



2 Year Rolling Topic Overview 2025/2026- Cycle 1



Robins Year 3/4	AUTUMN		SPRING		SUMMER	
Possible Trips/ Workshops/ Visitors	Virtual Tour Southampton (Autumn 2) Church Service- Christmas		Trip: Living Rainforest- Newbury (Spring 2) Church Service- Easter			
Additional enrichment/ Enhancement activities (inc. SMSC)	Leader in Me- First 8 days Class Mission Statements Harvest Festival Winchester Night Shelter Pop Up Prayer Space Fairtrade Fortnight (22/09-05/10) Black History Month World Mental Health Day (10/10)	Bonfire Night Diwali Anti Bullying week Remembrance Day World Nursery Rhyme week Children in need (14/11) Christmas Jumper Day Human Rights Day (10/12) Nativity Performance Christmas (Service)	World Religion Day Valentines Day Chinese New Year Children's Mental Health Week Safer Internet Day (10/02) Comic Relief (13/02)	STEM week World Book Day (05/03) Shrove Tuesday/ Ash Wednesday/ Lent Easter (Service)	Walk to school week World Music Day World Environment Day World Earth Day VE Day (08/05)	Sports Day World Refugee Day (20/06) Trailblazers Global Awareness week
Big Enquiry Questions	How can we share messages without words?	In what ways is Southampton a gateway to the world?	How did the Anglo-Saxons change Britain?	What difference can one person make to the world?	What can we learn about Preston Candover from the past?	How does the Earth remind us that nothing stays the same forever?
Key Drivers	Art, RE, History	Geography	History	Geography, PSHE, English	History	Geography
	<u>History</u> Topic Title: Prehistoric Britain Knowledge/Key Concepts: To gain an overview of the major changes from the Stone Age to the Iron Age. To know the types of resources people from the different ages could access To understand the skills people in different ages developed to allow them to survive and thrive To identify the main technological and agricultural developments across the periods To describe the main features associated with the period studied, using period specific language To recognize differences between versions of the same event and give a simple explanation of why we might have more than one version.	<u>Geography</u> Topic Title: Southampton Economic Activity Knowledge/Key Concepts: To locate the UK in the world using key vocabulary including its position within Europe, bordering countries and oceans. To locate Hampshire in the UK using key vocabulary including countries, capital cities, counties and compass directions. To read maps to find out about Hampshire's key physical and human characteristics. To describe the pattern to features they have identified using the four points of a compass. To embed key locational and positional vocabulary. To identify the human and physical features of Hampshire and describe the pattern across the county using the four points of a compass.	<u>History</u> Topic Title: Anglo-Saxons Knowledge/Key Concepts: To identify where different Saxons came from and why they came plus the origins of Scotland, Wales and France To explore the changing Saxon Kingdoms To demonstrate an understanding of Christian conversion and the different parties responsible for it To gain knowledge about major aspects of the Saxon legacy eg, laws, language, place names, major Christian centres etc... Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action	<u>Geography</u> Topic Title: Peru Biomes and Climate Change Knowledge/Key Concepts: Identify the different features of the world's biomes To name and locate rainforests and distinguish relationships within that ecosystem What is life like in the Amazons? How do people live in that biome? To understand how climate change is affecting the tropical rainforest biomes To explore the UK's deciduous forest biome How are the UK forests different to the rainforests? How is climate change affecting deciduous forest biomes?	<u>History</u> Topic Title: Local Study (Ancient Church) Knowledge/Key Concepts: To know what and where our local ancient church is and that it is no longer in use today To describe when the ancient church was used and give the historical context of the medieval period under the normans Link the norman period of time to the Anglo Saxons studied previously Hypothesise why the church is no longer fully standing Label an architectural design of a modern day church and explain that only the chancel remains of the buried church To describe in some detail the artefacts that can be specifically found in a church Draw comparisons between the Ancient Church of St Mary the Virgin and the newer church in Preston Candover and give reasons why the new one was built Develop understanding of chronology, cause and consequence and change and continuity	<u>Geography</u> Topic Title: Nepal Mountains and earthquakes Knowledge/Key Concepts: Identify the continents and oceans bordering Asia. Read maps to find out about Asia's environmental regions, key physical and human characteristics, countries, and major cities. Describe the pattern to features they have identified using the eight points of a compass. Embed accurate knowledge of the location of each continent and ocean. Identify continents and oceans bordering Asia. Identify the human and physical features of Asia and describe the pattern across the continent using the eight points of a compass.

