

2018-2019 Theme Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Poles Apart	Show-stopping Shakespeare Tempest	Get out of my swamp	Flight	Toys	The Great War
Year 2	Journey Through Europe	Show-stopping Shakespeare A Midsummer Night's dream	Indian Spice	Wonder Women	London's Burning	The Home Front
Year 3	Extreme Survival	Show-stopping Shakespeare A Winter's Tale	Tomb Raider	Transport	Meet the Flintstones	The Great War
Year 4	Going Underground (London Curriculum)	Show-stopping Shakespeare Romeo and Juliet	World Kitchen	Britain from the Air	Roman Rule	The Great War
Year 5	Wild Waters	Show-stopping Shakespeare Macbeth	Out of this World	Mexico	Invaders	Rebuilding London (London Curriculum)
Year 6	Disaster	Show-stopping Shakespeare Hamlet	Illuminating London (London Curriculum)	Greece Lightening	Rule Britannia	The Great War

∞ Links with Science/PSHE or RE

Shaded boxes suggest possibilities for cross year group work

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Animals including humans		Plants		Everyday materials ∞	
	Seasonal Change		Seasonal Change		Seasonal Change	
Year 2	Animals including humans ∞		Living things and their habitats	Plants	Uses of Everyday materials	
Year 3	Animals including humans	Forces and magnets	Light	Plants	Rocks	
Year 4	Sound	Electricity	Living things and their habitats	Animals including humans	States of matter	
Year 5	Animals including humans	Forces	Earth and Space ∞ habitats	Living things and their	Properties and changes of materials	
Year 6	Evolution and Inheritance ∞	Electricity	Light ∞	Living things and their habitats	Animals including humans ∞	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Physical health and wellbeing ∞ Fun times	Drug, alcohol and tobacco education What do we put into and on to bodies?	Careers, financial capability and economic wellbeing My money	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing ∞ Feelings	Identity, society and equality Me and others
Year 2	Physical health and wellbeing What keeps me healthy?	Drug, alcohol and tobacco education Medicines and me	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Indoors and outdoors	Sex and relationship education Boys and girls, families	Sex and relationship education Boys and girls, families
Year 3	Physical health and wellbeing What helps me choose?	Drug, alcohol and tobacco education Tobacco is a drug	Keeping safe and managing risk Bullying – see it, say it, stop it	Mental health and emotional wellbeing Strengths and challenges	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Identity, society and equality Celebrating difference
Year 4	Keeping safe and managing risk Playing safe	Drug, alcohol and tobacco education Making choices	Physical health and wellbeing What is important to me?	Sex and relationship education Growing up and changing	Sex and relationship education Growing up and changing	Identity, society and equality Democracy
Year 5	Physical health and wellbeing In the media	Mental health and emotional wellbeing Dealing with feelings	Keeping safe and managing risk When things go wrong	Careers, financial capability and economic wellbeing Borrowing and earning money	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Drug, alcohol and tobacco education Different influences
Year 6	Sex and relationship education ∞ Healthy relationships / How a baby is made	Sex and relationship education Healthy relationships / How a baby is made	Mental health and emotional wellbeing Healthy minds	Identity, society and equality Human rights	Drug, alcohol and tobacco education ∞ Weighing up risk	Keeping safe and managing risk Keeping safe - out and about FGM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) Who is a Christian and what do they believe?		Expressing (Religious and spiritual forms of expression; questions about identity and diversity) What makes some places sacred? Christians, Muslims and/or Jewish people		Living (Religious practices and ways of living; questions about values and commitments) What does it mean to belong to a faith community? Christians, Muslims and Jewish people	
	Expressing (Religious and spiritual forms of expression; questions about identity and diversity) How and why do we celebrate special and sacred times? Christians, Jewish people and/or Muslim					
Year 2	Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) Who is a Muslim and what do they believe? Who is Jewish and what do they believe? What can we learn from sacred books?		Expressing (Religious and spiritual forms of expression; questions about identity and diversity) How and why do we celebrate special and sacred times?		Living (Religious practices and ways of living; questions about values and commitments) How should we care for others and the world, and why does it matter?	
	Expressing (Religious and spiritual forms of expression; questions about identity and diversity) Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people					
Year 3	Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) What do different people believe about God? Christians, Hindus and/or Muslims Why is the Bible so important for Christians today?		Expressing (Religious and spiritual forms of expression; questions about identity and diversity) Why do people pray? Christians, Hindus and/or Muslims		Living (Religious practices and ways of living; questions about values and commitments) What does it mean to be a Christian in Britain today?	
	Expressing (Religious and spiritual forms of expression; questions about identity and diversity) Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people					
Year 4	Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) Why is Jesus inspiring to some people?		Expressing (Religious and spiritual forms of expression; questions about identity and diversity) Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist)		Living (Religious practices and ways of living; questions about values and commitments) What does it mean to be a Hindu in Britain today? What can we learn from religions about deciding what is right and wrong? Year 5 Christians, Jewish people and non-religious responses (e.g. Humanist)	
	Expressing (Religious and spiritual forms of expression; questions about identity and diversity) Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people					
Year 5	Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) Why do some people think God exists? Christians and non-religious (e.g. Humanists) What do religions say to us when life gets hard? (Can we live by the values of Jesus in the twenty-first century?)		Expressing (Religious and spiritual forms of expression; questions about identity and diversity) If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people		Living (Religious practices and ways of living; questions about values and commitments) What does it mean to be a Muslim in Britain today	
	Expressing (Religious and spiritual forms of expression; questions about identity and diversity) Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)					
Year 6	Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists)		Expressing (Religious and spiritual forms of expression; questions about identity and diversity) Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)		Living (Religious practices and ways of living; questions about values and commitments) What matters most to Christians and Humanists? What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims	
	Expressing (Religious and spiritual forms of expression; questions about identity and diversity) Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)					

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