

## Integrated topics

See topic outlines and National Curriculum overview below

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
<p><b>Season detectives</b>                      Longitudinal study                      introduction                      Science, Music,                      Art, Computing                      2 weeks and time during year</p> <p><b>Our school and local area</b>                      Geography, Art                      3 weeks</p>	<p><b>Message in a bottle</b>                      History, Computing                      5 weeks</p>	<p><b>We are all superheroes</b>                      Science, Computing,                      PSHE                      4 weeks</p>	<p><b>London's burning</b>                      4 weeks                      History, English, DT</p>	<p><b>Secret life of pets</b>                      5 weeks                      Science, Art, Music</p>	<p><b>Bring on breakfast</b>                      3 weeks                      DT, Art</p> <p><b>Season detectives</b>                      Longitudinal study                      conclusion                      2 weeks</p>

## National Curriculum Overview

- Discrete content shaded, blocked topic content not shaded      See also English and Maths long term and medium term overviews

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
Science	<p><b>TOPIC - Season detectives (setting up year-long longitudinal study)</b>                      *observe changes across the four seasons                      *observe and describe weather associated with the seasons and how day length varies.                      *identify and name a variety of common wild and garden plants, including <u>deciduous and evergreen trees</u>                      *identify and describe the basic structure of a variety of common flowering plants  <i>Non-statutory - use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</i></p>	<p>Everyday materials                      *distinguish between an object and the material from which it is made                      *identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock                      *describe the simple physical properties of a variety of everyday materials                      *compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Animals including humans                      *identify and name a variety of common animals including ...birds. (RSPB bird watch)</p> <p><b>TOPIC - We are all superheroes</b>                      Animals including humans                      *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>		<p><b>TOPIC - The secret life of pets</b>                      Animals including humans                      *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals                      * identify and name a variety of common animals that are carnivores, herbivores and omnivores                      *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p><b>TOPIC - Season detectives (conclusion of year-long longitudinal study)</b></p>
<p><b>Working scientifically</b>                      During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:                      *asking simple questions and recognising that they can be answered in different ways      * observing closely, using simple equipment                      * performing simple tests      * identifying and classifying      * using their observations and ideas to suggest answers to questions      * gathering and recording data to help in answering questions.</p>						
History		<p><b>TOPIC - Message in a bottle</b>                      Changes within living memory. Where appropriate, these should be used to reveal aspects of change in <u>national</u> life.</p> <ul style="list-style-type: none"> <li>use common words and phrases relating to the passing of time</li> <li>understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul>		<p><b>TOPIC - London's Burning</b>                      Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London-  <ul style="list-style-type: none"> <li>use common words and phrases relating to the passing of time</li> <li>understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul> </p>		

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
Geography	<p><b>TOPIC - Season detectives</b> Identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>TOPIC - Our school and local area</b> *use simple fieldwork and observational skills to study the geography of their school and its grounds <u>and the key human and physical features of its surrounding environment.</u></p> <p>*devise a simple map; and use and construct basic symbols in a key</p> <p>*use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>*use world maps, atlases and globes to identify the United Kingdom</p> <p>*use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>					<p><b>TOPIC - Conclude Longitudinal study</b> Identify seasonal and daily weather patterns in the United Kingdom</p>
Computing (& suggested activities given linked to topics)	<p><b>Logging on and password safety</b></p> <p><b>Videoring fairytale stories/hotseat</b> *use technology purposefully to create, organise, store, manipulate and retrieve digital content *recognise common uses of information technology beyond school</p>	<p><b>TOPIC - Message in a bottle EMAIL</b> *recognise common uses of information technology beyond school</p>	<p><b>TOPIC - We are all superheroes</b> Superhero writing with image/sound (Mashcam) *use technology purposefully to create, organise, store, manipulate and retrieve digital content *recognise common uses of information technology beyond school</p>	<p><b>Fire of London Beebot coding &amp; Purple mash 2 Code</b> *understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions *create and debug simple programs *use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Animal Research and information writing</b> *use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>TOPIC - Season detectives Weather pictographs and graphs</b> *use technology purposefully to create, organise, store, manipulate and retrieve digital content <b>Composing weather music</b> *use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
E-safety - SWGfL scheme	<p>Going Places Safely</p>		<p>Keep it Private (Safer Internet Day)</p>		<p>Sending E-mail</p>	
<p>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies recognise common uses of information technology beyond school</p>						

