

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
3	Plants, Fossils and Rocks	Victorian Change			My Super Earth		Stone Age to Iron Age
	<u>Geography</u> <ul style="list-style-type: none"> <li>How fossils are formed, discovery of fossils in the UK including fossil hunting (Houghton Quarry, Corby, Irchester)</li> <li>Learn what footprints can tell us about dinosaurs and animal behaviour and adaptations</li> <li>Research the variety of extinction theories and consider arguments for and against each theory</li> </ul>	<u>Geography</u> <ul style="list-style-type: none"> <li>Investigate and compare transport networks in the UK: canals, railways and motorways</li> </ul>			<u>Geography</u> <p><b>How do rainforests affect the Earth's climate? What is the relationship between rainforests and the equator?</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Use maps, atlases and globes to locate key countries that forests are in and compare their locations - consider biomes, climate and weather</li> <li>Identify position and significance of latitude, longitude, equator, hemispheres in relation to rainforests</li> <li>Understand the importance of the water cycle, climate control and rainforests (source to sea, floodplain and the Amazon)</li> <li>Investigate life in a rainforest: impacts and consequences of settlements of indigenous tribes, farming, deforestation/extinction and animal habitats</li> </ul>	<u>Geography</u> <p><b>Where did early settlers choose to settle and why?</b></p> <ul style="list-style-type: none"> <li>Identify and describe places in the UK chosen by early settlers based on their human needs (shelter, warmth, food and drink) using the physical landscape (land type, land height, vegetation, protection, water supply, drainage)</li> </ul>	
	<u>History</u> <ul style="list-style-type: none"> <li>Significant findings and achievements of Mary Anning's work and how her early life shaped her career</li> </ul>	<u>History</u> <p><b>How did life change in Victorian times?</b></p> <ul style="list-style-type: none"> <li>Impacts of Queen Victoria and the British Empire</li> <li>Study life in London including the effects of poverty and the conditions in the workhouses</li> <li>Investigate the life of children and compare their experiences to modern day life (jobs, education &amp; Doctor Barnardo and his impact on modern life)</li> <li>Discover the developments in industry and identify the importance of the railways, George Stephenson &amp; The Great Exhibition</li> <li>Compare the lives of Florence Nightingale &amp; Mary Seacole and explain the importance of their work and their impact on everyday life</li> <li>Explore inventions of the time and the development of the Victorian Christmas and its influence on modern day celebrations (link to RE)</li> </ul>			<u>History</u> <p><b>No coverage expected</b></p>	<u>History</u> <p><b>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</b></p> <ul style="list-style-type: none"> <li>Study late Neolithic hunter-gatherers and early farmers, for example, Skara Brae and explore the impacts on life during this time</li> <li>Investigate the ways in which life changed when men learnt how to farm and use the land</li> <li>Understand developments in technology, tools and travel during the Bronze age and the results of the progress e.g. Stonehenge</li> <li>Impact of the developing trade routes and the success of trading and merchants during the Iron age</li> </ul>	
	<u>Science</u> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves, flowers</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul>	<u>Science:</u> <p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>Find patterns in the way that the sizes of shadows change</li> </ul>			<u>Science</u> <p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>Muscles and joints – look at the movements that each joint allows, before looking at how muscles control every move the body makes.</li> <li>Construct simple models to show how pairs of antagonistic muscles pull to work together</li> </ul>	<u>Science</u> <p><b>Changing Materials</b></p> <ul style="list-style-type: none"> <li>Solid or liquid – explore how solids solidify and melt at different temperatures – chocolate, butter</li> <li>Mixtures of solids – explore how to separate some materials that have been mixed i.e. tea leaves and water (sieving)</li> </ul>	
	<u>Art &amp; DT</u> <p><b>No coverage expected</b></p>	<u>Art &amp; DT</u> <p><b>Victorian Portraits and Photographs</b></p> <ul style="list-style-type: none"> <li>Explore how characters and locations are represented</li> </ul>			<u>Art &amp; DT</u> <p><b>Colour, Shape and Pattern</b></p> <ul style="list-style-type: none"> <li>Investigate examples of prehistoric rock art</li> </ul>	<u>Art &amp; DT</u> <p><b>Road Dahl Sweet Project - Sweet Packaging</b></p> <ul style="list-style-type: none"> <li>Disassemble sweet packaging to investigate</li> </ul>	

