Topic Map						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
RECEPTION	**I wonder what makes me special?** Children will learn about themselves and discussing people who are important to us and who help us. Children will learn vocabulary linked to families and talk about jobs family members do. The children will discuss feelings and link this to The Colour Monster book.	**I wonder what happened once Upon a time…** Children will listen to, discuss, roleplay and read traditional tales. They will learn about the beginning, middle and end of the story and begin to describe characters and events in the stories.	**I wonder what life was like when dinosaurs were alive?** Children will explore different dinosaurs and their names. They will sort them into herbivore and carnivores. They will dig for fossils and become palaeontologists considering what happened to dinosaurs and why they don't exist today.	**I wonder how do things grow?** Children will think about life cycles of a butterfly, chickens and humans. They will explore the cycle of chicks and have the opportunity to take care of 'Easter Chicks' at school.	**I wonder who looks after nature?** The children will learn about the local area and the features near our school. They will learn about animals and insects found in our local environment and discuss whose responsibility it is to care for them.	**I wonder what lies within the waves** Children will learn about different sea creatures and start to ask what life might be like under the sea. They will find out which oceans some animals live in and discuss plastic pollution in the oceans and how we can help to solve this problem.
	The Something ***Ready, Steady, Write*** Narrative: theme – Friendship Recount – Animal Information	Star in a Jar ***Ready, Steady, Write*** Narrative: theme – Stars Information – Missing Star Poster	Juniper Jupiter ***Ready, Steady, Write*** Narrative: theme – superheroes Information – Letter wanting a sidekick	Little Red ***Ready, Steady, Write*** Narrative: Traditional Tales Instructions: Traps for an animal	The Extraordinary Gardener ***Ready, Steady, Write*** Narrative: theme – plants growing Instructions: How to grow a plant	The Storm Whale ***Ready, Steady, Write*** Narrative: theme –the seaside Poetry – Sea Creatures
EYFS writing units cannot be moved as they also link to phonics progression – can topics for summer swap around because they will match writing better? Summer 1 WAS about under the sea previously.						
Year 1	**I wonder, why we have seasons?** Children will observe changes across the seasons and describe weather associated with the seasons and how the length of the day varies. They will look at weather symbols and forecasts and give their own recorded weather forecast. They will keep a weather diary and compare the weather in our region to a contrasting region in the UK.	**I wonder who helps us in an emergency?** Children will learn about different jobs and people who help us including the emergency services. In history, they will learn about Florence Nightingale. Children will learn basic first aid and role play emergency services	**I wonder what happens to rubbish when we throw it away?** Children will explore the properties of everyday materials. They will look at how people affect the environment. They will make simple diagrams and maps showing the journey of rubbish. They will discuss how we can reduce, reuse and recycle and make recyclable art sculptures	**I wonder, what makes something living?** This introduces children to the basic characteristics of what makes something living. They will learn about Mrs GREN and begin to identify common animals and plants in the local environment. They will draw living things from observation. They will learn basic care for pets, plants and people.	**I wonder, what life is like on a farm?** Children will learn about the importance of farms and where our food comes from. They will learn about arable, pastoral and mixed farms as well as developing their prior learning to explore how the seasons might impact what happens on a farm.	**I wonder what seaside holidays were like a long time ago?** Children will learn about the introduction of railways that made travelling to the seaside accessible and the growth of Clacton on sea. They will compare features of seaside towns from then and now. They will use simple maps and aerial photos to locate and describe features. They will look at traditional seaside games and activities.