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
Art (see skills progression)	<p><b>TOPIC - Season detectives (throughout the year)</b>  <b>DRAWING</b> (observational drawing from nature in sketch books)                      *Use sketchbooks to collect, plan and record                      *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space                      *to use drawing, to develop and share their ideas, experiences and imagination                      *colour in accurately  <b>PAINTING</b> Colour mixing (responding to nature's colours and shapes in sketch books)                      *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space                      *Mix and match basic colours making them lighter and darker</p> <p><b>TOPIC - Our school and local area ARTIST/DESIGNERS</b>                      *Look at the work of architects – simple line drawings of buildings <i>in the local area</i> (shapes, elevations)  <i>Look at different styles of building - collect and sort according to type.</i>  <b>DRAWING</b> - Sketching buildings                      *Use sketchbooks to collect, plan and record                      *to use drawing, to develop and share their ideas, experiences and imagination</p>		<p><b>TOPIC - We are all superheroes</b>  <b>DRAWING/PAINTING PORTRAITS</b>                      *to use painting to develop and share their ideas, experiences and imagination                      *draw from first hand observation (self-portraits)                      *to use a range of materials creatively to design and make products                      *work to size of surface                      *mix and match colours making them lighter and darker</p>		<p><b>TOPIC - The secret life of pets</b>  <b>SCULPTURE</b>                      Clay fish (impress and paint – pattern – natural materials)                      *to use sculpture to develop and share their ideas experiences and imagination                      *to use a range of materials creatively to design and make products                      *mould malleable material to create shapes                      *impress, cut, shape patterns</p>	<p><b>TOPIC - Bring on breakfast</b>                      *Use sketch books to collect, plan and record-sketches.                      * drawing from first hand observation: ingredients for breakfast designs (e.g. fruit)</p>
D.T.				<p><b>TOPIC - London's Burning</b>                      *Design, Make, Evaluate                      *Build structures, exploring how they can be made stronger, stiffer and more stable</p>		<p><b>TOPIC - Bring on breakfast</b>                      *Design, Make, Evaluate                      * Use the basic principles of a healthy and varied diet to prepare dishes</p>

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
R.E. - blocked (LD III, UC)	Creation: God	Incarnation: Recognition	Remembering: Passover	Salvation: Rescue	Belonging: Judaism	Authority: What is Jesus' authority?
Music (Music Express Scheme)	<b>TOPIC - Season detectives</b> Music Express - Weather unit (exploring sounds)	Music Express - Storytime unit (exploring sounds)	Music Express - Our bodies unit (beat)	Music Express - Machines unit (beat)	<b>TOPIC - The secret life of pets</b> Music Express- Animals unit (pitch)	<b>TOPIC - Season detectives</b> Music Express - Seasons unit (pitch)
	<b>On-going (weekly singing - whole school)</b> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes					
<b>P.E.</b>	Gymnastics – travelling on different parts of the body  Games -Movement	Gym – flight, bouncing, jumping, landing  Games - bouncing and catching	Gym - Rocking and rolling  Dance - Peter and the Wolf	Gym - Points and patches  Dance - Streamers (2) conkers (3)	Dance - The rainbow fish and around the world  Games - Sending, kicking, striking	Games - Sports day preparation  Gym - Wide, narrowed, curled. Receiving hands and feet
PSHE (HIAS)	Working well together	Caring for myself	Other people are special too	Keeping safe	Caring for others (& link to pets)	Looking forward

## Integrated topic overview outlines

<b>Season detectives</b>	<b>Science, Art, Music, Computing</b>	<b>Longitudinal study</b> -Aut, Spr, Sum 5 weeks approximately	<b>Main project outcome:</b> Big book of the seasons to share with Year R in July
<p><b>Rationale:</b> Children will use first hand observation in the school grounds to find out about the weather patterns of the four seasons so that they can answer the question - ‘Do the changing seasons change the plants in our school grounds?’ They will find out which months of the year belong to which season, as well as what the weather is like in spring, summer, autumn and winter, and what this means for animals, people and the landscape (including a particular focus on the changes they observe in evergreen and deciduous trees in the school grounds). During this year-long study, children will collect evidence in a range of forms (e.g. sketches, descriptions, photographs, pressed leaves/flowers) to create a big book of the seasons. They will also compare seasons according to their weather characteristics. Children will develop their observational drawing skills and will listen to a range of music depicting the seasons, experimenting with instruments to create group weather compositions and explore composition using computers. Finally, children will share their books and compositions with their Year 5 buddies at the end of the year.</p>			
<p><b>Available support for planning:</b> Plan Bee - ‘The four seasons’ (KS1); Hamilton - ‘Seasonal changes - wonderful weather’; QCA ‘Sounds interesting - exploring sounds’</p>			
<p><b>National Curriculum Content</b></p>			
<p><b>Science</b> *Working scientifically *observe changes across the four seasons *observe and describe weather associated with the seasons and how day length varies. *identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>		<p><b>Art</b> <u>DRAWING</u> (observational drawing from nature in sketch books) *Use sketchbooks to collect, plan and record *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *to use drawing, to develop and share their ideas, experiences and imagination *colour in accurately</p>	
<p><b>Geography</b> Identify seasonal and daily weather patterns in the United Kingdom</p>		<p><u>PAINTING</u> Colour mixing (responding to nature's colours and shapes in sketch books) *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *Mix and match basic colours making them lighter and darker</p>	
<p><b>Computing</b> - Composing weather music Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>			
<p><b>Music</b> Music Express - Weather unit (exploring sounds), Seasons unit (pitch)</p>			

