


Year Group / Term / Topic Name / Main Subject linked to Topic Name
Topic Journey including references to the vision copied from your MTP
 Main Vision Thread/Threads

**To Be the Best We Can Be** *by...*

- ⇒ Encouraging children to **make a difference** to their own lives and the lives of others, close by and in the wider world
- ⇒ Supporting personal achievement through an **inspiring curriculum** that enables success for all and high expectations, driven by purposeful, relevant, practical lessons that children can fully invest in
- ⇒ Maximising the potential of each individual's **character**, supporting growth through real-world examples both within and beyond the school to ensure children can succeed and flourish in a changing world
- ⇒ Prioritising **physical and mental health**, creating a culture of nurture and happiness where children have the capacity to thrive emotionally, socially and academically
- ⇒ Embracing the power of collaboration, working together and building **positive relationships** where children have a voice but listen, care and value each other as individuals

**YR- Autumn 1—Marvellous Me and My Community (PSHE)**

Our ‘**Marvellous Me**’ topic aims to support children with learning about themselves and the importance of keeping our mind and body healthy through a variety of stories. They will learn about how they have developed from a baby and how growth is important. Children will develop an awareness of what a healthy life-style is and the choices we make in developing one. Children will learn about their role in the world and the similarities and differences between themselves and their peers. They will learn about what it means to be part of a school community and how we can positively impact it, they will learn to express their thoughts and opinions safely and develop as unique individuals.

**Promoting Physical and Mental Health**

**Making a Difference**

**YR- Spring 1– All Around the World (Geography)**

**YR- Spring 2– Down on the Farm (Science)**

Throughout this term, the purpose of this topic is to provide the opportunity for children to learn about the world around them, their place in the world and how they can contribute to the wider community as global citizens. For example, we will look at pollution and how children can have a positive impact on their environment. We will also look at recycling and how items can be reused. We will use *The Snail and the Whale* to introduce the topic and follow the whales’ journey and learn about the wider world. We will learn about the different animals, plants and the environments that they live in. We will identify similarities and differences about these environments. We will learn about different cultures and traditions which take place including Chinese New Year, Shrove Tuesday and Valentine’s Day.

Throughout this term the purpose of this topic is to provide an opportunity for the children to learn about where their food comes from. For example we will look at the different animals there are on farms and how we get different foods from them. We will find out about different animals, their names, parts and how to look after them. We will find out about how different foods are grown on farms and how the food gets to their plates. We will introduce the terms agricultural and pastoral farming.

**Make a difference?**

**YR-Summer 1– Land Ahoy (History?)**

**YR- Summer 2– At the Bottom of the Garden (Science)**

Throughout this term, the purpose of this topic is to explore our history– linked to dinosaurs and pirates.

Throughout this term, the purpose of this topic is to inspire our children’s inner scientist and provide them with the opportunity to explore our natural world and find out about growth. They will be investigating our natural environment through hunts and collecting resources to support them with their self-directed learning. The children will learn about life and how they can positively contribute towards the conservation of the world around them. They will use their senses to investigate and learn about life-cycles, mini-beats and plants. Key texts will be used to spark curiosity and develop ideas, that will initiate discussions about how and why things happen.

