



## EASTINGTON PRIMARY SCHOOL TOPIC OVERVIEW - reviewed Summer Term 2025

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

KS2	Term 1 <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>	Term 2 <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>	Term 3 <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>	Term 4 <i>Geography focus</i>	Term 5 <i>Geography focus</i>	Term 6 <i>Geography focus</i>
<b>Year A - 2024/2025</b>	<b>Anglo-Saxons and Vikings</b> - to include a comparison of crime and punishment from this time and now		<b>Anglo-Saxons and Vikings</b> - to include a comparison of crime and punishment from this time and now	<b>Africa</b> - with a focus on Kenya	<b>Africa</b> - with a focus on Kenya	
<b>Computing</b>	Online safety and digital literacy What is a computer?		Communication: text, images and multimedia		Programming and computer control using discover coding	
<b>Science</b>	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)
<b>Art</b>	Sculpture and 3D form		Drawing		Painting / colour Printing and mixed media	
<b>DT</b>	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	



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<b>PE</b>	Tag Rugby Netball/basketball Dance Football	Swimming Gym Hockey Orienteering Circuits	Handball Swimming Cricket Dodgeball Athletics Rounders/shonkball
<b>PHSE YEAR A</b>	Values / five ways of well-being / Anti racism/ Zones of regulation Me and my relationships	Keeping myself self	Being my best Growing and changing

<b>RE</b>	<b>Class 3</b>	L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them? a d e  L2.9 What is it like to be a Humanist in the UK today? a b d e	<b>Class 3</b>	L2.1 What do Christians learn from the Creation narrative? UC d a e i  L2.5 What beliefs do Hindus hold about the Supreme Being? d a	<b>Class 3</b>	L2.3 For Christians, what kind of world did Jesus want? UC e f b i  L2.12 What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils' own) d f j
	<b>Class 4</b>	U2.1 What influence does believing in God as Trinity have for Christian worldviews? UC d b f i  U2.7 How does Hajj show what matters to Muslims in Britain? a c e g h	<b>Class 4</b>	U2.6 How does the Torah influence Jewish people today? a b e  U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians? UC d e f	<b>Class 4</b>	U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist a d e  U2.10 How do organised and individual worldviews help people when times get hard? b d e f
	<b>Class 5</b>	U2.2 Creation and Science: conflicting or complementary? UC d a b i  U2.3 How and why do Christians follow the example of Jesus? UC e a b f h	<b>Class 5</b>	U2.5 Why might Hindus want to be good? a d e f  U2.8 How do Muslims decide what is right and wrong? b c e f	<b>Class 5</b>	U2.11 How might someone's worldview affect how they view and treat the natural world? a d e



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<b>French</b>					
<b>Music</b>	Listening, responding, language acquisition and singing		Notation		Improvising, composing and performing
<b>Year A</b> Charanga units are in italics	Class 3	<i>Mamma Mia - Abba</i> Tchaikovsky	Class 3	<i>Three Little Birds - Bob Marley</i> <i>Dragon Song</i>	Class 3 <i>Glockenspiels Act 1 - Introducing G, A, B</i> <i>Glockenspiels Act 2 - Classroom Rock, Holidays</i>
	Class 4	<i>Fresh Prince of Bel Air - Will Smith</i> Beethoven	Class 4	<i>Lean on Me - Bill Withers</i> <i>Classroom Jazz 1</i>	Class 4 <i>Glockenspiels Act 3 - Autumn Day, March Hare, Sugarplum Waltz, Make it Funky</i>
	Class 5	<i>Dancing in the Street - Martha and the Vandellas</i> Holst	Class 5	<i>Classroom Jazz 2</i> <i>You've got a Friend - Carole King</i>	Class 5 <i>Glockenspiels Act 3 - Reflections, Moving On</i>



