T6 – Would visiting the River Ganges feel special to a non-Hindu?</p> <p><i>Hinduism</i></p>	<p>T3 – Are Sikh stories important today?</p> <p><i>Sikhism</i> T4 – Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><i>Christianity</i> T5 – Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p><i>Hinduism</i> T6 – What is the best way for a Christian to show commitment to God?</p> <p><i>Christianity</i></p>
Year B	<p>T1 - Is it possible to be kind to everyone all of the time?</p> <p><i>Christianity</i> T2 - What gifts might Christians in my town have given Jesus if he had been born here rather in Bethlehem?</p> <p><i>Christianity</i> T3 – Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p><i>Islam</i> T4 - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p><i>Christianity</i> T5 – Does going to a Mosque give Muslims a sense of belonging?</p> <p><i>Islam</i> T6 – Does completing Hajj make a person a better Muslim?</p> <p><i>Islam</i></p>	<p>T1 – How special is the relationship Jews have with God?</p> <p><i>Judaism</i> T2 – Has Christmas lost its true meaning?</p> <p><i>Christianity</i> T3 – Can the Buddha’s teachings make the world a better place?</p> <p><i>Buddhism</i> T4 – What is ‘good’ about Good Friday?</p> <p><i>Christianity</i> T5 – What is the best way for a Buddhist to lead a good life?</p> <p><i>Buddhism</i> T6 – Do people need to go to church to show they are Christians?</p> <p><i>Christianity</i></p>	<p>T1 – What is the best way for a Muslim to show commitment to God?</p> <p><i>Islam</i> T2 – Is the Christmas story true?</p> <p><i>Christianity</i> T3 – Is anything ever eternal?</p> <p><i>Christianity</i> T4 – How significant is it for Christians to believe God intended Jesus to die?</p> <p><i>Christianity</i> T5/6 – Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><i>Islam</i></p>

Science - Grammarsaurus Science Resources

	Y1/Y2	Y3/Y4	Y5/Y6
Year A	T1- Materials (Y1), T2- Materials (Y2) T3 & T4 - Animals including humans (Y1) T5- Animals including humans (Y2), T6- Science Week	T1 - Plants (Y3) T2-Living things and their habitats (Y4) T3- Rocks (Y3) T4- Electricity (Y4) T5- Light (Y3) T6-Science Week	T1- Materials (Y5) T2-Earth and Space (Y5) T3 - Animals including humans (Y5) T4- Animals including humans (Y6) T5- Light (Y6) T6-Science Week
Year B	T1 & T2-Seasonal Change (Y1) T3-Living things and their habitats (Y2) T4 - Plants (Y1) T5- Plants (Y2) T6- Science Week	T1 - Animals including humans (Y3) T2-Animals including humans (Y4) T3-Forces and Magnets (Y3) T4- States of matter (Y4) T5- Sound (Y4) T6-Science Week	T1- Forces and magnets (Y5) T2-Electricity (Y6) T3 -Living things and their habitats (Y5) T4-Living things and their habitats (Y6) T5- Evolution (Y6) T6-Science Week

PSHE - Jigsaw

	Y1/Y2	Y3/Y4	Y5/Y6
Year A	T1 Being Me in My World T2 Celebrating Difference T3 Dreams & Goals T4 Healthy Me T5 Relationships T6 Changing Me	T1 Being Me in My World T2 Celebrating Difference T3 Dreams & Goals T4 Healthy Me T5 Relationships T6 Changing Me	T1 Being Me in My World T2 Celebrating Difference T3 Dreams & Goals T4 Healthy Me T5 Relationships T6 Changing Me
Year B	T1 Being Me in My World T2 Celebrating Difference T3 Dreams & Goals T4 Healthy Me T5 Relationships T6 Changing Me	T1 Being Me in My World T2 Celebrating Difference T3 Dreams & Goals T4 Healthy Me T5 Relationships T6 Changing Me	T1 Being Me in My World T2 Celebrating Difference T3 Dreams & Goals T4 Healthy Me T5 Relationships T6 Changing Me