**Positive Relationships / Character?**

**Making a Difference**

<p><b>Y1- Autumn 1 -Jungle Adventures (Science)</b></p>	<p><b>Y1- Autumn 2- Secrets of the Seashore (Geography)</b></p>
<p>We use our first year 1 science topic and broaden it out to encompass a smooth transition from EYFS into Year 1. We immerse ourselves in a jungle theme as we settle into our new environment, building upon all that we learned in foundation stage, as we build relationships with each other, new adults and the wider community and school and grounds.</p>	<p>As we uncover the Secrets of the Seashore, we will discover real-life and fictional heroes who show courage, determination and kindness in their actions, inspiring our young learners as they begin their Year 1 learning journey. The stories of Katie Morag have a strong sense of place which inspires in us a curiosity and fascination about the world and our place in it. Our children can relate to Katie Morag and the relationships she has with her family and the wider community on the Isle of Coll. We make links with our own families and discover our place in the community, learning how we can make a positive difference to the lives of others. Katie Morag’s island home is based on the real Isle of Coll and we are inspired by all that Coll has to offer. We later head into the sea itself and learn how Grace Darling rescued nine men one stormy night and how her determination and courage made a difference to the lives of others and how we can develop positive character traits in ourselves so we too can make a difference in the world.</p>
<p><b>Positive Relationships/ Prioritising positive Mental Health</b>      <b>Character– -Kindness, Determination and Courage</b></p>	
<p><b>Y1- Spring 1- Once upon a time.... (English)</b></p>	<p><b>Y1- Spring 2- Once Upon a Time... (Science)</b></p>
<p>The Jolly Postman arrives with his postbag one morning and takes us on a tour of fairytale land– together we meet characters from traditional tales and discover that they are stories that have been told and retold for many years. The Jolly Postman will introduce us to different settings and show common themes such as magic, love, good vs bad, power of three and a happy ending! The Jolly Postman helps us to learn about where we live and in doing so we identify how we can make a difference to our environment, by making a difference to our location as we make a difference to the environment as a whole. We navigate through different traditional tales and make links to the real world, exploring the houses and homes in stories and comparing those to the real ones in which we all live. <i>Once Upon a Time</i> concludes when a beanstalk grows in our classroom one night and we go on a final adventure with Jack, his magic beans and grow and nurture beanstalks of our own!</p>	
<p><b>Make a difference</b> <b>Personal Aspirations Inspiring Curriculum)</b></p>	
<p><b>Y1-Summer 1- Paddington (PSHE)</b></p>	<p><b>Y1- Summer 2- London (Geography)</b></p>
<p><b>Paddington</b>, the much loved fictional bear created by Michael Bond, will lead us on many adventures this term. When Paddington leaves Peru and arrives in London wearing a sign saying “Please Look After this Bear”, the Brown family just cannot resist this request. This theme of looking after each other and caring for people in world around us, will be explored through this Year 1 topic. Taking inspiration from the Paddington stories, children will start by taking care of their own toy bear and think carefully about people who love and care for them, and what they do to make them feel cared for. Paddington is also the face of the charity Unicef; his kindness, tolerance and perseverance in the face of adversity or marmalade-related mishaps make him the perfect champion for children. Over the term, Year 1 children will develop their collaborative and problem solving skills to organise a fund-raising idea/event to support Paddington and Unicef and help to make a difference to the lives of other children around the world...</p>	<p>We will explore our capital city London, finding out about key physical and human features, including famous landmarks and its transport system, and the cultural experiences it has to offer. We will find out about the joy that teddy bears, like Paddington as well other toys from the past, have brought to children and learn how children played in the past. We will come back to the present and explore the impact that the pandemic, the positive and the challenging, has had on the lives of our children and appreciate what is important to us for our physical and mental well-being.</p>
<p><b>Making a Difference (UNICEF)</b></p> <p><b>Positive Relationships ( Collaboration)</b>      <b>Prioritising Positive Mental and Physical Health</b></p>	

<b>Y2- Autumn 1—Happily Ever After... (English)</b>	<b>Y2- Autumn 2– Fire Fire1 (History)</b>
Happily Ever After- Having explored fairy tales in Year 1, the children are introduced to a whole new world of “twisted” fairy tales, The Big Bad Wolf becomes the Big Bad Pig and it’s Jim not Jack and the Beanstalk. They will become authors of their own twisted tales when they innovate the stories Goldilocks and The Three Little Pigs. We have the opportunity to understand and discover what human and physical features are, in readiness for when we visit our home town of Syston after half term. The children will learn how positive relationships should be valued and nurtured in friendships, families and communities.	Fire Fire! It is 1666 and a fire has started in a bakery on Pudding Lane, a fire that will go down in history as The Great Fire of London. Our hall will be transformed into a street scene from the period where the children will be immersed in life first hand and learn about the fire from people who experienced it, including famed diarist Samuel Pepys. The children will make links to their Science learning about materials and their properties last term when considering why the fire spread so quickly and also the lessons learned when Sir Christopher Wren redesigned London.

