

2016-2017	LB1 6 weeks	LB2 4 weeks	LB3 4 weeks	LB4 AND 5 7.5 weeks	LB6 6 weeks	LB7 6 weeks	LB8 6 weeks
1	Brilliant Bodies	Changes		Reach For The Stars	Wildlife Wonders		Great Explorers
	<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 Pictures of 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> No expected coverage
	<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 what is different. Children write a diary entry. 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 comparison of similarities and differences experienced by William Caxton and Tim Berners-Lee Explore the impacts that their work and discoveries have had on everyday life 	<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 Christopher Columbus and Neil Armstrong; 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 carnivores, herbivores and omnivores 	<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
	<u>Art & DT</u> No expected coverage	<u>Art & DT</u> Puppets and Shadow <ul style="list-style-type: none"> Explore ways to create different shapes Explore ways to create movement Create characters with moving parts 		<u>Art & DT</u> No expected coverage	<u>Art & DT</u> Drawing <ul style="list-style-type: none"> Practise drawing shapes to represent different parts of African animals Explore ways to use pencils when drawing and 		<u>Art & DT</u> Pop-up Cards and Sliders <ul style="list-style-type: none"> Use a range of materials including card, paper, scissors, string, crayons, paint, glue etc to create a pop up card

		<ul style="list-style-type: none"> • Create objects to use in the shadow puppet theatre • Use shadow puppets to improvise a story 		shading shapes <ul style="list-style-type: none"> • Draw shapes using different pencil techniques • Use pencils to create different drawing effects by shading shapes • Use sketching techniques to draw pictures of animals • Use sketching techniques to shade and colour pictures of animals 	
<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> SEAL - New Beginnings Personal Development (Folens) <ul style="list-style-type: none"> • Your special qualities • Feeling good and feeling bad • Learning from experience • Setting targets 	<u>PSHE & SMSC</u> SEAL – Getting On Citizenship (Folens) <ul style="list-style-type: none"> • Playing fair • Doing the right thing • Different views 	<u>PSHE & SMSC</u> SEAL - Say No To Bullying Keeping Safe (Folens) <ul style="list-style-type: none"> • What should we eat? • Clean choices • Exercise • Medicines • Thinking of safety Money Week	<u>PSHE & SMSC</u> SEAL - Going For Goals, Good To Be Me Ant-bullying <ul style="list-style-type: none"> • Teasing and bullying Safer Internet Day Media and Technology <ul style="list-style-type: none"> • Television and me • E-safety SEAL - Relationships (SRE), Changes (SRE) Well-being (Folens) <ul style="list-style-type: none"> • The things you do • Getting on with others • The people you meet • Caring for family and friends SRE Week	<u>PSHE & SMSC</u> SEAL - New Beginnings Looking Forward <ul style="list-style-type: none"> • What have I achieved? 	
<u>Computing Focus</u> No expected coverage	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> • Multimedia and word processing • Graphics • E-safety online exploration 	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> • Multimedia and word processing • Graphics • E-safety online exploration 	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> • Music and sound • Algorithms and programming • E-safety online research 	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> • Communication and collaboration • Algorithms and programming • E-safety online communication and E-awareness 	
Specialist subjects with discreet plans available on request <ul style="list-style-type: none"> • PE • Dance • Music • Spanish 	Specialist subjects with discreet plans available on request <ul style="list-style-type: none"> • PE • Dance • Music • Spanish 	Specialist subjects with discreet plans available on request <ul style="list-style-type: none"> • PE • Dance • Music • Spanish 	Specialist subjects with discreet plans available on request <ul style="list-style-type: none"> • PE • Dance • Music • Spanish 	Specialist subjects with discreet plans available on request <ul style="list-style-type: none"> • PE • Dance • Music • Spanish 	