	<p><u>Science</u> Topic Title: Light and Dark</p> <p>Knowledge Block 1- Light and sight</p> <ul style="list-style-type: none">• There must be light for us to see.• Light comes from a source.• We need light to see things, even shiny things.• Light from the sun can be dangerous and that there are ways to protect their eyes <p>Knowledge Block 2- What light does when it hits materials</p> <ul style="list-style-type: none">• If an object is transparent light will go through it and we will be able to see through it.• If an object is opaque, it will block the light and no light will get through. This is what forms shadows.• The closer to the light source an object is, the bigger the shadow will be. This is because the object blocks more of the light.• The further away from the light source an object is, the smaller the shadow will be. This is because the object blocks less of the light.• If an object is perfectly reflective, light will bounce back off it and we will see reflections of objects. <p>If the material is translucent, it will allow light through, but we won't be able to see through it</p> <p>Introduce and set up Longitudinal Study.</p>	<p><u>Science</u> Topic Title: Electricity</p> <p>Knowledge Block 1- Electricity as a power source</p> <ul style="list-style-type: none">• Lots of devices are powered by electricity• Electricity comes from a source There are two main sources- batteries and mains <p>Knowledge Block 2- What batteries do</p> <ul style="list-style-type: none">• A battery pushes electricity to the device.• To be able to push electricity the battery must be connected to the device using wires• This is called a circuit <p>Knowledge Block 3- Making devices work harder</p> <ul style="list-style-type: none">• If there are more batteries added to a circuit this provides a bigger push on the electricity• This will make the device work harder e.g., brighter bulbs, faster spinning motor, louder buzzer <p>Knowledge Block 3- Insulators and conductors</p> <ul style="list-style-type: none">• Some materials will allow electricity to flow through them- Conductors• Metals such as silver, gold and copper are good conductors. Water is also a conductor of electricity.• Other materials will not allow electricity to flow through them- Insulators• Plastic, wood, glass and rubber are good electrical insulators. That is why they are used to cover materials that carry electricity.• A switch opens and closes a circuit	<p><u>Science</u> Topic Title: Digestion</p> <p>Knowledge Block 1- Food groups</p> <ul style="list-style-type: none">○ Animals need a variety of foods to help them grow and survive. The main food groups are:<ul style="list-style-type: none">• Meat, dairy and pulses provide protein for muscles.• Grains and root vegetables provide carbohydrates for energy.• Fat for insulation and energy.• Fruit and vegetables for minerals, vitamins and fibre. These are essential to keep our bodies working well and protect us from illnesses. <p>Knowledge Block 2- Variation in animals’ diet</p> <ul style="list-style-type: none">• Different animals require different foods to survive.• Animals get their food from plants and other animals. This can be shown in a food chain. (From Year 2)• A food chain begins with a producer. This is often a green plant because plants can make their own food. (From Year 2)• A living thing that eats other plants is called a consumer. (From Year 2)• Humans require a balanced diet to remain healthy but healthy diets vary depending upon the type of activity that humans do.• Humans have 2 sets of teeth in their lifetimes• Humans have three main types of teeth- incisors, canines and molars.• Incisors help to bite off and chew pieces of food.• Canines are used for tearing and ripping food.• Molars help to crush and grind food. <p>Knowledge Block 3- How humans digest food</p> <ul style="list-style-type: none">• The nutrients in food have to get to every part of the body. The blood transports them. <p>The role of digestion is to get the nutrients in food to dissolve in the blood, if it doesn't dissolve it can't enter the blood and be transported. <i>To link with DT healthy eating</i></p>	<p><u>Science</u> Topic Title: Animals, Skeletons and Movement</p> <p>Knowledge Block 1- Skeletons protect vital organs</p> <ul style="list-style-type: none">• All vertebrates have internal skeletons that protect vital organs.• Invertebrates have exoskeletons that protect vital organs. <p>Knowledge Block 2- Skeletons support weight</p> <ul style="list-style-type: none">• Skeletons support the weight of land animals.• Stronger bones can support a greater mass. <p>Knowledge Block 3- Skeletons support movement</p> <ul style="list-style-type: none">• Bones are connected (but can move relative to each other) at joints.• Muscles connect to bones and move them when they contract.• Stronger bones can anchor stronger muscles.	<p><u>Science</u> Topic Title: Plant Reproduction</p> <p>Knowledge Block 1- The reproductive parts of a flowering plant</p> <ul style="list-style-type: none">• Flowering plants reproduce by the process of pollination• Pollination leads to the formation of a seed which can grow into a new plant• Flowering plants have evolved specific parts to carry out pollination and seed growth• Those parts are stamen where pollen is produced, stigma where pollen is collected, and the ovaries which contains the eggs that become a seed when the pollen travels down the stigma and meets the egg• Flowers have petals also are a range of colours, patterns, and smells to attract insects <p>Knowledge Block 2- All flowers are similar but different</p> <ul style="list-style-type: none">• Plants and flowers look different because they pollinate in different ways.