**Positive Relationships? Character?**

**Make a difference? Character?**

**Y2- Spring 1 and 2 – Waste Warriors ( Science)**

We will be applying our year 2 responsibility of litter pickers to identify waste in the school and its grounds and also other methods of waste in school, e.g. electricity and water waste. With our vision in mind, we will be learning how the small act of picking one piece of litter can make a huge difference both locally and globally. The children explore the importance of reduce, reuse, recycle what this means and how they can help the environment to make a difference. We explore and understand how over the years our locality has changed, especially in our own home town of Syston. We will be comparing how houses looked in the past and how they are different to houses today. We can make links to how houses have become more sustainable and eco friendly from solar panels to generate power to viewing wind turbines in our own locality. With this knowledge in mind we hope that children can also educate and inspire others to become a waste warrior too!

**Make a difference—Locally & Globally**

**Y2-Summer 1 and 2 – On Safari (Science)**

The children in year 2 will be going on safari in the summer term with an exciting trip to Twycross Zoo to look forward to! Through reading the story Meerkat Mail, the children will learn about living things and their habitats in Science, with a focus on the Kalahari Desert and the Congo Rainforest. Links will be made between our learning about rainforest habitats and the study of A Tiger In A Tropical Storm by Henri Rousseau in our Art lessons. We will build on our Geography learning in the Spring term about physical and human features to compare two contrasting locations (Syston and Botswana). Making a difference- Endangered species/Deforestation/Caged animals/For and Against Zoos

<h2>Y3- Autumn 1— Celts (History)</h2>	<h2>Y3- Autumn 2– Romans (History)</h2>
<p>This half-term’s theme is historical, with a journey that begins with the Celts of Iron Age Britain. Children will learn about how Ancient Britain changed with the discovery of Iron and how Celts used this to make significant lifestyle changes to the stone and bronze age dwellers before them. Links will be made to how discoveries through the ages make a difference to peoples’ lives including living conditions and quality of life. Children will use the outdoors to explore and discover what Celts needed for their settlements and will be inspired to make decisions for themselves when setting up their own settlements. They will work collaboratively in our outdoor environment getting to know the benefits and disadvantages of different locations, looking at the impact of settlements on an environment and drawing links with their own lives and modern settlements.</p>	<p>This half-term’s theme continues with a historical focus, this time learning about the Romanisation of Britain and the impact that had on native Britons (the Celts). Children will learn about how Britain changed with the arrival of the Romans and how it had a huge impact on our lives today. Children will see how Romans left their mark not only on civilisation across the world, but also right here in Leicester and Syston. We will use local experts and museums to show children the importance and relevance of Roman culture on their lives today, as well as inspiring and exciting children with the knowledge that we have Roman buildings and architecture right beneath our feet. This will culminate in children recreating an archaeological dig for Roman artefacts within school grounds.</p> <p>Alongside the national and local impact of the Romans, children will learn about the ups and downs of the Roman empire, including key figures such as Julius Caesar, Augustus, Claudius and other early emperors. They will also learn how the Roman empire fell and what impact that had on European and British society. Children’s work will culminate in a museum of Roman and Celt history presented in the hall / training room for other members of school and parents to visit. It will make a difference by educating others and developing children’s presentation and public speaking skills as they lead tours and speak about their work.</p>
<p><b>Positive Relationships– collaboration?</b></p>	<p><b>Character? Make a difference?</b></p>
<h2>Y3- Spring 1–</h2>	<h2>Y3– Spring 2</h2>
<p>This term we will be driving forwards the theme of physical wellbeing and mental health and how they contribute towards a happy and positive lifestyle. We will be making relevant links across the curriculum and in everything we do. The children will begin their journey by exploring what good physical and mental health means in PSHE lessons. They will look at the benefits of a balanced lifestyle and share strategies to achieve this. There will be opportunities to identify the barriers we face in our daily life and why some people make the wrong choices. The concept of a balanced lifestyle to enhance physical and mental wellbeing includes: rest and relaxation, entertainment and enjoyment, creativity and stimulation, social skills and team work, beliefs and morals, exercise and getting outdoors, hard work and learning to name but a few. These are evident in all of our topics. For example: P.E. topics dance - exercise and entertainment and orienteering—team work and getting outside; science topic plants - a balanced diet and conditions for growth; R.E. festivals—beliefs, family time, community, celebrations; history and Geography Egypt and the River Nile - just the right conditions mean healthy soil, farming, family life, traditions; art sketching— creativity and entertainment.</p>	
<p><b>Prioritising Physical and Mental Health</b></p>	
<h2>Y3-Summer 1– Wilderness</h2>	<h2>Y3- Summer 2– Let me Entertain you...</h2>
<p>Our Wilderness theme will take us on an exciting learning journey this term. Our class book, The Wild Robot by Peter Brown, highlights the responsibility we have for taking care of each other and our local environment to preserve our planet. Our year 3 children will have the opportunity to spend time outdoors, improving, nurturing and protecting an area of school designed to attract wildlife such as bees, insects and birds. Linking with this, children will learn about their local area, Syston, and how it has changed over the years - looking particularly at land use and how this can have an impact on wildlife. They will learn about the long term effects of removing trees and hedgerow. They will be encouraged to make a difference by thinking about how they can support and enhance environments to protect habitats and animals.</p>	<p>The final journey of Year 3 will take the children on a fun-filled adventure by investigating what entertainment means. Throughout this journey, they will look into the history of famous festivals and sporting tournaments such as the Olympics. They will enrich their knowledge of such events by delving into their history, looking at how they have shaped current standards of entertainment, and how they are being celebrated in the present day. They will investigate how different sporting events provide entertainment and can bring citizens of the world together - through play and spectatorship. Cross curricular links will be made throughout this journey, ensuring that our inspiring curriculum allows for purposeful and relevant learning that empowers children to not only invest in their learning, but to understand more about other cultures in our ever changing world. The children will become astronauts, take a trip down memory lane and learn about the pop art movement as well as trying to understand why some people want to make the world a better place. They will explore music, film and story telling too. We aim to bring a real world element to their learning in the final stop of their journey: a culmination of learning where their acquired knowledge will be used to plan, create and hold a spectacular Year 3 festival. This will allow for collaboration, child-led learning opportunities and, a sense of pride in their achievements.</p>
<p><b>Make a difference– locally / globally</b></p>	<p><b>Make a difference– community? Prioritising physical and Mental Health</b></p>