<b>Our school and local area</b>	<b>Geog, Art</b>	<b>AUTUMN TERM</b> 3 weeks	<b>Main project outcome:</b> Maps and plans with keys for Rosie the Hen
<p><b>Rationale:</b>                  Through this topic children will learn fieldwork and observational skills as they study the geography of the school, the grounds and the key human and physical features of the surrounding environment. Children will begin by reading about Rosie the Hen’s walk around the farmyard (‘Rosie’s Walk by Pat Hutchins). They will then devise their own route and record as a plan (with a simple key) so that Rosie can take a second walk around our school. They will then devise and record a plan with a simple key so that she can take a walk around the school grounds. Finally in groups children will create their own maps of the local area (with simple keys) to help Rosie find her way around when she visits (after investigating the area for themselves in order to create their maps). These will show Rosie the key physical and human features of the surrounding area and will include interesting information for Rosie about some of these features, why she might like to visit them (e.g. park, different shops) and the different styles of buildings that she might see on her journey (e.g. through collecting and sorting pictures of the buildings that are in the local area).</p>			
<p><b>Available support for planning:</b> Hamilton - Our school and local area (<u>some</u> content will support this topic)</p>			
<p><b>National Curriculum Content</b></p>			
<p><b>Geography</b>                  *use simple fieldwork and observational skills to study the geography of their school and its grounds <u>and the key human and physical features of its surrounding environment</u>                  *devise a simple map; and use and construct basic symbols in a key                  *use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map *use world maps, atlases and globes to identify the United Kingdom                  *use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p><b>TOPIC - our school and local area</b>                  ARTIST/DESIGNERS *Look at the work of architects – simple line drawings of buildings <i>in the local area</i> (shapes, elevations)  <i>Look at different styles of building - collect and sort according to type.</i>                   DRAWING - Sketching buildings                  *Use sketchbooks to collect, plan and record                  *to use drawing, to develop and share their ideas, experiences and imagination</p>	
<b>Message in a bottle</b>	<b>History, Computing</b>	<b>AUTUMN TERM</b> 5 weeks	<b>Main project outcome:</b> Historical timeline (visual)
<p><b>Rationale:</b>                  Through this topic children will investigate how people have communicated with each other over time and will learn about how this has changed. After discovering a very old message in a bottle, they will consider the history of communication, starting with people carrying oral messages and then carrier pigeons, horse-riding messengers, letters, Morse code, telegrams, telephones, mobiles, emails and the internet. They will learn how to send and receive emails to a range of characters using ‘Purple Mash’ and will interview relatives and visitors to find out more about how communication has changed in their lifetime. Children will learn about how the Royal Mail came to exist and how letters were sent in the past. They will identify post boxes in the locality and then write and post a letter to an older person for whom this was an important form of communication. Children will consider the development of the telephone from the late 19th century to mobile phones in the present day through studying pictures and old examples of phones from each era. Children will read a range of books linked to this theme (e.g. Meerkat Mail, The Jolly Postman). Finally children will use the information they gather to create their own communication timelines that include pictures and images.</p>			
<p><b>Available support for planning:</b> Hamilton - Changes within living memory (Block D - Keeping in touch - some aspects will support this topic)</p>			
<p><b>National Curriculum Content</b></p>			
<p><b>History</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in <u>national</u> life.</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul>		<p><b>Computing</b> EMAIL (Purple Mash)                  *recognise common uses of information technology beyond school</p>	

<b>We are all superheroes</b>	<b>Science, Computing, PSHE</b>	<b>SPRING TERM</b> 4 weeks	<b>Main project outcome:</b> Presentation to parents
<b>Rationale:</b> Children will begin by choosing their favourite superheroes, considering the superpowers they have and linking this to learning about their own body parts and senses. They will create a new superhero, using Mashcam to record how they use their body parts and senses in a superhuman way. Children will then consider 'real-life superheroes' (e.g. nurses, firemen and women etc) and learn more about how these real-life heroes help them. Finally they will consider how they might be a superhero themselves through identifying the positive qualities that make them the person they are and how they can use these qualities to help others and to make a positive difference in God's world. Children will present their learning to a chosen audience (e.g. parents).			
<b>Available support for planning:</b>			
<b>National Curriculum Content</b>			
<b>Science</b> (Animals including humans) *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		<b>Computing</b> Superhero writing with image/sound (Mashcam) *use technology purposefully to create, organise, store, manipulate and retrieve digital content *recognise common uses of information technology beyond school	

