

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
2	Oceans and Seas	The Big Build		Fire Fire!	Brilliant Bletchley and Marvellous Milton Keynes		Clothes and Coverings
	<u>Geography</u> <ul style="list-style-type: none"> <li>Seas around the UK (link to RNLI work)</li> <li>Use basic geographical vocabulary to refer to key physical and human features, including: beach, cliff, coast, sea, ocean and river, port and harbour</li> </ul>	<u>Geography</u> Focus on the use and development of the natural landscape <ul style="list-style-type: none"> <li>Identify the reasons why people built castles and their choice of location (rule the land, defence, protection, access, shelter, water, food)</li> </ul>	<u>Geography</u> <ul style="list-style-type: none"> <li>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</li> </ul>	<u>Geography:</u> <b>Why does Milton Keynes have so many roundabouts? Why are the roads in Milton Keynes straight?</b> <ul style="list-style-type: none"> <li>Focus on the use and development of the natural landscape</li> <li>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)</li> <li>Identify and locate their street/estate and plan their journey to school using print out maps and google maps</li> <li>Devise a simple map; use and construct basic symbols in a key</li> <li>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</li> <li>Identify key human features on a map of Bletchley including: town, village, factory, farm, house, office and shop, church, school, public phone, car park, camp site and city</li> </ul>	<u>Geography</u> <ul style="list-style-type: none"> <li>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)</li> </ul>		
	<u>History</u> <ul style="list-style-type: none"> <li>Life at sea including dangers associated with living and working on the sea from Sir Walter Raleigh (adventurer) to modern cruise liners and fishermen</li> <li>The work and importance of RNLI</li> <li>Impact of Grace Darling and her importance in sea rescue</li> </ul>	<u>History</u> <ul style="list-style-type: none"> <li>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</li> </ul>	<u>History</u> Events beyond living memory that are significant nationally or globally <ul style="list-style-type: none"> <li>Story of Guy Fawkes and The Gunpowder Plot – main events, impacts and consequences</li> <li>Great Fire of London and Samuel Pepys – main events, impacts and consequences, points of view and personal experiences</li> </ul>	<u>History</u> Significant historical events, people and places in their own locality <ul style="list-style-type: none"> <li>Study changes in local area - Look at old Bletchley and Fenny Stratford using old maps to compare what it is like now and how the developments have impacted community/lives/jobs</li> <li>MK in the news - significant events and people including their impact on daily life (Mayor Keith McLean, Greg Rutherford, Pete Winkelman)</li> <li>Life in the past in our community – (Bletchley library, past pupils i.e. parents/grandparents of children in TPA, Bletchley Park)</li> </ul>	<u>History</u> <b>No coverage expected</b>		
	<u>Science</u> <b>Living Things and Their Habitats</b> <ul style="list-style-type: none"> <li>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</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>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</li> </ul> <b>Floating and Sinking</b> <ul style="list-style-type: none"> <li>Boats afloat (materials that sink and float)</li> </ul>	<u>Science</u> <b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</li> </ul>	<u>Science</u> <b>No coverage expected</b>	<u>Science</u> <b>Plants</b> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>Germination and growth</li> </ul>	<u>Science (SMSC links)</u> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Investigate the reasons how and why animals adapt to their surroundings (camouflage and disguise - polar bear, tiger and zebra)</li> </ul> <b>Use Of Everyday Materials Around The World</b> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic,</li> </ul>		