## Y4- Autumn 1 and 2 —Ancient Egyptians ( History)

In our Ancient Egyptians topic, the children will explore one of the world's earliest and greatest civilisations in history. They will imagine how life would have been beside the Nile 5000 years ago. Creating the Egyptian's staple meal of bread in their D&T project will allow the children to compare how the Ancient Egyptians would cook their food. They will learn to make healthy choices with their eating by cooking different products and consider how their physical health impacts our mental health. This will be reinforced in their enjoyment of enjoying the outdoors for P.E. While exploring our science topics, the children will begin to think about healthy eating and caring for their teeth.

**Prioritising Physical and Mental Health / Character?**

## Y4- Spring 1 and 2 – Are we Inventors? ( Science)

What is the difference between discovering, inventing and innovating? Has everything worth inventing already been invented and do we just now improve and innovate?

In this theme we will travel back in time to the Stone Age and look at how inventive the people who lived in this time were. Investigating how they told stories, solved problems and built Stone henge. We will also look at more recent times and study what electricity is, whether it was discovered or invented and what inventions it has inspired. We will use our science understanding to invent (or maybe innovate) our own products using electrical circuits and computer programming.

**Make a difference?**

## Y4-Summer 1 and 2 – The Key to Happiness

Our theme this term will be 'The Key to Happiness' This theme will look at how prioritising mental health can lead to happiness and what people need to live a happy life. We will learn about Scandinavia - one of the happiest places to live– and compare our lives to the those of the Anglo-Saxons and Vikings. Who do we think is happier and why? In art, we will look at how art can contribute to positive well-being and study sketches and drawings which inspire happiness. In PSHE we will look at how we can have a positive impact on the wider world this will link to our DT 3D sewing project where we will make gifts to give to close friends and family and people in the wider community– enclosed in a handmade gift box.