	Old Bear ***Ready, Steady, Write*** Narrative: theme – finding Recount – messages	Rupunzel ***Ready, Steady, Write*** Narrative – Traditional Tales Instructions – How to Catch a Witch	Egg box dragon (science driver) Whirly twirly me (PSHE driver) ***Ready, Steady, Write*** Narrative: theme – feelings – wellbeing Instructions – Egg Box Dragon	Where the Wild Things Are ***Ready, Steady, Write*** Narrative: theme –portal story Information – Wild Things	The Last Wolf ***Ready, Steady, Write*** Narrative: theme – A Hunting Story Instructions – Recipes	Secret of Black Rock ***Ready, Steady, Write*** Narrative: theme – a return story Information – Postcards
RE	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	Does God want Christians to look after the world? (Discovery)	What does the cross mean to Christians	How did the universe come to be?	What do Jewish people remember about Shabbat

Year 2	**I wonder what caused the Great Fire of London?** The children will learn about London at the time of the Great Fire of London. They will learn about the materials that people's homes were built from and how they are different to materials used in modern homes. They will learn about why the fire started and about Samuel Pepys and his famous diary. As part of this topic, they will also learn about fire safety.	**I wonder how other parts of the world are different to ours?** Children will be able to locate the worlds 7 continents and 5 oceans. Identifying hot and cold areas in relation to the Equator and North and South Poles. They will explore weather, climate and landscape in polar regions, The will investigate changing state in relation to ice and learn about intrepid polar explorers.	**I wonder how life has changed for local people since Victorian times?** Children will consider what life was like before and after the industrial revolution. They will learn about inventions and machines that changed the world and develop their own invention for the Great Exhibition. They will research Victorian inventions and inventors.	**I wonder how life has changed for local people since Victorian times?** Children will then move onto considering what life was like for children in Victorian Britain. They will learn about children's rights and the history of the school. They will learn about jobs, transport and homes in Victorian times and life before electricity.	**I wonder what it would be like to live in Africa?** Children will understand geographical similarities and differences through studying the geography of Essex and comparing this to two regions in Africa. Children will develop skills in using online atlases and globes, locating specific countries within Africa, They will look at what school life is like for children in Kenya.	**I wonder what it would be like to live in Africa?** Children will then move on to look at exploring landscapes, savannah, rainforest and desert they will learn about animals and their habitats.
	A River ***Ready, Steady, Write*** Narrative: Circular Narrative Information – Letter **CHANGED SEPT 25 FOR STA**	Grandad's Island ***Ready, Steady, Write*** Narrative: theme –return narrative Information – Jungle Animals	Rosie Revere ***Ready, Steady, Write*** Narrative: Invention Narrative Explanation: How a Machine Works	The Night Gardener ***Ready, Steady, Write*** Narrative: Setting Narrative Recount: Diary	Jack and the baked Beanstalk ***Ready, Steady, Write*** Persuasive Letter Narrative: Twisted Tale	Bog Baby ***Ready, Steady, Write*** Narrative: Finding Narrative Instructions – How to build a habitat
Year 3	**What do Myths and legends tell us about History?** Children will learn about daily life in Athens and Sparta. They will learn about Greek Gods and Goddesses and their significance to the Ancient Greeks. Children will study key myths such as Theseus and the Minotaur, Pandora's Box and Medusa thinking about what messages these would have given at the time.	**What do Myths and legends tell us about History?** Children will Locate Greece on a Map and compare Ancient and Modern Greece. They will explore the Mediterranean and the terrain thinking about where myths would have been set.	**What can we learn from the world beneath our feet?** Children will learn all about energy and the difference between renewable and non-renewable energy sources. They will explore how carbon dioxide builds up in the Earth's atmosphere over time and contributes to the greenhouse effect and climate change. Children will learn about their carbon footprint and how following the 3Rs – reducing waste, reusing items and recycling – can help lower their carbon footprint. They will learn about how humans can help to protect biodiversity by changing everyday habits.	**What can we learn from the world beneath our feet?** Children will learn all about volcanoes and earthquakes, including how they are formed, where they are most common around the world and why they are common in those areas. They will identify the most significant active volcanoes in the world. They will explore the positive and negative consequences of living near a volcano and how communities formed in volcanic areas and areas which are liable to earthquakes ensure their safety.	**What can we learn from Ancient Civilizations?** Children will consider the social history of Ancient Egypt. They will learn about culture, clothing, social hierarchy and religion during these times. They will find out death rituals and make comparisons to modern beliefs. They will be supported to start to question how we know all of this and learn about key historians and archaeologists who have made discoveries in this area.	**What can we learn from Ancient Civilizations?** The children will progress onto looking at the physical and human geography of Ancient Egypt and comparing that to modern Egypt, including biomes, irrigation, farming and structures such as the pyramids. They will begin to consider the impact of travel and tourism on Egypt and how they can be responsible global tourists.
