

Yearly Overview/ Coverage Planning/ Possible Lines of Direction 2017/2018

<p>Term 1: <i>Tremendous Timelines</i>: To include Behaviours for Learning, Outdoor Learning, Philosophy and G Mind set across the year.</p> <p>Core Texts: Stone Age Boy, Window, Non Fiction Texts</p>	<p>Term 2: <i>Mythical Creatures</i>: Core Texts : Percy Jackson, The Jabberwocky</p>	<p>Term 3: <i>Magical Gardens</i>: Core Text: Midsummer Night's Dream. Tom's Midnight Garden, Non Fiction Texts</p>																								
<p>KS2 History: To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>WOW:. <i>Show illustrations of how life changed from Stone Age to 1066; focus on clothing; shelter; food; weapons, etc.</i></p> <table border="1" data-bbox="0 850 721 1500"> <tr> <td data-bbox="0 850 116 951">LC1</td> <td data-bbox="116 850 721 951">What do we know about the first people who lived in Britain?</td> </tr> <tr> <td data-bbox="0 951 116 1090">LC2</td> <td data-bbox="116 951 721 1090">How could you cope with communicating without a common language?</td> </tr> <tr> <td data-bbox="0 1090 116 1190">LC3</td> <td data-bbox="116 1090 721 1190">How did the Roman invasion change the life of Britons?</td> </tr> <tr> <td data-bbox="0 1190 116 1329">LC4</td> <td data-bbox="116 1190 721 1329">Who were the famous Romans and what can we find out about them?</td> </tr> <tr> <td data-bbox="0 1329 116 1500">LC5</td> <td data-bbox="116 1329 721 1500">Why did the Romans leave Britain?</td> </tr> </table>	LC1	What do we know about the first people who lived in Britain?	LC2	How could you cope with communicating without a common language?	LC3	How did the Roman invasion change the life of Britons?	LC4	Who were the famous Romans and what can we find out about them?	LC5	Why did the Romans leave Britain?	<p>KS2 Geography: understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country;</p> <p>KS2 History: A study of Greek life and achievements and their influence on the western world</p> <p>WOW: Visit from a Greek warrior, dressed accordingly, with expectation that children already have questions ready of him.</p> <table border="1" data-bbox="721 1137 1435 1500"> <tr> <td data-bbox="721 1137 840 1276">LC1</td> <td data-bbox="840 1137 1435 1276">Where is Greece and why do so many people enjoy going on holiday there?</td> </tr> <tr> <td data-bbox="721 1276 840 1415">LC2</td> <td data-bbox="840 1276 1435 1415">How do Greece's physical features, including its climate differ from ours?</td> </tr> <tr> <td data-bbox="721 1415 840 1500">LC3</td> <td data-bbox="840 1415 1435 1500">How does Greece's climate impact on its</td> </tr> </table>	LC1	Where is Greece and why do so many people enjoy going on holiday there?	LC2	How do Greece's physical features, including its climate differ from ours?	LC3	How does Greece's climate impact on its	<p>KS2 Science : identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>WOW: Start by making a fruit salad and discuss the fruit used and the seeds produced. Plant found seeds.</p> <table border="1" data-bbox="1435 1106 2235 1500"> <tr> <td data-bbox="1435 1106 1554 1206">LC1</td> <td data-bbox="1554 1106 2235 1206">What is blossom and why is it so important for the fruit we grow?</td> </tr> <tr> <td data-bbox="1435 1206 1554 1307">LC2</td> <td data-bbox="1554 1206 2235 1307">How can you make a presentation to show the life cycle of an apple?</td> </tr> <tr> <td data-bbox="1435 1307 1554 1407">LC3</td> <td data-bbox="1554 1307 2235 1407">Could we grow any fruit in this country? If not why not?</td> </tr> <tr> <td data-bbox="1435 1407 1554 1500">LC4</td> <td data-bbox="1554 1407 2235 1500">How can you capture the beauty of the blossom?</td> </tr> </table>	LC1	What is blossom and why is it so important for the fruit we grow?	LC2	How can you make a presentation to show the life cycle of an apple?	LC3	Could we grow any fruit in this country? If not why not?	LC4	How can you capture the beauty of the blossom?
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LC6	Who were the Anglo-Saxons, and how did they improve Britain?		people?	LC5	What happens to the water that you put into the soil to help a plant grow?
LC7	When did Christianity first come to Britain and where were the first churches built?	LC4	Who were the Ancient Greeks and what did we learn from them?	LC6	What do we mean by seed dispersal and why is it so important for our plants?
LC8	Where did the Vikings come from and which parts of Britain did they occupy?	LC5	How would a tourist to Greece today be reminded of the power of the Ancient Greeks?	LC7	Why is it so important for us to look after the bees in our country?
LC9	How has crime and punishment changed over the ages?	LC6	...and the Oscar goes to? (Which Greek God would you choose to receive a special award?)	LC8	Reflection: Choose one of these areas and perform a presentation to the rest of the class: Why are bees important to us?; Where did that apple come from?; What is seed dispersal?
LC10	Reflection: In groups, can you trace the main changes in the following features of British life from Stone age to 1066: food; art, music and culture; weapons; language; homes?	LC7	Would you have enjoyed being an Olympian?		
		LC8	What is democracy and what part did the Greeks have in creating it?		
		LC9	How would you go about reproducing a clay pot in the style of the Greeks?		
		LC10	Reflection: Children to put on a special Greek event for parents to include features of ancient and modern Greece.		