

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
5	<b>Anglo-Saxons and Scots</b>	<b>Space</b>		<b>Vikings</b>	<b>Around the World</b>		<b>Earth Matters</b>
	<u>Geography</u> <b>How has Buckinghamshire changed over time?</b> <ul style="list-style-type: none"> <li>Identify land-use patterns of Buckinghamshire and how they have changed over time using maps both old and new</li> <li>Look at present land use – human (residential, economical, agricultural) and physical ( woods, rivers, land height, drainage)</li> </ul>	<u>Geography</u> <b>No expected coverage</b>		<u>Geography</u> <b>Where are our local woods? Where are other woods and forests in the world and how are they similar and different to the woods/forests in the UK?</b> <ul style="list-style-type: none"> <li>Focus on settlements and human activity including use of the woods/forests (shelter, protection, fuel, food, medicine)</li> <li>Compare and contrast different ecosystems and investigate biodiversity on this planet</li> <li>Discover how changing forests and sustainable development are linked to one another and the impact it has on our environment</li> </ul>	<u>Geography</u> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Cumbria-Lake District), a region in a European country (France-Provence-Alpes-Côte d'Azur, Alps) and a region within North America (Canada-Rockies)</li> <li>Describe and understand key aspects of mountainous regions including: types of settlement and land use, economic activity including tourism and the distribution of natural resources including energy, food, minerals and water</li> </ul>		<u>Geography</u> <b>Why are earthquakes and volcanoes located in certain places in the world? How are earthquakes and volcanoes related?</b> <ul style="list-style-type: none"> <li>Formation, location, cross section and structure</li> <li>Plate tectonics, zones, causes</li> <li>Survival and recovery</li> </ul>
	<u>History</u> <b>What happened to Britain when the Romans left?</b> <ul style="list-style-type: none"> <li>Investigate the Roman withdrawal from Britain in AD 410 and the fall of the western Roman Empire</li> <li>Understand why the Anglo-Saxons invaded and suggest reasons why they came to Britain</li> <li>Describe and understand key aspects of Anglo-Saxon invasions and identify aspects of village life from different perspectives</li> </ul>	<u>History</u> <ul style="list-style-type: none"> <li>Investigate rocket flight and consider how we get into Space</li> <li>Study the work of NASA and research the mission 'Deep Impact'.</li> <li>Explore and understand the importance of Space exploration from 1940's to now</li> <li>Discover the impact the moon landing in 1958 had on Space exploration and the development of technology in recent years</li> </ul>		<u>History</u> <b>How well did the Anglo-Saxons and Vikings get on with each other?</b> <ul style="list-style-type: none"> <li>Study the nature of the conflict between Saxons and Vikings and the contribution made by Alfred the Great</li> <li>Discover what made the Vikings successful and consider the experience of a Viking raid from the Anglo-Saxon perspective</li> </ul>	<u>History</u> <b>Ancient Greeks</b> <ul style="list-style-type: none"> <li>Investigate the ruling system, Troy, Sparta, Athens and explore the consequences and impacts of their actions</li> <li>Study the development of democracy from its creation in Ancient Greece and compare to British democracy in modern day. Consider similarities and differences and the main areas of progress (SMSC links)</li> <li>Research the Olympic flame and its origins in Olympia and explore the journey made and consider the importance of the god Zeus in the Games</li> <li>Compare the ancient games to modern day Olympics</li> </ul>		<u>History (SMSC links)</u> Study an aspect of history that extends children's chronological knowledge beyond 1066 <ul style="list-style-type: none"> <li>Study the changes in social history during the time of Martin Luther King</li> <li>Understand the motivation behind and the significance of the Montgomery Bus Boycott</li> <li>Recognise the importance of Nelson Mandela's work and the significant impact he had on his country and for human rights</li> </ul>
	<u>Science</u> <b>Living Things And Their Habitats</b> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul>	<u>Science</u> <b>Earth &amp; Space</b> <ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>Describe the movement of the moon relative to the Earth</li> <li>Describe the sun, Earth and moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>		<u>Science</u> <b>Forces (Viking Longship)</b> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	<u>Science</u> <b>Animals Including Humans (SRE links)</b> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul>		<u>Science</u> <b>Properties And Changes Of Materials</b> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>

