

Topic structure 2019	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	<p><b>Theme Let's Play</b>  <b>Science</b> Animals including Humans  Everyday materials</p> <p><b>Art</b> – Self Portraits  <b>DT</b> Sliding Mechanisms  <b>History</b> Changings within living memory: Toys</p> <p><b>Music</b> Let's Play  Production – signing and performing  <b>PE</b> Dance- Toys  Teamwork Trust and Trails – link to Forest School and PSHE  Outdoor Listening Skills</p> <p><b>Geography</b> – Human and Physical Features:  Paddington's Postcards  <b>PHSE</b> Beginning and Belonging. Family and Friends.  Anti-bullying  <b>RE</b> Who is Jesus? How and why do we celebrate birthdays?</p> <p><b>ICT</b> Painting Purple Mash/Internet Safety</p>		<p><b>Theme Wings, Fins and Tails Hot and Cold</b>  <b>Science</b> Seasonal Changes  Animals and Humans</p> <p><b>Art</b> Pattern and printing  <b>DT</b> Bridges  <b>History</b> Lives of significant individuals: Mary Anning  Events Beyond Living Memory:  Dinosaurs and Fossils  <b>Music</b> Charanga- Introducing Tempo and Dynamics  By the Sea – vocal body sounds  <b>PE</b> Multiskills Fundamentals 1  Dance – Flamenco and Moving Words  Gymnastics – Jumping Jacks  <b>Geography</b> Human and Physical Geography and Locational Knowledge of Hot and Cold Places</p> <p><b>PHSE</b> Diversity and Communities. Sex and Relationships Education. Drug Education  <b>RE</b> Why is it important to recognise the birth of a baby? Why is the bible important?</p> <p><b>ICT</b> Programming Touch Typing Games</p>		<p><b>Theme Grow, Grow Grow! Little Lords and Ladies</b>  <b>Science</b> Plants  Working Scientifically  <b>Art</b> Fruit Collage  <b>DT</b> Fruit Platters  <b>History</b> Events beyond living memory: Battle of Hastings  Lives of Significant Individuals: William the Conquerer  <b>Music</b> Charanga – Adding Rhythm and Pitch  Grow, Grow, Grow  <b>PE</b> Athletics Fundamentals 2  Gym- Rock and Roll/Jumping Jacks  <b>Geography</b> Our County- physical and human features  Local Area: Fieldwork and Place Knowledge  <b>PHSE</b> Personal Safety.  Managing Change  <b>RE</b> What makes a church a special place for Christians?  How do stories from the Gurus and the concept of seva affect Sikh children?  <b>ICT</b> Using and applying through Purple Mash  Word Processing skills</p>		
Year 2	<p><b>Theme What a wonderful world</b>  <b>Science</b> Living Things and their habitats  <b>DT</b> – Textiles</p>	<p><b>Kings and Queens</b>    <b>Art</b></p>	<p><b>Theme London's Burning</b>  <b>Science</b> Everyday materials  <b>Art</b> Sculpture – Tudor Clay Tiles  <b>DT</b> Cooking - Sandwiches</p>		<p><b>Theme Explorers</b>  <b>Science</b> Animals and plants  <b>DT</b> Textile Flags</p>	<p><b>Inside Out</b>  As last half term plus:  Working Scientifically  <b>Art</b> Sushi and Japanese Art  <b>Music</b> Call and Response</p>	

	<p><b>Music</b> Music Around the World  <b>PE</b> Games Unit 1  Dance – Magical Friendships  <b>Geography-</b> Locational Knowledge/Human and Physical Features/Fieldwork  <b>PHSE</b> Rights Rules and Responsibilities.  <b>RE</b> Should we look after our world?  <b>ICT</b> Computer Systems and Networks – IT Around us</p>	<p>Portraits- Kings and Queens  <b>History-</b> Lives of significant individuals – the roles and responsibilities of a monarch  Production – Singing and Performing  <b>PE</b> Trials, Trust and Teamwork  Gymnastics – Points of Contact 1  <b>PHSE</b>Anti-bullying  Myself and My Relationships  <b>RE</b> Why is Christmas important to Christians?  <b>Computing</b> E-Safety focus</p>	<p><b>History</b> Events beyond living memory and changes within living memory - Great Fire of London  <b>Music</b> Music in the Past  The Great Fire of London  <b>PE</b> Fundamentals 1 Multi-skills  Gym Dance  <b>Geography</b> Revisit past learning  <b>PHSE</b> Working Together. Financial Capability.  <b>RE</b> What are the ultimate questions?  