<b>London's burning</b>	<b>History, DT</b>	<b>SPRING TERM</b> 4 weeks	<b>Main project outcome:</b> Great Fire exhibition for parents
<b>Rationale:</b> Children will step back in time to learn about this significant historic 17th Century event in order to create their own Great Fire exhibition for parents. They will visit a local museum ('The Spring') to find out how to exhibit historical information and with support will begin to make choices about how to create an exhibition in their own classroom. Children will contrast fire-safety from the past with that of today and will study the buildings of the period (comparing these to some of the buildings found in the local area), designing and making their own building to create a class Pudding Lane for their exhibition (with a particular focus on exploring how their structures can be made stronger, stiffer and more stable). They will be introduced to some of the ways we can find out about the past, including through the information contained in the diaries of Samuel Pepys and John Evelyn. They will generate questions about the Great Fire of London, research the answers using a range of non-fiction books and will study and learn some of the songs and rhymes of the time. Finally the children will organise a classroom exhibition for their parents and other classes, including acting as a guide, taking their visitors to each exhibit to explain their learning.			
<b>Available support for planning:</b> Hamilton - The Great Fire of London			
<b>National Curriculum Content</b>			
<b>History</b> *Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London. *use common words and phrases relating to the passing of time *understand some of the ways in which we find out about the past and identify different ways in which it is represented		<b>DT</b> *Design, Make, Evaluate *Build structures, exploring how they can be made stronger, stiffer and more stable	

<b>The secret life of pets</b>	<b>Science, Art, Music</b>	<b>SUMMER TERM</b> 5 weeks	<b>Main project outcome:</b> Pet care guide
<p><b>Rationale:</b>                  Through this topic children will learn about a variety of common animals, focusing in particular on the pets we keep and how we keep them happy and healthy. They will learn about the differences between birds, fish, amphibians, reptiles, mammals and invertebrates and will also have the opportunity to identify animals within the school grounds. Children will sort animals into groups according to their features and consider why some animals are kept as pets and others are not. They will also consider how pets help us (e.g. Guide dogs, Rescue dogs). They will discuss what pets like and what owners need to do to keep them happy and healthy and will learn about the role of charities such as the RSPCA and PDSA in protecting animals and the role of a veterinarian. They will develop their drawing skills to create effects such as fur, feathers and scales and will create textures and patterns through making a clay fish sculpture. Children will also listen and respond to music that depicts a variety of animals. Finally, children will summarise their learning in a pet care guide for anyone who might be considering having a pet (to share with a real audience, e.g. display in a local Vet Surgery or Pet Shop).</p>			
<p><b>Available support for planning:</b> Plan Bee- Pets and Gardens; Hamilton - Carnival of the animals (Block A); Hamilton - Animals including humans - our pets</p>			
<b>National Curriculum Content</b>			
<p><b>Science</b> (Animals including humans)                  *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals                  * identify and name a variety of common animals that are carnivores, herbivores and omnivores                  *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>		<p><b>Art - SCULPTURE</b>                  Clay fish (impress and paint – pattern – natural materials)                  *to use sculpture to develop and share their ideas, experiences and imagination                  *to use a range of materials creatively to design and make products                  *mould malleable material to create shapes                  *impress, cut, shape patterns</p>	
<p><b>Music</b> Music Express- Animals unit (pitch)</p>			

<b>Bring on breakfast</b>	<b>DT, Art</b>	<b>SUMMER TERM</b> 3 weeks	<b>Main project outcome:</b> Fruit and yoghurt pot for a family breakfast
<p><b>Rationale:</b>                  Through this topic children will learn about healthy eating (specifically the importance of breakfast and 5 A DAY), where some of their food comes from and how to prepare a simple dish safely and hygienically. They will carry out research to help them design their own dish, including considering breakfast choices around the world and tasting and evaluating ingredients that they could use in their own design. They will develop their sketching and observational drawing skills and use these when drawing designs for their product. Finally they will make their breakfast design to share at a family breakfast.</p>			
<p><b>Available support for planning:</b> ‘Food a fact of life’ (BNF scheme of work) - Bring on Breakfast; Change4life resources</p>			
<b>National Curriculum Content</b>			
<p><b>DT</b>                  *Design, Make, Evaluate                  * Use the basic principles of a healthy and varied diet to prepare dishes</p>		<p><b>Art</b>                  *Use sketch books to collect, plan and record- sketches for DT project.                  * drawing from first hand observation: ingredients for breakfast designs (e.g. fruit)</p>	