| AUTUMN | SPRING | SUMMER |
|---|---|--|
| There's no place like home | Rock and Roll! | What the Romans did for us |
| Children will delve into the history of their | The children will take a look at pre-historic | Children will learn about life in Celtic Britain |
| local area. They will find out what their local | life through reading poetry on the theme of | before going on to learn about the Romans. |
| area looked like in the past and at different | dinosaurs. The children will learn about | They will investigate when, how and why the |
| times. They will look at some key aspects of | Ancient Britain and find out what Britain was | Romans invaded Britain and study some key |
| their area's history such as the mills and | like after the dinosaurs became extinct. They | aspects of Roman life. They will also study |
| railway. | will discover how people were hunter- | why Boudicca tried to rebel against Roman |
| The children will learn where they are in the | gatherers and obtained their food from wild | rule and why she was defeated. |
| world and Europe. They will name the | plants and animals. The children will learn | The children will learn about the Lake District |
| countries and capital cities of the United | how eventually people began to settle and | as a special region of the United Kingdom. |
| Kingdom. The children will investigate the | farm. They will also have a look at the | They will look at how the Lake District is an |
| area where they live and describe a range of | mystery that is Stonehenge. The children will | example of a National Park and study the |
| physical and human features of their locality. | investigate earthquakes and volcanoes. They | landscape and settlements found in the Lake |
| The children will investigate using a range of | will learn what they are and why they occur. | District. |
| maps, aerial photos and satellite imagery. | The children will look at different types of rocks and study how fossils are formed. | |
| TY TO TY | | TT 1 0 |
| Healthy Humans | The Iron Man | How does your garden grow? |
| Children will focus on staying healthy. They | Children will observe how magnets attract or | Children will consider the importance of |
| will learn about the different food groups and | repel each other and attract some materials | plants to our life on Earth. They will |
| investigate how it is important to eat a | and not others. The children will have a go at | investigate what plants need to stay healthy. |
| healthy and balanced diet. They will consider | comparing and grouping together a variety of | The children will learn about the basic |
| how exercise is also an important part of a | everyday materials on the basis of whether | structure of a plant and the different |
| healthy lifestyle. The children will emphasize the importance of fruit and vegetables | they are attracted to a magnet, and identify some magnetic materials. The children will | functions they have. The children will also look at the structure of a flower. They will |
| through creating some amazing pieces of art. | describe magnets as having two poles and | discover how flowers are pollinated and how |
| The children will also learn about skeletons. | predict whether two magnets will attract or | their seeds are dispersed. |
| They will investigate the similarities and | repel each other, depending on which poles | then seeds are dispersed. |
| differences between human and animal | are facing each other. The children will learn | |
| skeletons and discover why skeletons are | about how light always comes from a source | |
| important. | and how shadows are created. | |