What is important for Muslim's?  <b>ICT</b> Programming – Robot Algorithms, Intro to Animation and Quizzes</p>	<p><b>History</b> Changes with in living memory and lives of significant people:  Sir David Attenborough and the impact of Climate Change  <b>Music</b> KPow – Space  <b>PE</b> Gym Fundamentals 2  <b>Geography</b> Locational Knowledge, mapping skills and directional language  <b>PHSE</b> SRE  <b>RE</b> What is important for Jewish people?  <b>Computing</b> Creating Media – Digital Photography</p>	<p><b>PE</b> Athletics  <b>Geography</b> Place Knowledge – comparative study of St Ives, UK and a small area in India  <b>PHSE</b>Drug Education. Healthy Lifestyles.  <b>RE</b> How does the Khalsa influence the lives of Sikh people?  <b>Computing</b> Data and Information - Pictograms</p>	
Year 3	<p><b>Theme:</b> Ancient Egypt and Rivers  <b>Reading:</b> Tutankhamun's tomb  <b>Science:</b> States of Matter  <b>Art:</b> Face sculptures/Picasso/ Kimmy Cantrell  <b>History:</b> Ancient Egypt  <b>Geography:</b> Rivers  <b>Music:</b> Ancient Egypt – singing, composition and notation</p>	<p><b>Theme:</b> Cradles of Civilisation and Mountains  <b>Reading:</b> King of the Cloud forests  <b>Science:</b> Water Cycle  <b>DT:</b> Shell structures  <b>History:</b> Cradles of Civilisation  <b>Geography:</b> Mountains  <b>Music:</b> Ocarinas</p>	<p><b>Theme:</b> Indus Valley and Settlements  <b>Reading:</b> King of the Cloud forests  <b>Science:</b> Rocks, and Soil  <b>Art:</b> Printing Indus patterns  <b>History:</b> Indus Valley  <b>Geography:</b> Settlements  <b>Music:</b> Traditional Instruments and</p>	<p><b>Theme:</b> Persia and Greece and Agriculture  <b>Reading:</b> Beast Keeper  <b>Science:</b> Fossils  <b>DT:</b> Food – Greek dips  <b>History:</b> Persia and Greece  <b>Geography:</b> Agriculture  <b>Music:</b> Performance</p>	<p><b>Theme:</b> Ancient Greece and Volcanoes  <b>Reading:</b> Mark of the Cyclops  <b>Science:</b> Plants  <b>Art:</b> Water colour and colour mixing - Georgia O'Keefe  <b>History:</b> Ancient Greece  <b>Geography:</b> Volcanoes</p>	<p><b>Theme:</b> Alexander the Great and Biomes  <b>Reading:</b> Mark of the Cyclops  <b>Science:</b> Nutrition, Skeleton and Bones  <b>DT:</b> textiles - Sewing flowers-  <b>History:</b> Alexander the Great  <b>Geography:</b> Climate and Biomes  <b>Music:</b> Improvisation  <b>Computing:</b> Programming- events and actions</p>

	<p><b>Computing:</b> Online safety  <b>RW:</b> Rama and Sita – Hindu Stories  <b>PE:</b> Egyptian Dance and OAA</p> <p><b>PSHE:</b> Beginning and Belonging</p> <p><b>French:</b> The basics (classroom instructions, greetings, colours, numbers, age, place you live, cultural background of France)</p>	<p><b>Computing:</b> Computer Systems and Networks  <b>RW:</b> More Hindu Stories  <b>PE:</b> Gymnastics and Ball Handling</p> <p><b>PSHE:</b> Antibullying and Family and Friends</p> <p><b>French:</b> The Basics (Cont.)</p>	<p>Improvisation (Indus valley)  <b>RW:</b> Even More Hindu Stories  <b>Computing:</b> Word processing skills and Safer Internet Day</p> <p><b>PE:</b> Gymnastics and Net games</p> <p><b>PSHE:</b> Diversity and Communication  <b>French:</b> Sounds, alphabet, gender, food, days of the week, manger, je, negative and et.</p>	<p><b>Computing:</b> Programming-sequences to music  <b>RW:</b> Abraham, Isaac and Jacob  <b>PE:</b> tri-golf</p> <p><b>PSHE:</b> SRE</p> <p><b>French:</b> Animals-avoir/j'ai, il/elle, etre, description, adjectives, habitats</p>	<p><b>Music:</b> Developing notation  <b>Computing:</b> Creating Media  <b>RW:</b> Joseph, Moses and Exodus  <b>PE:</b> Gymnastics and Athletics. Striking and Fielding  <b>PSHE:</b> Personal Safety  <b>French:</b> Body parts, genders, plurals, colours, describing yourself, where it hurts, negatives, specific vocab for the doctors</p>	<p><b>RW:</b> Samuel, Saul, David and the Kingdom  <b>PE:</b> Dance  <b>PSHE:</b> Managing Change  <b>French:</b> Cont. From Summer</p>