• There are two types of pollination Insect and wind• Insect pollinated flowers are usually bright coloured and strong scents• Wind pollinated flowers have less colourful petals and much less scent <p>Knowledge Block 3- Seed dispersal</p> <ul style="list-style-type: none">• Plants have evolved many different ways to disperse their seeds• Seed dispersal increases the chances of seeds germinating and growing into a mature plant <p>Knowledge Block 4- What a seed does</p> <ul style="list-style-type: none">• A seed contains a miniature, undeveloped version of the plant• They contain a food store for the first stage of growth (until the plant can make its own food) <p>They are surrounded with a protective coat.</p>	<p><u>Science</u> Topic Title: Mixtures and separating them</p> <p>Knowledge Block 1- What mixtures are</p> <ul style="list-style-type: none">• A substance is an object with the same properties throughout.• A mixture is when more than one substance is present in the same container <p>Knowledge Block 2- What dissolving is</p> <ul style="list-style-type: none">• When a substance is added to a liquid the substance can disappear- this is called dissolving• A mixture of a substance that has dissolved in a liquid is called a solution• Not every substance can dissolve in water <p>Knowledge Block 3- Separating mixtures</p> <ul style="list-style-type: none">• Mixtures can be separated if the substances have different properties• This is because the substances in the mixture are still present and are unchanged• There are different techniques for separating mixtures.<ul style="list-style-type: none">- Filtration requires the substances be one that does not dissolve in a liquid to work.- Sieving requires the substances to be of different sizes to work- Magnets requires the substances to be some magnetic materials and some non-magnet materials to work.- Evaporation requires a solid substance dissolved in water and the solid has a higher boiling point in water to work. <p>Floating requires some substances to float and some substances to sink to work.</p> <p>Conclude Longitudinal Study.</p>
	<p>LONGITUDINAL STUDY – How might a change to the school grounds affect the plants and animals that live there?</p>					

	<u>Art</u> Topic Title: Stone Age Art Artist: Alberto Giacometti and Banksy Knowledge / key concepts: <ul style="list-style-type: none">Research visual elements of Stone Age ArtResearch BanksyInvestigate Mark Making with charcoal and pastelsCreate ‘stained’ background to class paintingWho was Alberto Giacometti?Sketching to capture movementExperiment with manipulating wireDesign 3D sculpture in the style of Alberto GiacomettiCreate 3D wire and papier mâché sculpturesPhotograph and Evaluate Type of Art Medium: Drawing, Painting and Sculpture Art elements: Line, form, and texture Outcome: 3D wire and papier mâché sculptures and stone age paintings	<u>DT</u> Topic Title: Circuits Knowledge/Key Concepts: <ul style="list-style-type: none">-Make simple circuits using batteries, wires, bulbs, buzzers, motors and switches-Evaluate products and ideas against design criteria-Investigate insulators and conductors comparing materials and common objects-Design and make switches for a specific use using card, paper fasteners, wire, foil, drawing pins etc...-Construct circuits using stranded wire and wire strippers to make semi-permanent connections-Develop circuits containing 2 or more lamps or devices (e.g, vehicles with 2 lights, designing and making road safety signs and make lamps or lanterns) Outcome: Lantern for collective worship	<u>DT</u> Topic Title: Food Tech Knowledge/Key Concepts: <ul style="list-style-type: none">- Explore existing salads- Know that different foods and drinks provide what the body needs to be healthy-Prepare ingredients safely and hygienically- Combine foods from different food groups to create healthy food products- Classify food according to appearance, smell, taste, texture, colour, how grown, how produced and how eaten- Use nets as patterns to make 3D products, e.g. simple containers, bags- Discuss how products can be improved and how well they meet the needs of the intended user (evaluate) Outcome: Healthy Salad	<u>Art</u> Topic Title: Rainforest Artist: Georgia O’Keefe and Vincent Van Gogh Knowledge / key concepts: <ul style="list-style-type: none">Appreciate the work of Georgia O’Keefe and compare to Vincent Van GoghDraw and paint in the style of Georgia O’KeefeObservation and colour matching appreciation.Using photography to capture flowers and plants.Digital paintingsPrint makingCollage skills of cutting, ripping and sticking.Creating a composition considering spaces and overlapping papers to have some and no gaps.Evaluate outcome Type of Art Medium: Drawing, painting, collage, printing, textiles and Art and ICT Art elements: Shape, space, value and colour Outcome: mixed media collage	<u>DT</u> Topic Title: Sewing Knowledge/Key Concepts: <ul style="list-style-type: none">-Cut and join fabrics using staples, glue and stitching: simple pictures, card figures-Cut and stitch 2 pieces of felt type fabric using running stitch, E.g, hand puppets- Use patterns or templates to mark out fabric products and recognise the need for seam allowances-simple embroidery using thick wools, range of fabrics, beads, buttons and sequins-Recognise basic properties of fabrics and the relationship with their application Eg, waterproof coat and shelters Outcome: Money Container	
