



EASTINGTON PRIMARY SCHOOL TOPIC OVERVIEW

Please refer to the individual subject progression documents for specific content and skills to be taught.

KS2	Autumn term <i>History focus – the end of the history progression doc gives content to cover in this term. Please ensure lessons and focus on this content</i>		Spring term <i>Geography focus</i>		Summer term <i>Creative focus – to cover more DT, art, music</i>	
Year A – 2020/2021	Anglo-Saxons and Vikings – to include a comparison of crime and punishment from this time and now		Africa – with a focus on Kenya		Olympics – not a study of Ancient Greece but a focus on using the Olympics as a stimulus for creative work	
Computing	Online safety and digital literacy What is a computer?		Communication: text, images and multimedia		Programming and computer control using discover coding	
Science	Class 3	Forces and magnets (Y3) States of matter (Y4)	Class 3	Light (Y3) Rocks (Y3)	Class 3	Plants (Y3) Animals including humans (Y3)
	Class 4	Properties and changes of materials (Y5) Electricity (Y4)	Class 4	Animals including humans (Y4) Animals including humans (Y5)	Class 4	Living things (Y4) Living things (Y5) Sound (Y4)
	Class 5	Electricity (Y6) Forces (Y5)	Class 5	Animals including humans (Y6) Evolution and inheritance (Y6)	Class 5	Living things (Y6) Earth and space (Y5) Light (Y6)
Art	Sculpture and 3D form		Drawing		Painting / colour Printing and mixed media	
DT	Design, make, evaluate and improve Take inspiration from design throughout history Construction, mechanics and electronics		Design, make, evaluate and improve Take inspiration from design throughout history Materials including textiles		Design, make, evaluate and improve Take inspiration from design throughout history Cooking and nutrition	
PE	Games Dance		Swimming Gym		Athletics Outdoor adventurous activity	
PHSE YEAR A	Values / five ways of well-being Me and my relationships		Keeping myself self		Being my best Growing and changing	
RE	Class 3	What do Christians learn from the Creation story? L2.1 What is it like for someone to follow God? L2.2	Class 3	How do festivals and worship show what matters to a Muslim? L2.9 How do festivals and family life show what matters to Jewish people? L2.10	Class 3	What kind of world did Jesus want? L2.4



					How and why do people try to make the world a better place? (C, M/J, NR) L2.12
	Class 4	What is the 'Trinity' and why is it important for Christians? L2.3 What do Hindus believe God is like? L2.7	Class 4	What does it mean to be Hindu in Britain today? L2.8 Why do Christians call the day Jesus died Good Friday? L2.5	Class 4 For Christians, when Jesus left, what was the impact of Pentecost? L2.6 How and why do people mark the significant events of life? (C, H, NR) L2.11
	Class 5	What does it mean if Christians believe God is holy and loving? U2.1 What does it mean to be a Muslim in Britain today? U2.8	Class 5	What do Christians believe Jesus did to 'save' people? U2.5 Why do Hindus want to be good? U2.7	Class 5 Christians and how to live: What would Jesus do? U2.4 Why is the Torah so important to Jewish people? U2.9
French	T1:Phonics/Greetings/About me/Numbers to 12 T2:Classrooms instructions/ pencil case/Christmas Animals/colours/articles/plurals/ gender/adjectives (position & basic agreement)/use of the key verbs (il/elle est, ils sont, il y a, il n'y a pas)/use "aussi" & "mais"/Easter Develop memory and practise pronunciation to develop confidence when retelling a familiar story. (The very hungry caterpillar) Numbers/days of the week/fruits/ food/plurals		Epiphany/Alphabet/shapes/colours Prepositions of place/Face/Body and adjectives/Henri Matisse New phonics sounds/ Greetings & Classroom language/ Numbers to 31/Days/Months/ Seasons/Dates/Birthday/Halloween/ French exclamations/Christmas Sports (cognate)/Express opinions Weather/France "Paris & French Geography" (cities, rivers, capital, famous monuments)		Develop memory and practise pronunciation to develop confidence when retelling a familiar story. (The very hungry caterpillar) Numbers/days of the week/fruits/ food/plurals Alphabet/Family/Story telling "The Giant turnip"/Adjectives describing feelings, personality and physical description/VE Day Countries bordering France (colours, flags)/Nationalities/La Francophonie French Festivals/Prepositions/ Transports/Shops/La Bastille (14th July)
Music Year A	Singing/Performing		Listen/Appraise/ Composers/History		Experiment/Improvisation/ Notation/play/perform/Compos
	Class 3	Mamma Mia. Y4 Christmas performance singing	Class 3	Tchaikovsky – not Charanga Bob Marley - Three Little Birds. Y3 Plenty of history for him!	Class 3 Dragon Song. Y3
	Class 4	Livin' on a prayer. Y5 Christmas performance singing	Class 4	Beethoven – not Charanga The Beatles – Blackbird. Y4 Plenty of history for them!	Class 4 Fresh Prince of Bel Air – Will Smith. Y5