Year 4	<p><b>Theme The Romans and the med</b>  <b>Science:</b> Electricity  <b>Art:</b> Pointilism (Monet)  <b>DT:</b> Light up Iron Man  <b>History:</b> The Roman Republic  <b>Geography:</b> Mediterranean &amp; Rhine  <b>RWV:</b> Christianity – Church and Family of Jesus  <b>Music:</b> Playing musical instruments - recorders  <b>PE:</b> OAA and Roman Dance/Swimming</p>	<p><b>Theme The Roman Empire</b>  <b>Science:</b> Teeth, Digestion, Food chains  <b>Art</b>  <b>DT:</b> Levers and Pullies  <b>History:</b> The Growth of the Roman Empire  <b>Music:</b> The Roman Road – Singing, playing instruments, motifs, composing and performing</p>	<p><b>Theme Romans in Britain</b>  <b>Science:</b> Light &amp; Shadow  <b>Art:</b> Tesellating floor tiles  <b>DT:</b>  <b>History:</b> The invasion of Britain, the impact of Roman rule, black romans  <b>Music:</b> Pulse, groove and improvisation  <b>PE:</b> invasion games (netball)  Dance/Swimming  <b>Geography :</b></p>	<p><b>Theme Byzantine Empire</b>  <b>Science:</b> Sound  <b>Art:</b>  <b>DT:</b> Pizzas and italian food  <b>History:</b> The Byzantine Empire  <b>Music:</b> Production  <b>PE</b> Invasion games (Football)  Dance/swimming  <b>Geography:</b> Tourism and the impact on the Rhine/Mediterranean</p>	<p><b>Theme Ancient Arabia</b>  <b>Science:</b> Forces &amp; Magnets  <b>Art –</b> Still life/observational drawing  <b>DT –</b>  <b>History –</b> Ancient Arabia  <b>Music –</b> Charanga Unit – time signatures  <b>PE –</b> tennis, rounders</p>	<p><b>Theme The Rise of Islam</b>  <b>Science</b> Living things and habitats  <b>Art -</b>  <b>DT –</b> Pneumatics- Mascots  <b>History –</b> Cordoba: the City of Light  <b>Music –</b> Charanga unit – combining units  <b>PE –</b> cricket, athletics  <b>Geography –</b> Climate change and deserts  <b>PHSE –</b> Drug Education  <b>RE –</b> Judaism 3 - Samuel, Saul, David and the Kingdom</p>

	<p><b>PHSE:</b> Rights &amp; Responsibilities  <b>Computing:</b> Media/Editing/Applications (Burwell)  <b>French</b> Quelle temps fait-il?</p>	<p><b>PE:</b> Gym principles of balance/OAA/Swimming  <b>Geography:</b> Population and Migration  <b>PHSE:</b> Myself and My Relationships  Anti-bullying  <b>RE:</b> More Hindu stories  <b>Computing:</b> E-Safety and cyber safety  <b>French</b> Quelle temps fait-il?</p>	<p>Coastal Processes  <b>PHSE</b> Working Together. Financial Capabilities.  <b>RE:</b> Even more hindu stories  <b>Computing:</b> Programming/Debugging - Creating a Roman game  <b>French</b> La Famille</p>	<p><b>PHSE</b> – Managing Risk. Safety Contexts.  <b>RE:</b> Judaism 1 - Abraham, Isaac, Jacob  <b>Computing:</b> Understanding Web browsers/networks  <b>French</b> La Famille</p>	<p><b>Geography</b> – Earthquakes/Tectonic plates  <b>PHSE</b> – RSE/Financial Capability  <b>RE</b> – Judaism 2 - Joseph, Moses and the Exodus  <b>Computing:</b> Searching/appraising sources  <b>French</b> Les Sports</p>	<p><b>Computing:</b> Programming/coding/algorithms  <b>French</b> Les Sports</p>
Year 5	<p><b>Theme: Islamic Civilisations- Au 1  Angles and Saxons – Au 2</b>  <b>Science:</b> Properties and change of materials  <b>Art:</b> Exploring identity through pattern and shape – links with Islamic Art  <b>DT:</b> Recycling materials to create an iPad case.  <b>History:</b> Islamic Civilisations- Baghdad  <b>Music:</b> Compositions  <b>PE:</b> Tag Rugby, Dance, Hockey and Gymnastics  <b>Geography:</b> Why is California so thirsty? Au 1- Natural resources and revisiting the Water Cycle. Oceans Au2  <b>PHSE:</b> Beginnings &amp; Belonging, Myself and my relationships.  <b>RE:</b> Islam  <b>ICT:</b> safer internet – image and fake image, Popplet branch diagrams, research and communication, Scratch programming.