	<ul style="list-style-type: none"> <li>in old photos</li> <li>Practise sketching using shade and tone</li> <li>Explore how to record images using different media (paintings and photos)</li> <li>Create a portrait sketch in the Victorian style</li> </ul>	<ul style="list-style-type: none"> <li>Explore materials in the school grounds that can be used to provide colour</li> <li>Investigate ways to print shapes and patterns using natural materials</li> <li>Research and collect visual materials as preparation for painting</li> <li>Investigate ways to apply paint to different materials</li> <li>Produce examples of rock art</li> </ul>	<ul style="list-style-type: none"> <li>construction</li> <li>Look at different nets used for packaging</li> <li>Design and create packaging</li> <li>Evaluate and suggest improvements for future packaging</li> </ul> <p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>Make chocolate lollies</li> </ul>
<p><u>RE</u> <b>The History of Christianity</b></p> <ul style="list-style-type: none"> <li>Origins of Christianity</li> <li>Overview of the Old and New Testament and their similarities and differences</li> </ul>	<p><u>RE</u> <b>The History of Christianity</b></p> <ul style="list-style-type: none"> <li>Importance of religious leaders (Pope, Priest, Vicar, Bishop etc.) to some Christians</li> </ul>	<p><u>RE</u> <b>The History of Hinduism</b></p> <ul style="list-style-type: none"> <li>Origins of Hinduism</li> <li>What do some Hindus believe about their God and the Deities? Focus on 3 different Deities and what they represent</li> <li>Look at reasons for celebrating Holi and Diwali and the ways in which some Hindus celebrate these festivals</li> </ul> <p><b>Symbolism, Sacred Writings and Sacred Places in Hinduism</b></p> <ul style="list-style-type: none"> <li>Investigate symbolism and representation in Hinduism (Rangoli patterns, River Ganges, Yoga and Karma)</li> <li>Sacred writings and the importance of stories being passed down</li> <li>Investigate places of worship, including shrines at home and why these are important to some Hindus and what they represent to some Hindus</li> </ul>	<p><u>RE</u> <b>No coverage expected</b></p>
<p>PSHE &amp; SMSC <b>SEAL - New Beginnings</b></p> <p><b>Personal Development (Folens)</b></p> <ul style="list-style-type: none"> <li>Who am I?</li> <li>Similarities and differences</li> <li>Setting targets</li> <li>The work people do</li> </ul>	<p>PSHE &amp; SMSC <b>SEAL – Getting On</b></p> <p><b>Citizenship (Folens)</b></p> <ul style="list-style-type: none"> <li>Right and wrong</li> <li>Rules</li> <li>Responsibilities</li> <li>Communities</li> <li>Caring communities</li> <li>Our environment</li> </ul> <p><b>School Council</b></p> <p><b>SEAL – Say No To Bullying</b></p> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>Dangerous places</li> <li>Harmful materials</li> <li>Help!</li> <li>Safe choices</li> </ul> <p><b>Money Week</b></p>	<p>PSHE &amp; SMSC <b>SEAL - Going For Goals, Good To Be Me</b></p> <p><b>Lifestyle (Folens)</b></p> <ul style="list-style-type: none"> <li>Things that influence us</li> <li>Emergency call - 999</li> <li>Balanced diet</li> </ul> <p><b>Anti-bullying</b></p> <p><b>Safer Internet Day Media and Technology</b></p> <ul style="list-style-type: none"> <li>Communication</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>Togetherness</li> <li>What is a friend?</li> <li>Other people’s feelings</li> <li>Understanding others</li> </ul> <p><b>SRE Week</b></p>	<p>PSHE &amp; SMSC <b>SEAL – New Beginnings</b></p> <p><b>Looking Ahead</b></p> <ul style="list-style-type: none"> <li>What have I achieved?</li> </ul>
<p><u>Computing Focus (Y2 objectives)</u> Further plans available on request</p> <ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Algorithms and programming</li> <li>E-safety E-awareness</li> </ul>	<p><u>Computing Focus</u> Further plans available on request</p> <ul style="list-style-type: none"> <li>Multimedia and word processing</li> <li>Digital Imagery</li> <li>E-safety online research</li> </ul>	<p><u>Computing Focus</u> Further plans available on request</p> <ul style="list-style-type: none"> <li>Music and sound</li> <li>Algorithms and programming</li> <li>E-safety communication and collaboration</li> </ul>	<p><u>Computing Focus</u> Further plans available on request</p> <ul style="list-style-type: none"> <li>Communication and collaboration</li> <li>Algorithms and programming</li> <li>E-safety E-awareness</li> </ul>
<p>Specialist subjects with discreet plans available on request</p> <ul style="list-style-type: none"> <li>PE</li> <li>Dance</li> <li>Music</li> <li>Spanish</li> </ul>	<p>Specialist subjects with discreet plans available on request</p> <ul style="list-style-type: none"> <li>PE</li> <li>Dance</li> <li>Music</li> <li>Spanish</li> </ul>	<p>Specialist subjects with discreet plans available on request</p> <ul style="list-style-type: none"> <li>PE</li> <li>Dance</li> <li>Music</li> <li>Spanish</li> </ul>	<p>Specialist subjects with discreet plans available on request</p> <ul style="list-style-type: none"> <li>PE</li> <li>Dance</li> <li>Music</li> <li>Spanish</li> </ul>