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KS2	Term 1 <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>	Term 2 <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>	Term 3 <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>	Term 4 <i>Geography focus</i>	Term 5 <i>Geography focus</i>	Term 6 <i>Geography focus</i>
<b>Year B 2025-2026</b>	<b><u>The Ancients</u></b> - Greece (how culture, life and achievements influence and impacts present day Britain), Mayan (contrast to British history), Egypt (the first civilisations - when and where)		<b><u>The Ancients</u></b> - Greece (how culture, life and achievements influence and impacts present day Britain), Mayan (contrast to British history), Egypt (the first civilisations - when and where)	<b><u>Europe</u></b> - each class to choose a different country to focus on	<b><u>Europe</u></b> - each class to choose a different country to focus on	
<b>Computing</b>	Online safety and digital literacy What is a computer?		Communication: text, images and multimedia		Programming and computer control using discover coding	
<b>Science</b>	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)
<b>Art</b>	Sculpture and 3D form		Drawing		Painting / colour Printing and mixed media	





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<b>DT</b>	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
<b>PE</b>	Games	Swimming	Athletics
	Dance	Gym	Outdoor adventurous activity

<b>PHSE YEAR B</b>	Values / five ways of well-being / Anti racism / Zones of Regulation Valuing differences		Rights and responsibilities		Growing and changing	
<b>RE</b>	<b>Class 3</b>	L2.2 What might Christians learn from the Old Testament about how to live? UC e f i  L2.7 Why is Muhammad important to Muslims today? c d e f g h	<b>Class 3</b>	L2.4 Do all Christians believe and behave in the same way? Exploring diversity. a b c g  L2.8 What do Muslims believe about God and how do they respond? a b d	<b>Class 3</b>	L2.10 How and why do people (in three traditions) use ceremonies to show their commitments? a b d e  L2.11 What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews? e c b
	<b>Class 4</b>	L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them? a d e  L2.9 What is it like to be a Humanist in the UK today? a b d e	<b>Class 4</b>	L2.1 What do Christians learn from the Creation narrative? UC d a e i  L2.5 What beliefs do Hindus hold about the Supreme Being? d a	<b>Class 4</b>	L2.3 For Christians, what kind of world did Jesus want? UC e f b i  L2.12 What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils' own) d f j



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	Class 5	U2.1 What influence does believing in God as Trinity have for Christian worldviews? UC d b f i  U2.7 How does Hajj show what matters to Muslims in Britain? a c e g h	Class 5	U2.6 How does the Torah influence Jewish people today? a b e  U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians? UC d e f	Class 5	U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist a d e  U2.10 How do organised and individual worldviews help people when times get hard? b d e f
French						
Music Year B	Listening, responding, language acquisition and singing		Notation		Improvising, composing and performing	
	Class 3	<i>Let Your Spirit Fly.</i> Bach	Class 3	<i>Glockenspiel Stage 1 Y3</i> <i>Glockenspiel Stage 2 Y4</i>	Class 3	<i>Glockenspiels Act 1 - Introducing B, A and G Come together, One More Time, In Three</i> <i>Glockenspiels: Act 2 - playing together, Large ensembles for everyone, "I Wanna Play in a Band" and "The 'Be Yourself' Beat".</i>
	Class 4	<i>Make You Feel my Love - Adele</i> Saint-Saens	Class 4	<i>Blackbird - The Beatles</i> <i>Livin' on a Prayer - Bon Jovi</i>	Class 4	<i>Glockenspiels: Act 3 - more notes, learn glocks. Accordiality, Bossa Grover</i> <i>Glockenspiels: Act 3 - more notes, learn glocks: Roy's a Rockin', Charles and David.</i>
	Class 5	<i>Joseph's Dreams</i> John Williams	Class 5	<i>Don't Stop Believing - Journey</i> <i>Happy - Pharrell Williams</i>	Class 5	<i>Glockenspiels: Act 4 - Finale:</i>



