

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

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| <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>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 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: Show illustrations of how life changed from Stone Age to 1066; focus on clothing; shelter; food; weapons, etc.</p> | <p>KS2 History: A study of Greek life and achievements and their influence on the western world</p> | <p>WOW: Start by making a fruit salad and discuss the fruit used and the seeds produced. Plant found seeds.</p> |
| <p>LC1 What do we know about the first people who lived in Britain?</p> | <p>WOW: Visit from a Greek warrior, dressed accordingly, with expectation that children already have questions ready of him.</p> | <p>LC1 What is blossom and why is it so important for the fruit we grow?</p> |
| <p>LC2 How could you cope with communicating without a common language?</p> | <p>LC1 Where is Greece and why do so many people enjoy going on holiday there?</p> | <p>LC2 How can you make a presentation to show the life cycle of an apple?</p> |
| <p>LC3 How did the Roman invasion change the life of Britons?</p> | <p>LC2 How do Greece's physical features, including its climate differ from ours?</p> | <p>LC3 Could we grow any fruit in this country? If not why not?</p> |
| <p>LC4 Who were the famous Romans and what can we find out about them?</p> | <p>LC3 How does Greece's climate impact on its</p> | <p>LC4 How can you capture the beauty of the blossom?</p> |
| <p>LC5 Why did the Romans leave Britain?</p> | | |

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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? | | |
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| | | LC10 | Reflection: Children to put on a special Greek event for parents to include features of ancient and modern Greece. | | |