

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
4	Roman Empire	Chembakolli		20th Century Britain		Words Along Wires	Reduce, Reuse, Recycle
	<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 (link to Roman invasion and conquest) Name and locate counties and cities of the UK – link to Roman cities i.e. Bath, St Albans Discuss origins of place names 	<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 & farming Trade & jobs (Fairtrade) Sustainability 		<u>Geography</u> <p>What does Geograph show about Milton Keynes? 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 		<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? 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? What have the Romans done for us?</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 Romanisation of Britain and the positive impact of technology, transport and culture on modern day living 	<u>History</u> <p>No coverage expected</p>		<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) and Alexander Graham Bell (Telephone) 	<u>History</u> <p>No coverage expected</p>
	<u>Science</u> <p>No coverage expected</p>	<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, including cells, wires, 		<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 	<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

			<ul style="list-style-type: none"> bulbs, switches and buzzers 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 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators and associate metals with being good conductors 	<ul style="list-style-type: none"> vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases 	
<u>Art & DT</u> No coverage expected	<u>Art & DT</u> Seurat – Pointillism <ul style="list-style-type: none"> Colour mixing Light and dark (shading) Investigate themes and ideas in a painting Investigate techniques to create different colours (paint) Practise techniques to create different colours Use pointillism to paint a picture 	<u>Art & DT</u> Shelters <ul style="list-style-type: none"> Explore ways that shelters are constructed Investigate ways to use materials and shapes to make a rectangular shape stronger Identify most effective shapes in a construction Select criteria and materials for a shelter Create a model of the planned shelter Test model against success criteria 	<u>Art & DT</u> No coverage expected	<u>Art & DT</u> Recycled Art and Sculpture <ul style="list-style-type: none"> Describe properties of material used in different sculptures Explore ways to change different materials to produce sculptures Join recycled materials to create a sculpture Design and make a Trashion outfit 	
<u>RE</u> The History of Islam <ul style="list-style-type: none"> Origins of Islam What do some Muslims believe about their God? Importance of the Qur'an to some Muslims 	<u>RE</u> The History of Islam <ul style="list-style-type: none"> Look at Eid and Ramadan, considering their meaning to some Muslims (the thankfulness of Allah's blessings) and the ways in which they are celebrated 	<u>RE</u> Symbolism, Sacred Writings and Sacred Places in Islam <ul style="list-style-type: none"> Investigate places of worship, when and how some Muslims worship Look at the role of an Imam as a teacher within the Mosque Importance of the Five Pillars to some Muslims and how some build these actions into their daily life Look at the importance of the pilgrimage to Mecca for some Muslims and develop an understanding as to why some Muslims do this 	<u>RE</u> Similarities and Differences <ul style="list-style-type: none"> Comparison based on what they have learnt in Years 3 and 4 for Christianity, Islam and Hinduism focusing on places of worship, key stories, symbolism and the ways in which some people celebrate festivals and the similarities and differences between these celebrations 	<u>RE</u> No coverage expected	
<u>PSHE & SMSC</u> SEAL - New Beginnings Personal Development (Folens) <ul style="list-style-type: none"> Different feelings What makes me feel this way? Points of view I can do it! 	<u>PSHE & SMSC</u> SEAL – Getting On Citizenship (Folens) <ul style="list-style-type: none"> Talking about issues Doing the right thing Making decisions Consequences Making difficult decisions Taking part School Council	<u>PSHE & SMSC</u> SEAL – Say No To Bullying Keeping Safe Outside School (Folens) <ul style="list-style-type: none"> Safety in my local area Personal safety Influences Money Week SEAL - Going For Goals, Good To Be Me Lifestyle <ul style="list-style-type: none"> Leisure and work Exercise Coping with stress Anti-bullying Safer Internet Day Media and Technology <ul style="list-style-type: none"> Media influence and me E-safety 	<u>PSHE & SMSC</u> SEAL - Relationships (SRE), Changes (SRE) Well-being (Folens) <ul style="list-style-type: none"> Changing friendships Looking after friendship Family fall-outs Stereotypes Challenging stereotypes Secrets 	<u>PSHE & SMSC</u> SEAL – New Beginnings Looking Forward <ul style="list-style-type: none"> What have I achieved? Wishes, hopes and dreams 	
<u>Computing Focus (Y3 objectives)</u> Further plans available on request <ul style="list-style-type: none"> Communication and collaboration Algorithms and programming E-safety E-awareness 	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> Multimedia and word processing Music and sound E-safety online research 	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> Multimedia and word processing Music and sound E-safety online research 	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> Graphics Algorithms and programming E-safety communication and collaboration 	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> Communication and collaboration Algorithms and programming E-safety 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• MusicSpanish	Specialist subjects with discreet plans available on request <ul style="list-style-type: none">• PE• Dance• MusicSpanish	Specialist subjects with discreet plans available on request <ul style="list-style-type: none">• PE• Dance• MusicSpanish	Specialist subjects with discreet plans available on request <ul style="list-style-type: none">• PE• Dance• MusicSpanish
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