**Prioritising Physical and Mental Health  
Positive Relationships?**



**Y5– Autumn 1 and 2 —The Americas ( Geography)**

Through investigating ‘The Americas’ children will be immersed in learning about other countries, cultures and life styles in this area of the world. Locational knowledge will be built upon whilst preconceptions will be explored and challenged. Children will be given the chance to draw comparisons with their own ways of life whilst opportunities will be given to reflect on their daily decisions. Learners will critically analyse the impact of human life on the planet and how consider we can make a positive difference in the world. Cross curricular links throughout this topic, will enable learners to encourage supportive debates, develop their analytical skills and work collaboratively with others. Over the term, children’s character will be enhanced by recognising the importance of developing tolerance and understanding of other’s differences, norms and values. This message is of key importance to enable children to continue to maintain positive relationships with people currently in their lives and ensure this with individuals that they will meet in the future.

**Positive Relationships ( Collaboration)**

**Character**

**Y5- Spring 1 and 2 – Tudors( History)**

Through exploration of the Tudors, children will be immersed in purposeful and relevant lessons which are aimed to develop their analytical skills of this specific time period. Opportunities will be given to consider history’s impact on modern day life, whilst cross curricular links will enable children to explore the Tudors through their learning in other subjects. Learners will take part in supportive debates, develop their analytical skills and work collaboratively with others throughout this topic.

Studying Tudors will help children to develop their questioning skills and make comparisons; learn to use primary and secondary historical sources and help them to understand how past events have helped to shape the world that we know today.

Over the term, children’s character will be enhanced by recognising the importance of developing tolerance and continuing to work on understanding other’s norms and values. They will be encouraged to think about how to be a good and responsible citizen, develop the skills of judgement and decision making and consider how they will change as they grow.

**Positive Relationships ( Collaboration)**

**Making a Difference**

**Physical and mental health**

**Y5– Summer 1 and 2 —The Victorians ( History)**

Through purposeful and relevant lessons, children will be inspired by factual information—driven by historical context and analysis— to understand how the mistakes and successes of past civilisations still impact on our life today.

By exploring the legacy of the Victorians on today’s society (education, industry and working conditions), children will understand that history can help us to understand and make a difference in our own futures. They will compare and contrast their own lives to childhood in the Victorian Era.

They will be encouraged to think about good and responsible citizenship, and develop the skills of judgement and decision making by thinking about the world around them through an understanding of the past.

**Making a difference**

**Character**

## Y6- Autumn 1 and 2 —The World at War ( History)

Children will look in detail at the key events that led to the outbreak of the Second World War, as well as key turning points and events that brought an end to the conflict. They will reflect on social and economic factors that influenced these events, drawing parallels with contemporary issues. Children will meet a number of key characters and develop a sound understanding of the causes and effects of significant events during the war, as well as the impact of war on their own locality. At the same time, they will be challenged to consider a range of moral issues presented by world-changing events such as the Holocaust and the dropping of the atomic bombs.

**Make a Difference?**

## Y6- Spring 1 and 2 – Extreme Earth ( Geography)

From the hottest to the coldest continents, the wettest to the driest climates, the highest to the lowest points on earth and many other extremes in between, children will be taken on a global adventure of the most biologically diverse and least hospitable places on our planet. Children will identify the characteristics of rainforests, savannahs, tundras, deserts and oceans and the delicate and interconnected ecosystems that allow life (in a number of forms) to thrive or simply survive there. Below the surface, we will explore the cause and consequences of natural disasters such as earthquakes and volcanic eruptions.

**Positive Relationships? Character?**

## Y6- Summer 1 and 2 – Scream if you want to go faster( D.T)

Children will take on the role of a theme park manager and property developer looking for an appropriate site for their latest, sustainable, thrill-seeking business venture. Through economic and geography case studies, children will develop a proposal and submit their eco-friendly planning application for consideration by the local authority. Once successful, children will move to the planning and development phase, combining a range of knowledge and skills to build their theme park brand, draw up a detailed map of their park, plan and develop a healthy fast food offering whilst designing and building a scale model of their park's flagship main entrance.

In the core subjects, the Year 6 children will continue to consolidate their knowledge and understanding of the contents of the Key Stage 2 curriculum in order to prepare them for their transition to secondary school.

**Character**