	Iron Man ***Ready, Steady, Write*** Narrative: Approach Threat Explanation: Trap	Fox ***A Midsummer Nights Dream (3 weeks)*** Narrative: A Fable Instructions: Potion Recipe	Rhythm of Rain ***Ready, Steady, Write*** Narrative: Setting Narrative Recount: Information Leaflet	The Visible Sounds (NEW) ***Ready, Steady, Write*** Narrative: Explanation:	Egyptology ***Ready, Steady, Write*** Narrative: Egyptian Mystery Information: Secret Diary	Into the Forest ***Ready, Steady, Write*** Narrative: Lost Narrative Recount: Newspaper Report

Year 4	**How did the Iron Age shape Essex?** Children will learn about Iron Age hill forts in Essex (Ambresbry Banks, Wallbury Camp) and what life was like in Iron Age settlements They will learn about tribal kingdoms and local tribes (the Trinovantes) and how they dominated the local area. They will locate Iron Age sites in Essex on a maps and understand how geography influenced settlement locations	**How did the Iron Age shape Essex?** Children will locate Iron Age sites in Essex on a maps and understand how geography influenced settlement locations linking back to the Trinovants and how they moved from the Dengie before naming Colchester as their capital. They will explore and investigate Iron Age materials used in homes and tools They will look at Archaeological evidence found in Colchester.	**What did the Romans do for Britain?** Children will learn about why the Romans invaded Britain looking at the legacy they left behind (language, architecture, law etc) They will compare Roman and modern maps of Britain and map key Roman roads They will look at the spread of Christianity and how this contributed to Roman culture	**What did the Romans do for Britain?** Children will then focus on rebellion against Roman rule and the Iceni Tribe and Queen Boudicca. They will find out about why Colchester was important They will locate Iceni territory on a map. They will learn about Queen Boudicca and the attack on Colchester.	**Does the Earth Look after us or do we look after the Earth?** Children will learn about how natural systems (rainforests, Oceans etc) support life the will consider how human activity affects the Earth (pollution, deforestation, climate change) They will case study the Amazon Rainforest and how it is changing. This will link with studying living things and their habitats and the water cycle.	**Does the Earth Look after us or do we look after the Earth?** Children will consider renewable energy and its impact. Research and debate environmental issues. They will describe and understand key aspects of physical geography (climate zones, biomes etc) and consider human geography and land use.
	The Whale ***Ready, Steady, Write*** Narrative: Setting Narrative Recount: Newspaper Report	Leon and the Place Between ***Ready, Steady, Write*** Narrative: Portal Story Persuasion: Magic Show Report	The Tempest - Shakespeare Dear Earth – Science (Y3 unit) ***Ready, Steady, Write*** Summoning Narrative Environment Letter	Lost Happy Endings ***Ready, Steady, Write*** Narrative: Twisted Narrative Persuasion: Letter	Manfish ***Ready, Steady, Write*** Narrative: Invention Narrative Recount: Biography of Jacques Cousteau	The Journey ***Ready, Steady, Write*** Narrative: Refugee Narrative Recount: Diary
Year 5	**Creation or Science – Conflicting or Complimentary?** Children will describe the movement of the Earth, and other planets relative to the Sun. They will describe the movement of the moon and understand the Earth's rotation and its effect on day and night. They will look at the solar system, phases of the moon. They will consider evidence for the age and formation of the earth compared to creationist views	**Creation or Science – Conflicting or Complimentary?** They will then move onto explore the moon landings (fact or fiction?) The Space Race and the Cold War context considering the timeline of space exploration and where we are now.	**Hoo were the Anglo-Saxons?** Children will start by looking at the Roman withdrawal from Britain in AD410 and how this paved the way for invasions by the Angles, Saxons and Jutes. They will consider place names and village life and Christian Conversion	**Hoo were the Anglo-Saxons?** Children will then look at Kings, Warriors and Laws, Pagan beliefs and the spread of Christianity. They will carry out an in-depth study of Sutton Hoo and examine the archaeological evidence we have	**Ancient Islam- A light in the darkness?** Children will study the founding of Islam and the rise of the Islamic Empire. They will learn about Baghdad as the centre of learning and culture and compare with Anglo Saxon Britain at the same time	**Ancient Islam - A light in the darkness?** Children will locate Baghdad on a map and explore trade routes (Silk Road, spice trade) they will compare climate and landscape with the UK. They will look at how Islamic scholars changed the world and explore Islamic geometric patterns and calligraphy.