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					<i>Prepare for Glass band: Classroom Folk, Classroom Groove.</i>  <i>Glockenspiels: Act 4 - Finale:</i> <i>Prepare for Glass band: Classroom Folk, Classroom Groove.</i>
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KS2	Term 1 Please refer to the individual subject progression documents for specific content and skills to be taught.		Term 2 History focus - the end of the history progression doc gives content to cover in this term. Please ensure lessons and focus on this content	Term 3 History focus - the end of the history progression doc gives content to cover in this term. Please ensure lessons and focus on this content	Term 4 Geography focus	Term 5 Geography focus	Term 6 Geography focus
<b>Year C 2026-2027</b>	<b><u>Iron and stone age</u></b> - changes from the stone age to Iron age in Britain		<b><u>Iron and stone age</u></b> - changes from the stone age to Iron age in Britain	<b><u>Iron and stone age</u></b> - changes from the stone age to Iron age in Britain	<b><u>America</u></b> - each class to focus on a different region	<b><u>America</u></b> - each class to focus on a different region	<b><u>America</u></b> - each class to focus on a different region
<b>Computing</b>	Online safety and digital literacy What is a computer?		Communication: text, images and multimedia		Programming and computer control using discover coding		
<b>Science</b>	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)	
<b>Art</b>	Sculpture and 3D form		Drawing		Painting / colour Printing and mixed media		



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<b>DT</b>	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
<b>PE</b>	Games Dance	Swimming Gym	Athletics Outdoor adventurous activity



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PHSE	Values / five ways of well-being	Keeping myself self	Being my best
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YEAR A	/ Anti racism / Zones of Regulation Me and my relationships		Growing and changing
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RE	Class 3	<p>L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them? a d e</p> <p>L2.9 What is it like to be a Humanist in the UK today? a b d e</p>	Class 3	<p>L2.1 What do Christians learn from the Creation narrative? UC d a e i</p> <p>L2.5 What beliefs do Hindus hold about the Supreme Being? d a</p>	Class 3	<p>L2.3 For Christians, what kind of world did Jesus want? UC e f b i</p> <p>L2.12 What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils' own) d f j</p>
	Class 4	<p>U2.1 What influence does believing in God as Trinity have for Christian worldviews? UC d b f i</p> <p>U2.7 How does Hajj show what matters to Muslims in Britain? a c e g h</p>	Class 4	<p>U2.6 How does the Torah influence Jewish people today? a b e</p> <p>U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians? UC d e f</p>	Class 4	<p>U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist a d e</p> <p>U2.10 How do organised and individual worldviews help people when times get hard? b d e f</p>
	Class 5	<p>U2.2 Creation and Science: conflicting or complementary? UC d a b i</p> <p>U2.3 How and why do Christians follow the example of Jesus? UC e a b f h</p>	Class 5	<p>U2.5 Why might Hindus want to be good? a d e f</p> <p>U2.8 How do Muslims decide what is right and wrong? b c e f</p>	Class 5	<p>U2.11 How might someone's worldview affect how they view and treat the natural world? a d e</p> <p><i>NB: There is only one unit for the summer term – shown as</i></p>





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					covering 1 half term, with the final summer half term having no unit.
<b>French</b>					
<b>Music Year A</b>	Listening, responding, language acquisition and singing		Notation		Improvising, composing and performing
	Class 3	<i>Mamma Mia - Abba</i> Tchaikovsky	Class 3	<i>Three Little Birds - Bob Marley</i> <i>Dragon Song</i>	Class 3 <i>Glockenspiels Act 1 - Introducing G, A, B</i> <i>Glockenspiels Act 2 - Classroom Rock, Holidays</i>
	Class 4	<i>Fresh Prince of Bel Air - Will Smith</i> Beethoven	Class 4	<i>Lean on Me - Bill Withers</i> <i>Classroom Jazz 1</i>	Class 4 <i>Glockenspiels Act 3 - Autumn Day, March Hare, Sugarplum Waltz, Make it Funky</i>
	Class 5	<i>Dancing in the Street - Martha and the Vandellas</i> Holst	Class 5	<i>Classroom Jazz 2</i> <i>You've got a Friend - Carole King</i>	Class 5 <i>Glockenspiels Act 3 - Reflections, Moving On</i>



