

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	
4	Roman Empire	Chembakolli	20 th Century Britain		Words Along Wires	Reduce, Reuse, Recycle	
TPA Events	National Smile Week Sun Ready First Aid	Academy Council Selection First News Debate – Inspiring Pupil Voice (Y4-6) Road Safety	Money Week Healthy Body, Happy Mind	Safer Internet Day Anti-bullying Day – NSPCC	SRE	Playmakers	
	<u>Geography</u> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe - Focus on Italy and England Name and locate counties and cities of the UK – link to Roman cities i.e. Bath, St Albans 	<u>Geography</u> <p>Which place is more self-sufficient, Bletchley or Chembakolli?</p> <p>Study the human and physical geographical similarities and differences between Bletchley and Chembakolli</p> <ul style="list-style-type: none"> Location and landscape Housing Work and farming Trade and jobs (Fairtrade) Sustainability 	<u>Geography</u> <p>What does Geograph show about Milton Keynes?</p> <p>What aspects of human and physical geography do we think is important and should be shown on Geograph?</p> <ul style="list-style-type: none"> Use maps and digital / computer mapping to locate Milton Keynes and its surrounding area and describe features studied including landscape, land use and contours Take photos of the local area (Water Eaton, Bletchley, Fenny Stratford) including: significant buildings, places of worship, schools, businesses etc and add them to Geograph with a written explanation and a map highlighting the location Use compass points, grid references and OS map symbols 		<u>Geography</u> <ul style="list-style-type: none"> Identify and locate key topographical features of the UK. Physical e.g. mountains, coasts, rivers and human e.g. rail, road, cities 	<u>Geography</u> <p>How does weather and climate affect our lives now?</p> <p>What are the impacts of recycling now on our lives and environment in the future?</p> <ul style="list-style-type: none"> Eco footprint – consumption of natural resources and environmental impact, food production and waste management, energy sources (renewable and non-renewable), future of energy Worries of the world - impact of global warming, hole in the ozone layer, greenhouse gases and UK climate change Green fingers – importance of growing your own, organic gardening, compost benefits, reduce, reuse and recycle 	
	<u>History</u> <p>Why was the Roman army so successful in battle?</p> <ul style="list-style-type: none"> Investigate Julius Caesar's attempted invasion in 55-54 BC and the reasons for his failure Impact of the Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall Understand that sources about Boudicca contradict each other Make a comparison of these accounts which give different viewpoints <p>What have the Romans done for us?</p> <ul style="list-style-type: none"> Romanisation of Britain and the positive impact of technology, transport and culture on modern day living 		<u>History</u> <p>What was it like for children in the Second World War?</p> <ul style="list-style-type: none"> Learn about the key leaders, events and dates of the war (Battle of Britain, D Day, VE Day) Understand what children felt when they were evacuated and the impact it had upon their lives Understand the impact bombing had upon the lives of children and young people (air raids, shelters, blackout, Blitz) Identify some similarities and differences between the war as experienced by those in rural areas and those living in cities like London (Women's Land Army) Understand how children felt about rationing and the impact it had on their health and diets (campaigns - Dig For Victory) Investigate the contribution of Bletchley Park 		<u>History</u> <p>Investigate the life of people at different times and places in the past and compare their contributions whilst discovering how people have worked to overcome difficulties</p> <ul style="list-style-type: none"> Study different ways of sending a message, compare and explain the different communication systems and how they work (postal mail, telegraph, telephone, email, text message) Compare two significant communication systems and identify advantages and disadvantages to both in historical living and modern living - Samuel Morse (Telegraph / Morse Code) & Alexander Bell (Telephone) 		<u>History</u> <p>No coverage expected</p>
	<u>Science</u> <p>Changes In Materials</p> <ul style="list-style-type: none"> Investigate the two main methods of Roman writing: beeswax writing tablets (letters are scratched into the wax and then smoothed out and re-written many times) and carbon ink (made from powdered soot, vinegar and gum arabic to write on papyrus, parchment or wood) Make own coloured fabrics using natural dyes; 	<u>Science</u> <p>Living Things And Their Habitats</p> <ul style="list-style-type: none"> 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 Recognise that environments can change and that this can sometimes pose dangers to living things 	<u>Science</u> <p>Animals Including Humans</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 <p>Circuits</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 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 		<u>Science</u> <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 	<u>Science</u> <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 part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	