	When we walked on the Moon ***Ready, Steady, Write*** Exploration Narrative Formal Mission Log	King Kong ***Ready, Steady, Write*** Dilemma Narrative Balanced Argument	The Lost Book of Adventure ***Ready, Steady, Write*** Setting Narrative Letter	The Promise ***Ready, Steady, Write*** Character Narrative Bargain Letter	Farther ***Ready, Steady, Write*** Survival Narrative Survival Guide	Hound of the Baskervilles ***Ready, Steady, Write*** Cliff hanger Narrative Formal Report

Year 6	**How did global warfare change Britain?** The impact of the first World War on Britain and the wider world. Children will learn about the impact of WW1 on the Home Front (including changing roles and responsibilities) and about changing warfare and technology. They will also consider ethical questions about cowardice and conscription.	**How did global warfare change Britain?** Children will build on their knowledge of WW1 and how it laid the foundations for WW2. They will learn key information about WW2 and how it compared to WW1, including key turning points in the war. They will explore philosophical and religious interpretations of freedom and the establishment of the United Nations and NATO.	**Evolution – Is change necessary?** Children will begin by exploring the life and times of Charles Darwin and his theory of evolution. Children will learn about his life, his research, the fossils he collected, his theories about geology, his beliefs about extinction and how he wrote his theory of evolution. They will explore his journey on the HMS Beagle and consider why his theories were so controversial at the time. They will build on their Year 5 RE learning to consider how compatible science and religion are in this context.	**Evolution – Is change necessary?** Children will look at climate zones, biomes and vegetation belts and how animals have adapted to their environments They will look at growing and changing as part of PHSE/RSE and how humans change. They will consider how humans have evolved and what humans might look like in the future.	**How has the role and power of the English monarchy changed since 1066?** Children will learn about the impact of various Kings and Queens (since 1066) and how they asserted their power and authority over their subjects. As part of this, they will learn about the Magna Carta, the Reformation and the impact of continuous religious tension in England. They will learn about the Tower of London as a prison, fortress and national treasure.	**How has the role and power of the English monarchy changed since 1066?** Building upon last half-term, children will continue to apply their learning about the monarchy to consider the impact of King James I and why people in 17th Century England took part in witch hunts. They will learn about Macbeth and apply it to the historical context including the Witch Finder General (local history), and the changing interpretations of magic in literature.
	Shackleton's Journey ***Ready, Steady, Write*** Narrative: Endurance Recount: Biography	Rose Blanche ***Ready, Steady, Write*** Recount: Diary entries Recount: Bravery Speech	The Origin of the Species ***Ready, Steady, Write*** Narrative: Discovery Explanation: Adaption	Ways of the Wolf ***Ready, Steady, Write*** Balanced Argument Narrative: Hunted	Hansel and Gretal ***Ready, Steady, Write*** *Narrative: Dual Narrative* *Persuasion: Letter*	Varmints ***Ready, Steady, Write*** *Environmental Change Narrative* *Macbeth* ***Ready, steady, Write*** Persuasive Letter