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Year D 2027-2028	<u>Romans</u> -to include a local study of Bath or Cirencester as well as the influence of the Roman military			<u>Romans</u> -to include a local study of Bath or Cirencester as well as the influence of the Roman military			<u>Local Study</u> - to include use of OS maps		<u>Local Study</u> - to include use of OS maps			
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)		



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<b>Art</b>	Sculpture and 3D form	Drawing	Painting / colour Printing and mixed media
<b>DT</b>	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
<b>PE</b>	Games Dance	Swimming Gym	Athletics Outdoor adventurous activity

<b>PHSE YEAR B</b>	alues / five ways of well-being / Anti racism / Zones of Regulation Valuing differences		Rights and responsibilities		Growing and changing	
<b>RE</b>	Class 3	L2.2 What might Christians learn from the Old Testament about how to live? UC e f i  L2.7 Why is Muhammad important to Muslims today? c d e f g h	Class 3	L2.4 Do all Christians believe and behave in the same way? Exploring diversity. a b c g  L2.8 What do Muslims believe about God and how do they respond? a b d	Class 3	L2.10 How and why do people (in three traditions) use ceremonies to show their commitments? a b d e  L2.11 What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews? e c b



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	<p><b>Class 4</b></p> <p>L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them? a d e</p> <p>L2.9 What is it like to be a Humanist in the UK today? a b d e</p>	<p><b>Class 4</b></p> <p>L2.1 What do Christians learn from the Creation narrative? UC d a e i</p> <p>L2.5 What beliefs do Hindus hold about the Supreme Being? d a</p>	<p><b>Class 4</b></p> <p>L2.3 For Christians, what kind of world did Jesus want? UC e f b i</p> <p>L2.12 What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils' own) d f j</p>
	<p><b>Class 5</b></p> <p>U2.1 What influence does believing in God as Trinity have for Christian worldviews? UC d b f i</p> <p>U2.7 How does Hajj show what matters to Muslims in Britain? a c e g h</p>	<p><b>Class 5</b></p> <p>U2.6 How does the Torah influence Jewish people today? a b e</p> <p>U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians? UC d e f</p>	<p><b>Class 5</b></p> <p>U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist a d e</p> <p>U2.10 How do organised and individual worldviews help people when times get hard? b d e f</p>
<b>French</b>			
<b>Music Year B</b>	Listening, responding, language acquisition and singing	Notation	Improvising, composing and performing



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Class 3	<i>Let Your Spirit Fly. Bach</i>	Class 3	<i>Glockenspiel Stage 1 Y3 Glockenspiel Stage 2 Y4</i>	Class 3	<i>Glockenspiels Act 1 - Introducing B, A and G Come together, One More Time, In Three Glockenspiels: Act 2 - playing together, Large ensembles for everyone, "I Wanna Play in a Band" and "The 'Be Yourself' Beat".</i>
Class 4	<i>Make You Feel my Love - Adele Saint-Saens</i>	Class 4	<i>Blackbird - The Beatles Livin' on a Prayer - Bon Jovi</i>	Class 4	<i>Glockenspiels: Act 3 - more notes, learn glocks. Accordiality, Bossa Grover Glockenspiels: Act 3 - more notes, learn glocks: Roy's a</i>





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### Summer Term 2024

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					<i>Rockin', Charles and David.</i>
Class 5	<i>Joseph's Dreams</i> John Williams	Class 5	<i>Don't Stop Believing - Journey</i> <i>Happy - Pharrell Williams</i>	Class 5	<i>Glockenspiels: Act 4 - Finale: Prepare for Glass band: Classroom Folk, Classroom Groove.</i>  <i>Glockenspiels: Act 4 - Finale: Prepare for Glass band: Classroom Folk, Classroom Groove.</i>