					<p>glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>• Uses – link properties to the uses of materials. An umbrella is made of several materials</li> <li>• Distinguish between natural and man-made fabrics and where they come from/made</li> </ul>
<p><u>Art &amp; DT</u> <b>Sculpture – 3D</b></p> <ul style="list-style-type: none"> <li>• Carving/manipulating of materials</li> <li>• Clay model inspired by the sea (fish, boat etc.)</li> </ul>	<p><u>Art &amp; DT</u> <b>Painting and Collage</b></p> <ul style="list-style-type: none"> <li>• Explore two contrasting art mediums: collage and painting</li> <li>• Collage – Matisse (snail)</li> <li>• Create a piece of artwork in collage/paint</li> </ul>	<p><u>Art &amp; DT</u> <b>Crayon Etching</b></p> <ul style="list-style-type: none"> <li>• Create a fireworks picture using wax crayons</li> </ul>	<p><u>Art &amp; DT</u> <b>Colour and Pattern – link to visit</b></p> <ul style="list-style-type: none"> <li>• Describe shapes and patterns found in the town</li> <li>• Collect examples of patterns found on a building</li> <li>• Create examples of patterns of street furniture</li> <li>• Design tessellating patterns for use in the town</li> <li>• Make models of tile patterns using different materials</li> </ul>	<p><u>Art &amp; DT</u> <b>Textiles (link to Science)</b></p> <ul style="list-style-type: none"> <li>• Investigate materials used for different types of packaging</li> <li>• Explore ways to change and shape materials by cutting, folding etc.</li> <li>• Investigate ways to join different textiles/materials</li> <li>• Record simple nets for making a box/bowl to carry small objects</li> <li>• Create a box/bowl to carry objects</li> </ul>	
<p><u>RE</u> <b>How and why are some stories and books sacred and important in religion?</b></p> <ul style="list-style-type: none"> <li>• Overview of what the Bible is and who it is important to</li> <li>• Old Testament: Noah and the Ark and Jonah and the whale</li> </ul>	<p><u>RE</u> <b>No coverage expected</b></p>	<p><u>RE</u> <b>How and why are religious celebrations important to some people?</b></p> <ul style="list-style-type: none"> <li>• Recap the Christian Christmas story</li> <li>• Importance of Hanukkah for some Jews</li> <li>• Ways in which some Jews celebrate Hanukkah</li> </ul>	<p><u>RE</u> <b>Special Places</b></p> <ul style="list-style-type: none"> <li>• Identify key features and their purpose in a Synagogue and a Church</li> </ul> <p><b>How and why do some symbols express religious meaning?</b></p> <ul style="list-style-type: none"> <li>• The Sabbath and the importance of it to some Jews</li> <li>• Importance of the home ceremony which includes lighting candles</li> </ul> <p><b>How and why are religious celebrations important to some people?</b></p> <ul style="list-style-type: none"> <li>• Easter story and the importance of Easter to some Christians</li> <li>• Lent and the idea of giving something up for love</li> </ul>	<p><u>RE</u> <b>No coverage expected</b></p>	
<p><u>PSHE &amp; SMSC</u> <b>SEAL - New Beginnings</b></p> <p><b>Personal Development (Folens)</b></p> <ul style="list-style-type: none"> <li>• Right and wrong</li> <li>• Is it fair?</li> <li>• Rules</li> </ul>	<p><u>PSHE &amp; SMSC</u> <b>SEAL – Getting On</b></p> <p><b>Citizenship (Folens)</b> <b>School Council</b></p> <ul style="list-style-type: none"> <li>• What do you think?</li> <li>• Whole-class discussion</li> <li>• Voting</li> </ul>	<p><u>PSHE &amp; SMSC</u> <b>SEAL – Say No To Bullying</b></p> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• The things around you</li> <li>• Other people’s needs being responsible for yourself</li> </ul> <p><b>Money Week</b></p>	<p><u>PSHE &amp; SMSC</u> <b>SEAL - Going For Goals, Good To Be Me</b></p> <p><b>Caring For Myself and Others (Folens)</b></p> <ul style="list-style-type: none"> <li>• Healthy lifestyles and diet</li> <li>• Your communities</li> <li>• The school community</li> <li>• People in the local community</li> </ul> <p><b>Anti-bullying</b></p> <p><b>Safer Internet Day</b> <b>Media and Technology</b></p> <ul style="list-style-type: none"> <li>• Beyond school</li> <li>• E-safety</li> </ul> <p><b>SEAL - Relationship (SRE), Changes (SRE)</b></p> <p><b>Well-being (Folens)</b></p> <ul style="list-style-type: none"> <li>• The school environment</li> <li>• The local environment</li> <li>• Counting the cost</li> </ul> <p><b>SRE Week</b></p>	<p><u>PSHE &amp; SMSC</u> <b>SEAL – New Beginnings</b></p> <p><b>Looking Forward</b></p> <ul style="list-style-type: none"> <li>• What have I achieved?</li> </ul>	

	<u>Computing Focus (Y1 objectives)</u> Further plans available on request <ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Algorithms and programming</li> <li>• E-safety online communication and E-awareness</li> </ul>	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> <li>• Multimedia and word processing</li> <li>• Graphics</li> <li>• E-safety online research</li> </ul>	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> <li>• Multimedia and word processing</li> <li>• Graphics</li> <li>• E-safety online research</li> </ul>	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> <li>• Digital imagery</li> <li>• Algorithms and programming</li> <li>• E-safety communication and collaboration</li> </ul>	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> <li>• Communication and collaboration</li> <li>• Algorithms and programming</li> <li>• E-safety E-awareness</li> </ul>
	Specialist subjects with discreet plans available on request <ul style="list-style-type: none"> <li>• PE</li> <li>• Dance</li> <li>• Music</li> <li>• Spanish</li> </ul>	Specialist subjects with discreet plans available on request <ul style="list-style-type: none"> <li>• PE</li> <li>• Dance</li> <li>• Music</li> <li>• Spanish</li> </ul>	Specialist subjects with discreet plans available on request <ul style="list-style-type: none"> <li>• PE</li> <li>• Dance</li> <li>• Music</li> <li>• Spanish</li> </ul>	Specialist subjects with discreet plans available on request <ul style="list-style-type: none"> <li>• PE</li> <li>• Dance</li> <li>• Music</li> <li>• Spanish</li> </ul>	Specialist subjects with discreet plans available on request <ul style="list-style-type: none"> <li>• PE</li> <li>• Dance</li> <li>• Music</li> <li>• Spanish</li> </ul>