

2018-2019	LB1 6 weeks June - July	LB2 AND 3 9 weeks Aug - Nov	LB4 6 weeks Nov - Dec	LB5 7 weeks Jan - Feb	LB6 7 weeks Feb - April	LB7 4 weeks April - May
1	Brilliant Bodies	Changes	Reach For The Stars	Wildlife Wonders		Great Explorers
TPA Events	Sports Day TPA's Got Talent First Aid	Academy Council Selection Oral Hygiene Book Fair	Money Week Winter Fair	Safer Internet Day Art Week	RSE	Spring Fair
	<u>Geography</u> <ul style="list-style-type: none"> Use fieldwork and observational skills to study the geography of the school and its surrounding environment Identify land use around the school Manmade and physical features 	<u>Geography</u> No expected coverage	<u>Geography</u> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK 	<u>Geography</u> <ul style="list-style-type: none"> Identify similarities and differences between UK and a contrasting non-European location Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 		<u>Geography</u> <ul style="list-style-type: none"> Understand the differences between: ocean, sea, river, stream, lake and pond Understand the differences between: hamlet, village, town and city
	<u>History</u> No expected coverage	<u>History</u> Changes within children's own living memory. Where appropriate, these should be used to reveal change in national life. Gain an understanding that there can be a range of sources of information which may offer a contrast in opinion and points of view. Learning must be meaningful and focus on the impact of changes in the local area / community. <ul style="list-style-type: none"> Think about what they do when they leave school - create pictures and write captions to represent their lives today and start a timeline Discuss and write down what they think their parents did at the end of their school day and how this is similar or different to today's children Children interview parents, grandparents etc. about changes in tasks and roles in and around the house Compare the experiences of more than one generation, remarking on what is similar and different Sorting toys, toy materials and making a traditional toy, look at children's books old and new, investigate and compare book illustrations old and new 	<u>History</u> Study the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <ul style="list-style-type: none"> A study of the voyage Neil Armstrong experienced; focusing on: aims, perils and discoveries Explore the impacts that his journey and discoveries have had on life then and life now and how they may shape the future Look at the invention of the plane by the Wright brothers and explore how this invention changed society – link to DT 	<u>History</u> No expected coverage	<u>History</u> Study the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Consistently challenge children to think for themselves and to draw their own conclusions. Develop the skills to ask and answer well-focused historical questions and to become critical commentators on the topics studied. <ul style="list-style-type: none"> A comparison of similarities and differences experienced by Roald Amundsen / Ernest Shackleton and Christopher Columbus; focusing on: their aims, journeys, perils and discoveries Explore the impacts that their journeys and discoveries have had on life then and life now and how they may shape the future 	
	<u>Science</u> Animals Including Humans <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Identify, name, describe and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds, mammals and pets Identify and name a range of common animals that are 	<u>Science</u> Everyday Materials <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including: wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties 	<u>Science</u> Seasonal Changes <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Record the sun movement and temperature Investigate shadows Weather changes and weather charts Migration and hibernation 	<u>Science</u> Animals <ul style="list-style-type: none"> Investigate African animals (hippo, elephant, rhino and lion) and compare their contrasting habitat to Arctic animals (snowy owl, arctic hare, narwhal and polar bear) Explore the notion of predator and prey focusing on the above mentioned animals and gain an understanding of why both predator and prey exist Investigate animal protection (bright colours, stinky smells, nasty tastes, bite and stings) and understand the importance of these in their natural habitat 	<u>Science</u> Plants <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and comparing shapes of leaves / flowers and the fruit different trees bear Identify and describe the basic structure of a variety of common flowering plants, including trees Observational drawings Seasonal changes and effect Harvest 	

carnivores, herbivores and omnivores				
<u>Art</u> Drawing – Self Portraits <ul style="list-style-type: none"> • Draw head and shoulders portrait • Use a variety of drawing tools • Discuss use of and name colours • Explain views about personal artwork and other peoples art work • Include details in proportion 	<u>DT</u> Resistant Materials – Shadow Toys <ul style="list-style-type: none"> • Research ways to create different shadows and ways to create movement • Design, make and evaluate a shadow puppet with moving parts 	<u>DT</u> Textiles – Understanding Textiles <ul style="list-style-type: none"> • Design and make a winter scene using textiles to add texture • Create a collage using a range of textiles to create a winter scene • Investigate, choose and sort textiles • Use equipment safely 	<u>Art</u> Paint – African Animal Landscapes <ul style="list-style-type: none"> • Practise drawing shapes to represent different parts of African animals • Investigate colours of sunsets • Mix a range of colours to paint a wash background using a range of tools • Add a silhouette using painted or cut out shapes 	<u>DT</u> Food Technology – Fruit Salad <ul style="list-style-type: none"> • Taste a range of fruits and evaluate flavour and texture • Understand the importance of food hygiene • Design, make and evaluate a fruit salad • Understand the importance of 5 portions of fruit and veg every day
<u>RE</u> No expected coverage	<u>RE</u> What do people believe about their God, people and the natural world? <ul style="list-style-type: none"> • Explore the Biblical Creation Story • Look at the importance of Harvest Festivals to some Christians • Look at the importance of Sukkot to some Jews 	<u>RE</u> How and why do some symbols express religious meaning? <ul style="list-style-type: none"> • Overview of key symbols in Christianity, including the Latin cross and the dove (hope) • Symbolism of light for some Christians and some Jews, looking at the similarities (Advent and Hanukkah) How and why are religious celebrations important to some people? <ul style="list-style-type: none"> • Look at what some Christians celebrate at Christmas • Ways in which some Christians celebrate Christmas 	<u>RE</u> How and why are religious celebrations important to some people? <ul style="list-style-type: none"> • Importance of Easter to some Christians • Ways in which some Christians celebrate Easter 	<u>RE</u> No expected coverage
<u>PSHE & SMSC</u> <ul style="list-style-type: none"> • How can I keep healthy? • What do I like/dislike and how does this make me feel? • What consequences does my behaviour have? • What am I good at and what can I do better? • How do I feel? • How do I keep myself clean? • How do medicines help me? • How do I keep myself safe online? • How do I stay safe on the road? • What makes me feel worried? 	<u>PSHE & SMSC</u> <ul style="list-style-type: none"> • What is my role in the Academy? • Where do I belong? • How can I help the world around me? • Does money grow on trees? • What makes me unique? • How am I the same as others? • Who looks after me? 	<u>PSHE & SMSC</u> <ul style="list-style-type: none"> • How am I feeling? • What is fair/unfair? What is right/wrong? • How should I play with others? • What do you think? • Who is special to me? • How do we grow? • How do I keep myself safe? • What does it mean to be unkind? 		
Specialist subjects with discreet plans available on request PE Dance Music Spanish Computing				