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<u>Art &amp; DT</u> <b>No coverage expected</b>	<u>Art &amp; DT</u> <b>Sculpture - Planets</b> <ul style="list-style-type: none"> <li>Use papier mache to mould different shapes</li> <li>Add features to a model planet</li> </ul>	<u>Art &amp; DT</u> <b>No coverage expected</b>	<u>Art &amp; DT</u> <b>Construction</b>	<u>Art &amp; DT</u> <b>No coverage expected</b>	
<u>RE</u> <b>No coverage expected</b>	<u>RE</u> <b>Importance of Prayer in some Religions</b> <ul style="list-style-type: none"> <li>Learn what prayer is, what it represents / symbolises and where / when it is practised in Christianity, Islam and Hinduism</li> <li>Look at the meaning of the Lord's Prayer to some Christians</li> <li>Look at the importance of Salat and ritual prayer in Islam for some Muslims</li> </ul>	<u>RE</u> <b>The History of Sikhism</b> <ul style="list-style-type: none"> <li>Origins of Sikhism</li> <li>Develop an understanding of what some Sikhs believe about their God and their Gurus</li> <li>Importance of Diwali and Vaisakhi to some Sikhs and look at the ways in which some Sikhs celebrate these festivals</li> </ul>	<u>RE</u> <b>Symbolism, Sacred Writings and Sacred Places in Sikhism</b> <ul style="list-style-type: none"> <li>Investigate symbolism and customs and representation in Sikhism (The Five K's, The Sikh Calendar)</li> <li>Look at the sacred writings and the importance of stories and teachings being passed down</li> <li>Investigate places of worship (Gurdwara) and the rituals and traditions that happen within this building and the importance of these to some Sikhs</li> </ul> <b>Atheism</b> <ul style="list-style-type: none"> <li>Investigate the various facets of atheism including some atheists belief of evolution and God as a man-made creation</li> <li>Look at some atheists rites of life including civil weddings / partnerships and how some religious people may still chose non-religious ceremonies</li> <li>Varying reasons for non-belief and the focus that everyone is entitled to their choice / beliefs / opinions but we should all respect one another's views</li> </ul>	<u>RE</u> <b>No coverage expected</b>	
<u>PSHE &amp; SMSC</u> <b>SEAL - New Beginnings</b>  <b>Personal Development (Folens)</b> <ul style="list-style-type: none"> <li>Personal qualities</li> <li>Resolutions</li> <li>Learning from mistakes</li> <li>A to Z of feelings</li> <li>Emotions and actions</li> </ul>	<u>PSHE &amp; SMSC</u> <b>SEAL – Getting On</b>  <b>Citizenship (Folens)</b> <ul style="list-style-type: none"> <li>Right and wrong</li> <li>Anti-social behaviour</li> <li>Responsibilities in the family</li> <li>Responsibilities in school</li> <li>Services</li> </ul> <b>School Council</b> <ul style="list-style-type: none"> <li>Local democracy</li> <li>Debating environmental issues</li> </ul>	<u>PSHE &amp; SMSC</u> <b>SEAL – Say No To Bullying</b>  <b>Responsibility (Folens)</b> <ul style="list-style-type: none"> <li>Telling the truth</li> <li>Sharing responsibilities</li> <li>Basic first aid</li> </ul> <b>Money Week</b>	<u>PSHE &amp; SMSC</u> <b>SEAL – Going For Goals, Good To Be Me</b>  <b>Lifestyle (Folens)</b> <ul style="list-style-type: none"> <li>Clean choices</li> <li>Harmful substances</li> <li>Unsafe places</li> <li>Playing safe</li> <li>Weighing it up</li> <li>Emergency</li> </ul> <b>Anti-bullying</b>  <b>Safer Internet Day</b> <b>Media and Technology</b> <ul style="list-style-type: none"> <li>My computer and me</li> <li>Media influence</li> <li>E-safety</li> </ul> <b>SEAL - Relationship (SRE), Changes (SRE)</b>  <b>Well-being (Folens)</b> <ul style="list-style-type: none"> <li>Liking and loving</li> <li>Prejudice</li> <li>Teasing and offensive behaviour</li> <li>Respecting other's feelings</li> <li>People's lives</li> </ul> <b>SRE Week</b>	<u>PSHE &amp; SMSC</u> <b>SEAL – New Beginnings</b>  <b>Looking Ahead</b> <ul style="list-style-type: none"> <li>What have I achieved?</li> </ul>	

	<u>Computing Focus (Y4 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 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>• Music and sound</li> <li>• Digital imagery</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>• Music and sound</li> <li>• Digital imagery</li> <li>• E-safety online research</li> </ul>	<u>Computing Focus</u> Further plans available on request <ul style="list-style-type: none"> <li>• Modelling and simulation</li> <li>• Algorithms and programming</li> <li>• Communication and collaboration</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>• Data</li> <li>• Algorithms and programming</li> <li>• Communication and collaboration</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>