







KS2	end of progressic content to term.	focus - the the history on doc gives o cover in this lease ensure od focus on this	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	History focus - the end of the history progression doc gives content to cover in this term. Please ensure		Term 5 Geography focus		Term 6 Geography focus	
Year A - 2024/2025	Anglo-Saxons and Vikings - to include a		Anglo-Saxons and Vikings - to include a comparison of crime and punishment from this time and now Africa - with a focus on Kenya		Africa - wi	th a focus on	Kenya		
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 n of matter (Y	nagnets (Y3) States 4)	Class 3	Light (Y3) Rocks (Y3)		Class 3	Plants (Y3 Animals in) cluding humans (Y3)
	Class 4	Properties a materials (Y Electricity (,	Class 4	Class 4 Animals including humans (Y4) Animals including humans (Y5)		Class 4	Living thir Living thir Sound (Y4	igs (Y5)
	Class 5	Electricity Forces (Y5)	(Y6)	Class 5 Animals including humans (Y6) Evolution and inheritance (Y6)		Class 5	Living thir Earth and Light (Y6)	ngs (Y6) space (Y5)	
Art	Sculptur	culpture 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		Take inspir history		ate and improve design throughout		









PE	Tag Rugby	Swimming	Handball
	Netball/basketball	Gym	Swimming
	Dance	Hockey	Cricket
	Football	Orienteering	Dodgeball
		Circuits	Athletics
			Rounders/shonkball
PHSE	Values / five ways of well-being /	Keeping myself self	Being my best
YEAR A	Anti racism/ Zones of regulation		Growing and changing
	Me and my relationships		
	Class I 2.6 How do Jove in England colabrate	Class 2 I 2 1 What do Christians loarn from the	Class 2 I 2.2 For Christians, what kind of world

RE	Class 3	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	Class 3	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	Class 3	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
	Class 4	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 4	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 4	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
	Class 5	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	Class 5	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	Class 5	U2.11 How might someone's worldview affect how they view and treat the natural world? a d e









						NB: There is only one unit for the summer term – shown as covering 1 half term, with the final summer half term having no unit.
French						
Music Year	Listen and si	ing, responding, language acquisition nging	Notation		Improvis	ing, composing and performing
A Chara nga units	Class 3	Mamma Mia - Abba Tchaikovsky	Class 3	Three Little Birds - Bob Marley Dragon Song	Class 3	Glockenspiels Act 1 - Introducing G, A, B Glockenspiels Act 2 - Classroom Rock, Holidays
are in italics	Class 4	Fresh Prince of Bel Air - Will Smith Beethoven	Class 4	Lean on Me - Bill Withers Classroom Jazz 1	Class 4	Glockenspiels Act 3 - Autumn Day, March Hare, Sugarplum Waltz, Make it Funky
	Class 5	Dancing in the Street - Martha and the Vandellas Holst	Class 5	Classroom Jazz 2 You've got a Friend - Carole King	Class 5	Glockenspiels Act 3 - Reflections, Moving On









KS2	end of progression content to term.	focus - the the history on doc gives o cover in this lease ensure d focus on this	Term 2 History focusend of the progression do content to cove term. Please lessons and focucontent	history c gives r in this ensure	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 5 Geography	focus	Term 6 Geography focus
Year B 2025-2026	achieveme Britain), M	ents influence a Mayan (contrast	content Section 2 - Greece (how culture, life and influence and impacts present day in (contrast to British history), Egypt sations - when and where)		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		Europe - each class to choose a different country to focus on			
Computing	Online sa		al literacy Wha	it	Communication: text, images and multimedia		Programming and computer control using discover coding			
Science	Class 3	Forces and States of ma	•	Y3)	Class 3	Light (Y3) (Y3)	Rocks	Class 3	Plants (Y: Animals i	3) ncluding humans (Y3)
•	Class 4	Properties a materials (Y Electricity (,		Class 4	Class 4 Animals including humans (Y4) Animals including humans (Y5)		Class 4	Living thi Living thi Sound (Y	ngs (Y5)
	Class 5	Electricity Forces (Y5)	(Y6)		Class 5 Animals including humans (Y6) Evolution and inheritance (Y6)		Class 5	Living thi Earth and Light (Y6)	space (Y5)	
Art	Sculpture and 3D form		Drawing		Painting / colour Printing and mixed media					









DT	Design, make, evaluate and improve Take inspiration from design throughout history	Design, make, evaluate and improve Take inspiration from design throughout history	Design, make, evaluate and improve Take inspiration from design throughout history
	Construction, mechanics and electronics	Materials including textiles	Cooking and nutrition
PE	Games	Swimming	Athletics
·	Dance	Gym	Outdoor adventurous activity

PHSE YEAR B	Values / five ways of well-being / Anti racism / Zones of Regulation Valuing differences		Rights ar	nd responsibilities	Growing and changing		
RE		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	
'	Class 4	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	Class 4	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	Class 4	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	









