



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



The Merton Primary School
To be the best we can be.

Our Vision... 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 **knowledge and appreciation of our world** 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 individuals **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 and My Community'** topic aims to support children with learning about themselves and the importance of valuing themselves as unique individuals. We will do this through a variety of different key texts: *We are all different*, *Elmer*, *The Colour Monster*, *Only one YOU* and through our senses. 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. Children will also learn about different roles in society with a particular focus on people who help us. They will learn to express their thoughts and opinions safely and develop respectful relationships.

Understanding the World & Promoting Physical and Mental Health— Colour Monster

Making a Difference—Bird Feeders

YR- Spring 1– Around the World (Geography)

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

Our **'Around the World'** 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.

Our **'Down on the Farm'** topic is aimed at inspiring 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.

Understanding the World, Positive relationships & Making a difference— Build a boat

Understanding the World – Life-cycle of a Chicken & Planting potatoes

YR-Summer 1– In the Garden (Science)

YR- Summer 2– Over the Deep Blue Sea (History)

Our **'In the Garden'** topic is aimed at inspiring 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.

For our **'Over the Deep Blue Sea'** topic the children will start our topic with a pirate day! We will start the scene with meeting a pirate called 'Captain Purple Beard' who will read the story of the *Pirate Cruncher* based on his life. He will read the beginning of the story and reveal a treasure map and the children will follow it to find the buried treasure hidden on the school grounds. The children will discover rubbish in their rockpool which will lead us on to exploring our contribution in keeping the environment clean. We will learn about seaside's in the past and how it has changed over time. We will have a seaside day where we will create posters to invite parents in to have chips which the children would have dug up and cut. We will end our topic with a Punch and Judy show.

Understanding the World, Make a difference & Positive relationships — Plant & Share

Understanding the World & Making a Difference— Seaside Day

<p>Y1– Transition –Into the Wild (Science)</p>	<p>Y1- Autumn– We can be Heroes (Geography/History/RE)</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>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 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. We make links with our own families and discover our place in the community, how we belong to different groups but learn how we can make a positive difference to the lives of others. Involving parents and grandparents we will join together to produce Christmas decorations to decorate our local church and grow our sense of community and the difference that we can make– and that we can all be heroes in many ways big and small.</p>
<p>Positive Relationships/ Prioritising positive Mental Health Character– -Kindness, Determination and Courage</p>	
<p>Y1- Spring 1- Once upon a time.... (English)</p>	<p>Y1- Spring 2- Once Upon a Time... (Science)</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 an we go on a final adventure with Jack, his magic beans and grow and nurture beanstalks of our own!</p>	
<p>Make a difference (Personal Aspirations Inspiring Curriculum)</p>	
<p>Y1-Summer 1- Paddington (PSHE/Geography)</p>	<p>Y1- Summer 2- London (DT/History)</p>
<p>Paddington, 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>Making a Difference (UNICEF)</p> <p>Positive Relationships (Collaboration) Prioritising Positive Mental and Physical Health</p>	

Y2- Autumn 1—Happily Ever After... (English/ Science)	Y2- Autumn 2– Fire Fire1 (History)
<p>Having explored fairy tales in Year 1, the children are introduced to a whole new world of “twisted” fairy tales where they will become authors of their own twisted tales and consider the traits of characters. Exploring properties and purposes of materials in science allows the children to help make a difference by choosing appropriate materials for red-riding hood’s cloak and to protect humpty dumpty from his fall. They will also explore materials used to make castles and then create their own print art for their fairy tale setting.</p>	<p>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.</p>

Making a Difference - Character
Positive Relationships (collaboration)

Knowledge and appreciation of the world

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!

Making a difference—Locally & Globally

Prioritising Mental and Physical Health

Knowledge and appreciation of the world

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). The children will learn how to make a difference in reference to: endangered species, deforestation, caged animals and arguments for and against zoos.

Making a difference—Locally & Globally

Knowledge and appreciation of the world

Y4- Autumn 1 and 2 - Stronger Together

Together, we will focusing on the vision thread maximising Strength and Character and look at how we are stronger together in many different ways.

We will look at how Strength in numbers as well as physical and mental strength made the Greek armies so powerful, while in PE looking at how different sports build strength in different muscles. In PSHE we will look at how understanding and being proud of who you is a real strength and gives us confidence, while building perseverance and resilience.

In D&T the children will learn about Pneumatics and the strength created by a pneumatics or hydraulic system. We will then start to think like engineers, using pneumatics to build simple systems, hopefully working in collaboration with a local company to actually create their design.

Make a Difference: 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 devising already been invented and do we just now improve and innovate?

In this theme we will travel back in time to the Roman Empire and look at how inventive the people who lived in this time were. The Romans were certainly great inventors and engineers, we will investigate how the Romans are known for inventing many things, such as books, concrete, and Roman numerals. They are also known for inventing a lot of things that they actually just perfected or made better instead, like roads, the calendar, and aqueducts.

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: Educating others

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, while also completing a study on the music that generates the most positive impact on our well-being and makes us feel happiest.

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 design and create our very own worry monster, to give to close friends and family or keep for ourselves.

Make a Difference: Prioritising Physical and Mental Health / Character

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. We will make links with a local travel agent as use this as real purpose for learning. The children will present their learning and see if they can convince the travel agent that they have what it takes to teach their customers about The Americas.

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