</p>		<p><b>Theme: The Vikings- Sp 1  Norse Culture- Sp 2</b>  <b>Science:</b> Forces &amp; Space  <b>Art:</b> Sculpture project to be redesigned alongside the new Opening Worlds curriculum  <b>DT:</b> Creating moving toys involving cam systems  <b>History:</b> The Vikings and Norse Culture  <b>Music:</b> Composition linked to Scandinavia and recorders  <b>PE:</b> Netball, OAA, Circuit Training and Gymnastics  <b>Geography:</b> Au1 Migration in Europe and around the world. Au 2- North and South America  <b>PHSE:</b> Diversity and Communities and Managing Risk.</p>		<p><b>Theme: The Amazon Basin</b>  <b>Science:</b> Life Cycles  <b>Art:</b> Landscape drawing and painting skills linked to the Amazon basin  <b>DT</b> – food technology savoury muffins  <b>History</b> – Su 1- Christianity in the British Isles. Su 2- Early Civilisations in the Americas  <b>Music</b> – Ravi Shankar composition.  <b>PE</b> – Athletics, Kwik Cricket, Dance and Gymnastics.  <b>Geography</b> – Su1- Amazon Basin Su2- Agriculture in the Amazon Basin  <b>PHSE</b> – Personal Safety and SRE.  <b>RE</b> – Finish Buddhism, Sikhism  <b>ICT</b> – E-Safety – protecting personal information, Purple Mash – 2 Code gorilla challenges, digital aid supporting learning of compass work and research, Microsoft Word publishing.</p>	

	<p><b>French</b> L'école  Linked Texts:  The Barnabus Project  Anglo Saxon Boy  The poems of Charles Causely</p>	<p><b>RE:</b> Finish Islam , Buddhism  <b>ICT:</b> safer internet – safeguarding linked to passwords, World Wide Web, Microsoft Word publishing, Scratch programming, CAS debugging algorithms  <b>French</b> Chez Moi  Linked Texts:  No ballet Shoes in Syria  Beowulf  The poems of Michael Rosen</p>	<p><b>French</b> Les transports  Link Texts:  The Explorer  Cosmic  The Malfeasance by Alan Bold</p>
Year 6	<p><b>Theme: Medieval Britain</b>  <b>Science:</b> living things and their habitats and evolution &amp; inheritance  <b>Art:</b> medieval stained-glass windows  <b>DT:</b> Practical Action Project – Ditch The Dirt (linked to lack of clean water in medieval Britain)  <b>History:</b> medieval Britain (1066-1485)  <b>Music:</b> music appraisal and composition and Jazz  <b>PE:</b> tag rugby, dance, netball and outdoor adventurous activities  <b>Geography:</b> UK locational knowledge  <b>PHSE:</b> rights rules and responsibilities, my emotions, anti-bullying  <b>RE:</b> Christianity in other parts of the world (What is it like to be a Christian in Vellore?) and Humanism (How can we make our society equal?)  <b>ICT:</b> algorithms, e-safety and programming  <b>French</b> moi et les vêtements</p>	<p><b>Theme: Extreme Earth</b>  <b>Science:</b> animals including humans and electricity  <b>Art:</b> Hokusai – The Wave  <b>DT:</b> Practical Action Project – Beat The Flood  <b>Music:</b> music linked to waves – exploring dynamics, texture and pitch; recorders  <b>PE:</b> quicksticks hockey, gymnastics, basketball and healthy active lifestyles  <b>Geography:</b> locational knowledge and human &amp; physical geography  <b>PHSE:</b> sex and relationships education, and drug education  <b>RE:</b> Buddhism (What does it mean to be a Buddhist? Can we all be enlightened?) and learning from the Baha'i faith (unity)  <b>ICT:</b> understanding technology  <b>French:</b> test revision</p>	<p><b>Theme: Ancient Greece</b>  <b>Science:</b> light  <b>Art:</b> Greek coil clay pots  <b>DT:</b> Greek Gyros (food technology)  <b>History:</b> ancient Greek life and achievements and their influence on the Western World  <b>Music:</b> African rhythm and melody with focus on composition  <b>PE:</b> athletics, gymnastics, kwik cricket and dance  <b>Geography:</b> locational knowledge, place knowledge and geographical skills &amp; fieldwork  <b>PHSE:</b> body image and managing risk  <b>RE:</b> Christianity and Judaism (Is religion what you say or what you do?) and why is it important to be good?  <b>ICT:</b> reliable sources for research, display research to present in an informative way  <b>French:</b> bon appetit</p>