	Class 5	Happy. Y6 Christmas performance singing	Class 5	Benjamin Britten – focusing on A New Year Carol Y6 Classroom Jazz 1. Y5 (Could look at history and journey of jazz music)	Class 5	Make you feel my love – Adele. Y5
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KS2	Autumn term		Spring term		Summer term	
	<i>History focus – the end of the history progression doc gives content to cover in this term. Please ensure lessons and focus on this content</i>		<i>Geography focus</i>		<i>Creative focus – to cover more DT, art, music</i>	
Year B	The Ancients – Greece (how culture, life and achievements influence and impacts present day Britain), Mayan (contrast to British history), Egypt (the first civilisations – when and where)		Europe – each class to choose a different country to focus on		A fiction book – each class to select a fiction book to be the stimulus for their creative subjects	
Computing	Online safety and digital literacy What is a computer?		Communication: text, images and multimedia		Programming and computer control using discover coding	
Science	Class 3	Forces and magnets (Y3) States of matter (Y4)	Class 3	Light (Y3) Rocks (Y3)	Class 3	Plants (Y3) Animals including humans (Y3)
	Class 4	Properties and changes of materials (Y5) Electricity (Y4)	Class 4	Animals including humans (Y4) Animals including humans (Y5)	Class 4	Living things (Y4) Living things (Y5) Sound (Y4)
	Class 5	Electricity (Y6) Forces (Y5)	Class 5	Animals including humans (Y6) Evolution and inheritance (Y6)	Class 5	Living things (Y6) Earth and space (Y5) Light (Y6)
Art	Sculpture and 3D form		Drawing		Painting / colour Printing and mixed media	
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PE	Games Dance		Swimming Gym		Athletics Outdoor adventurous activity	
PHSE YEAR B	Values / five ways of well-being Valuing differences		Rights and responsibilities		Growing and changing	
RE	Class 3	What is the 'Trinity' and why is it important for Christians? L2.3	Class 3	What does it mean to be Hindu in Britain today? L2.8	Class 3	Fr Christians, when Jesus left, what was the impact of Pentecost? L2.6



		What do Hindus believe God is like? L2.7		Why do Christians call the day Jesus died Good Friday? L2.5		How and why do people mark the significant events of life? (C, H, NR) L2.11
	Class 4	What does it mean if Christians believe God is holy and loving? U2.1 What does it mean to be a Muslim in Britain today? U2.8	Class 4	What do Christians believe Jesus did to 'save' people? U2.5 Why do Hindus want to be good? U2.7	Class 4	Christians and how to live: What would Jesus do? U2.4 Why is the Torah so important to Jewish people? U2.9
	Class 5	Creation and science: conflicting or complementary? U2.2 Why do some people believe in God and some people not? (C, NR) U2.11	Class 5	Why do Christians believe Jesus was the Messiah? U2.3 How does faith help people when life gets hard? U2.12	Class 5	For Christians, what kind of king is Jesus? U2.6 What matters most to Humanists and Christians? (C, M/J, NR) U2.10
French	T1:Phonics/Greetings/About me/Numbers to 12 T2:Classrooms instructions/ pencil case/Christmas Animals/colours/articles/plurals/ gender/adjectives (position & basic agreement)/use of the key verbs (il/elle est, ils sont, il y a, il n'y a pas)/use "aussi" & "mais"/Easter Develop memory and practise pronunciation to develop confidence when retelling a familiar story. (The very hungry caterpillar) Numbers/days of the week/fruits/ food/plurals		Epiphany/Alphabet/shapes/colours Prepositions of place/Face/Body and adjectives/Henri Matisse New phonics sounds/ Greetings & Classroom language/ Numbers to 31/Days/Months/ Seasons/Dates/Birthday/Halloween/ French exclamations/Christmas Sports (cognate)/Express opinions Weather/France "Paris & French Geography" (cities, rivers, capital, famous monuments)		Develop memory and practise pronunciation to develop confidence when retelling a familiar story. (The very hungry caterpillar) Numbers/days of the week/fruits/ food/plurals Alphabet/Family/Story telling "The Giant turnip"/Adjectives describing feelings, personality and physical description/VE Day Countries bordering France (colours, flags)/Nationalities/La Francophonie French Festivals/Prepositions/ Transports/Shops/La Bastille (14th July)	
Music Year B	Singing/Performing		Listen/Appraise/ Composers/History		Experiment/Improvisation/ Notation/play/perform/Compos	
	Class 3	Let Your Spirit Fly. Y3 Christmas performance singing	Class 3	Bach – not Charanga Randy Newman (Disney) - not Charanga. Lots to research and a long association with Disney.	Class 3	Glockenspiel Stage 2. Y4
	Class 4	Stop! Y4 Christmas performance singing	Class 4	Saint-Saens – not Charanga Lean on Me – Bill Withers Y4. Plenty of history here.	Class 4	Classroom Jazz 1. Y5



	Class 5	You've Got a Friend. Y6 Christmas performance singing	Class 5	Holst – not Charanga John Williams(film composer) – not Charanga. (Could look at the history and significance of film scores)	Class 5	Dancing in the Street – Martha Reeves and the Vandellas. Y5
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Year C	Iron and stone age – changes from the stone age to Iron age in Britain		America – each class to focus on a different region		Planet Earth – with a focus on looking after our planet (ie recycling, climate change etc)	
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Year D	Romans -to include a local study of Bath or Cirencester as well as the influence of the Roman military		Local Study – to include use of OS maps		Famous influencers – people from the past who have had influenced how we live our lives (ie. Rosa Parks, Thomas Edison, Martin Luther King etc)	
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