2017-2018	LB1 6 weeks	LB2 AND 3 6.5 weeks	LB4 AND 5 7 weeks	LB6 5 weeks	LB7 6 weeks	LB8 7 weeks
2	Oceans and Seas	The Big Build	Fire Fire!	Brilliant Bletchley and Marvellous Milton Keynes		Clothes and Coverings
TPA Events	National Smile Week Sun Ready First Aid	Academy Council Selection Road Safety	Money Week Healthy Body, Happy Mind	Safer Internet Day Anti-bullying Day – NSPCC	SRE	Playmakers

	LB1	LB2 AND 3	LB4 AND 5	LB6	LB7	LB8
	Geography • Seas around the UK • Use basic geographical vocabulary to refer to key physical and human features, including: beach, cliff, coast, sea, ocean, river, port and harbour	Geography Focus on the use and development of the natural landscape • Identify the reasons why people built castles and their choice of location (rule the land, defence, protection, access, shelter, water, food)	Geography • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas using simple maps, atlases and globes	Geography: **Why does Milton Keynes have so many roundabouts?** **Why are the roads in Milton Keynes straight?** • Focus on the use and development of the natural landscape • Use aerial photographs and maps to plan perspectives to recognise landmarks, basic human and physical features (Xscape, Concrete Cows, Point, Stadium MK, Bletchley Park and MK Theatre) • Identify and locate their street / estate and plan their journey to school using print out maps and google maps • Devise a simple map; use and construct basic symbols in a key • Use four simple compass directions (N, S, E, W) and locational and directional language (far, near, left, right) to describe the location of features and routes on a map • Identify key human features on a map of Bletchley including: town, village, factory, farm, house, office, shop, church, school, public phone, car park, camp site and city		Geography • Understand geographical similarities and differences through studying the human and physical geography of a modern town (Milton Keynes) and of an old contrasting town (Stony Stratford)
	History • Life at sea including dangers associated with living and working on the sea: fishermen and visitors to the beach • The work of RNLI • Impact of Grace Darling and her importance in sea rescue	History • Compare and contrast similarities and differences between the main features of a motte and bailey castle and a stone keep castle and explain the reasons for the similarities and differences • Castle construction, defence, moat and siege • Study human life inside castles: inhabitants, jobs and entertainment	History Events beyond living memory that are significant nationally or globally • Story of Guy Fawkes and The Gunpowder Plot – main events, impacts and consequences	History Events beyond living memory that are significant nationally or globally • Great Fire of London and Samuel Pepys – main events, impacts and consequences, points of view and personal experiences	History Significant historical events, people and places in their own locality • MK in the news - significant events and people including their impact on daily life (Mayor David Hopkins, Greg Rutherford, Pete Winkelman) • Life in the past in our community – (Bletchley library, past pupils i.e. parents / grandparents of children in TPA, Bletchley Park)	History No coverage expected
	Science **Living Things and Their Habitats** • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including microhabitats	Science **Animals Including Humans** • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene	Science No coverage expected	Science **Plants** • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy • Germination and growth		Science (SMSC links) • Study clothes and dress around the world (sari, kilt, tracht, maasai beadwork, flamenco dress and kimono) and compare the similarities and differences and understand the reasons for them: climate, materials on offer, tradition, culture, protection • Study creature skins (fur, feather, scales) and compare the different needs / purposes of the range of skins for animals in different parts of the world • Investigate the reasons how and why animals adapt to their surroundings

	• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food **Floating & Sinking** • Boats afloat (materials that sink and float)				(camouflage / disguise) **Use Of Everyday Materials** • Identify and compare the suitability of a variety of everyday materials, for particular uses, including: wood, metal, plastic, glass, brick, rock, paper and cardboard • Find out how the shapes of solid objects made from some materials can be changed by: squashing, bending, twisting and stretching • Link properties to the uses of materials (an umbrella is made of several materials) • Distinguish between natural and man-made fabrics and where they come from / made
	Art **3D –Sea Sculptures** • Research different images of the sea focusing on patterns and textures • Show an awareness of natural and man-made forms • Decorate using different techniques • Carve and manipulate material • Plan a model inspired by the sea (fish, boat etc.) • Create clay model	DT **Food Technology – Sandwich Project** • Evaluate a range of healthy sandwich fillings from different food groups • Identify 5 main food groups and sort foods into groups • Design, make and evaluate a sandwich with a healthy filling • Understand basic food hygiene and safety points • Cut, peel and grate fillings	Art **Paint Skills - Tone** • Create tones of one colour using white • Create darker tones of colours without using black	Art **Print and Pattern – Concrete Cows** • Look at examples of concrete cows • Investigate using patterns by repeating and overlapping patterns using natural and man-made patterns from experiences on visit • Print using a variety of objects and colours • Cut and layer prints to complete collage in a cow shape		Art / DT No coverage expected
	RE **How and why are some stories and books sacred and important in religion?** • Overview of what the Bible is and who it is important to • Old Testament: Noah and the Ark and Jonah and the whale	RE No coverage expected	RE **How and why are religious celebrations important to some people?** • Recap the Christian Christmas story • Importance of Hanukkah to some Jews • Ways in which some Jews celebrate Hanukkah	RE **Special Places** • Identify key features and their purpose in a Synagogue and a Church **How and why do some symbols express religious meaning?** • The Sabbath and the importance of it to some Jews • Importance of the home ceremony which includes lighting candles	RE **How and why are religious celebrations important to some people?** • Easter story and the importance of Easter to some Christians • Lent and the idea of giving something up for love	RE No coverage expected
	PSHE & SMSC **Personal Development** • Right and wrong • Is it fair? • Rules	PSHE & SMSC **Citizenship** • What do you think? • Whole-class discussion • Voting	PSHE & SMSC **Keeping Safe** • The things around you • Other people's needs • Being responsible for yourself	PSHE & SMSC **Caring For Myself and Others** • Healthy lifestyles and diet • The school community • People in the local community	PSHE & SMSC **Well-being** • The school environment • The local environment • Counting the cost	PSHE & SMSC **Looking Forward** • What have I achieved?
	Computing (Y1 objectives) Further plans available on request • Communication and collaboration • Algorithms and	Computing Further plans available on request • Multimedia and word processing • Graphics • E-safety online research	Computing Further plans available on request • Multimedia and word processing • Graphics	Computing Further plans available on request • Digital imagery • Algorithms and programming • E-safety communication and collaboration		Computing Further plans available on request • Communication and collaboration • Algorithms and programming • E-safety E-awareness

programming • E-safety online		• E-safety online research		
Specialist subjects with discreet plans available on request • PE • Dance • Music • Spanish	Specialist subjects with discreet plans available on request • PE • Dance • Music • Spanish	Specialist subjects with discreet plans available on request • PE • Dance • Music • Spanish	Specialist subjects with discreet plans available on request • PE • Dance • Music • Spanish	Specialist subjects with discreet plans available on request • PE • Dance • Music • Spanish