French	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
Music	Lictoria	responding language acquisition	Notation		Improvis	ing composing and performing
Year B	and sing	g, responding, language acquisition ing	ווטנמנוטוו		iniprovis	ing, composing and performing
	Class 3	Let Your Spirit Fly. Bach	Class 3	Glockenspiel Stage 1 Y3 Glockenspiel Stage 2 Y4	Class 3	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".
	Class 4	Make You Feel my Love - Adele Saint-Saens	Class 4	Blackbird - The Beatles Livin' on a Prayer - Bon Jovi	Class 4	Glockenspiels: Act 3 - more notes, learn glocks. Accordiality, Bossa Grover Glockenspiels: Act 3 - more notes, learn glocks: Roy's a Rockin', Charles and David.
	Class 5	Joseph's Dreams John Williams	Class 5	Don't Stop Believing - Journey Happy - Pharrell Williams	Class 5	Glockenspiels: Act 4 - Finale:









	Prepare for Glass band: Classroom
	Folk, Classroom Groove.
	Glockenspiels: Act 4 - Finale:
	Prepare for Glass band: Classroom
	Folk, Classroom Groove.

















KS2	ि किस्सि errefe	er to the in	diveielभुक्) subject p	rogre	esséph docum	nents for s	p r ejfic content and sk	lերգերգրից taug	ht.	Term 6
	History for end of the progression content to conterm. Pleas lessons and for content	he history doc gives over in this se ensure	History focus - end of the his progression doc g content to cover in term. Please enclessons and focus on content	story gives this sure	History for end of the progression content to co term. Pleas lessons and for content	e history doc gives ver in this e ensure	Geography focus	Geography f	ocus	Geography focus
Year C 2026-2027	Iron and stone age - changes from the stone age to Iron age in Britain		e age			America - each class to focus on a different region				
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 an of matter	d magnets (Y3) Star (Y4)	tes	Class 3	Light (Y3)	3) Rocks	Class 3	Plants (Animals (Y3)	Y3) s including humans
	Class 4	of ma	Properties and changes of materials (Y5) Electricity (Y4)		Class 4 Animals including humans (Y4) Animals including humans (Y5)		Class 4		hings (Y4) hings (Y5) Y4)	
	Class 5	Electricit Forces (Y	• '		Class 5	(Y6)	including humans n and inheritance (Y6)	Class 5		hings (Y6) nd space (Y5) '6)
Art	Sculpture a	and 3D form	1		Drawing			Painting / co Printing and		edia









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

















YEAR A	/ Anti racism / Zones of	Growing and changing
	Regulation	
	Me and my relationships	









RE	Class 3	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	Class 3	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	Class 3	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
	Class 4	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 4	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 4	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
	Class 5	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	Class 5	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	Class 5	U2.11 How might someone's worldview affect how they view and treat the natural world? a de NB: There is only one unit for the summer term – shown as









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









KS2	Term 1 History focu end of the progression do content to cove term. Please lessons and focu content	history oc gives er in this ensure	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 focusend of the progression do content to cover term. Please lessons and focusentent	history oc gives er in this ensure	Term 4 Geography focus	Term 5 Geography f	ocus	Term 6 Geography focus
Year D 2027-2028	Romans -to include a local study of Bath or Cirencester as well as the influence of the Roman military		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	o Local Study - to include use of OS maps		e 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		Forces an of matter	d magnets (Y3) States (Y4)	Class 3 Light (Y3) Rocks (Y3)			Class 3	Plants (Animals (Y3)	Y3) including humans
'	r	Propertie materials Electricity	` ,	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	_	hings (Y6) nd space (Y5) (6)	









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

PH		1		Rights and res	sponsibilities	Growing and changing	
YE	AR B	racism / Zones of Regulation					
		Valuing diff	erences				
RE		Class 3	L2.2 What might Christians learn	Class 3	L2.4 Do all Christians believe and	Class 3	L2.10 How and why do people
			from the Old Testament about how to		behave in the same way?		(in three traditions) use
			live? UC e f i		Exploring diversity. a b c g		ceremonies to show their
							commitments? a b d e
			L2.7 Why is Muhammad important		L2.8 What do Muslims believe		
			to Muslims today? c d e f g h		about God and how do they		L2.11 What is the 'golden rule',
					respond? a b d		and how might it be put into
							practice by people from
							different religious and non-
							religious worldviews? e c 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	Class 4	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	Class 4	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
		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	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
French						P 1
Music Year B	Listening, real	esponding, language acquisition	Notation		Improvising, cor	mposing and performing









Class 3	Let Your Spirit Fly. Bach	Class 3	Glockenspiel Stage 1 Y3 Glockenspiel Stage 2 Y4	Class 3	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".
Class 4	Make You Feel my Love - Adele Saint-Saens	Class 4	Blackbird - The Beatles Livin' on a Prayer - Bon Jovi	Class 4	Glockenspiels: Act 3 - more notes, learn glocks. Accordiality, Bossa Grover Glockenspiels: Act 3 - more notes, learn glocks: Roy's a









EASTINGTON PRIMARY SCHOOL TOPIC OVERVIEW - reviewed

Summer Term 2024

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