	<u>Computing</u> Topic Title: The Internet (Computing systems and Networks) Knowledge/Key Concepts: <ul style="list-style-type: none">-To understand that networks need to be kept secure and that the WWW is part of the internet.-To use sites to create content and learn about who own content online	<u>Computing</u> Topic Title: Data Logging (Data and Information) Knowledge/Key Concepts: <ul style="list-style-type: none">- To collect and analyse data- To understand what data points, data sets, and logging are.- To use computers to help analyse data- To pose questions and draw conclusions about the date collected	<u>Computing</u> Topic Title: Audio Editing (Creating Media) Knowledge/Key Concepts: <ul style="list-style-type: none">- To understand input and output when recording sound- To create their own recordings using Audacity. Planning, recording and editing their own work and evaluating the effectiveness of their work Create a radio advert for their salad	<u>Computing</u> Topic Title: Photo Editing (Creating Media) Knowledge/Key Concepts: <ul style="list-style-type: none">- To understand how digital images can be changed and edited.- To evaluate the impact that edited images can have <i>Link to Art Outcome</i>	<u>Computing</u> Topic Title: Repetition in shapes (Programming A) Knowledge/Key Concepts: <ul style="list-style-type: none">- To create programs by planning, modifying and testing commands to create shapes and patterns	<u>Computing</u> Topic Title: Repetition in games (Programming B) Knowledge/Key Concepts: <ul style="list-style-type: none">- To use their knowledge to modify existing animations and games using repetitions. To plan a game using repetition
	<u>RE</u> Topic Title: Jesus’ teachings and message Concept- Message UC: Gospel What kind of world did Jesus want? <ul style="list-style-type: none">All religions have special stories with messages in	<u>RE</u> Topic Title: Angels Concept- Angels UC: Incarnation What is the Trinity? <ul style="list-style-type: none">To many people, Angels play the role of ‘messengers’ or ‘revealers of truth’.	<u>RE</u> Topic Title: Holi Concept- Good and Evil <ul style="list-style-type: none">Hinduism is over 4,000 years old and made up of lots of different Indian religious traditions.Holi is a two day Hindu festival	<u>RE</u> Topic Title: Prayer Concept- Ritual UC: Kingdom of God When Jesus left, what was the impact of the Pentecost? <ul style="list-style-type: none">A ritual is “a religious or solemn ceremony consisting of a series of	<u>RE</u> Topic Title: Places of worship Concept- Sacred Place UC: People of God What is it like to follow God? <ul style="list-style-type: none">Sacred is a form of special; if something is sacred, it deserves much respect and could be described as having been ‘touched by God’	<u>RE</u> Topic Title: Creation Stories Concept- Creation UC: Creation/ Fall What do Christians learn from the Creation story? <ul style="list-style-type: none">Christians believe the world was created by God and everything in it.

	<ul style="list-style-type: none">• An important story for Christians is the Parable of the Prodigal Son, which shows how the father is like God in his forgiveness• Christians, Hindus and people of all faiths (and none) use these stories to show how to live your life by the message in the story• Many humanists believe the Golden Rule can help us decide what we should do• Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.• Jesus shows love and forgiveness to unlikely people.• Christians try to be like Jesus — they want to know him better and better.• Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	<ul style="list-style-type: none">• Angels can be seen in Churches, graveyards, in great works of art, as Christmas decorations, on wrapping paper and cards. Angels are also depicted in music.• According to historic sources the Archangel Gabri-el is ruler of the<ul style="list-style-type: none">• first Heaven and is closest to humankind.• Gabri-el appeared to Daniel to tell him of the coming of the Messiah. Within the New Testament it is Gabri-el again who brings the message of the coming Messiah to Mary and the forthcoming birth of John the Baptist to Zacharias.• Christians believe God is Trinity: Father, Son and Holy Spirit.• Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.• Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.• Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.• Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.	<ul style="list-style-type: none">• On the first day people come together around a bonfire and celebrate good overcoming evil• The story of Prahlad is told at Holi, who was the son of a demon king.• Prahlad worshipped Lord Vishnu instead of his father and was protected by him from being killed by his father• Hindus celebrate the festival by having bonfires, telling the story of Prahlad, throwing paint and celebrating with food and decorations	actions according to a prescribed order” <ul style="list-style-type: none">• In Catholicism, the rosary is used as part of a prayer ritual• In Christianity, the Lord’s Prayer is used as part of a prayer ritual• In Judaism, the Mezuzah is used and the Shema is said as part of the prayer ritual• In Hinduism, rituals include devotion (Bhakti), or Worship (Puja).• Rituals and routines are different from eachother• Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.• Christians today trust that Jesus really did rise from the dead, and so is still alive today.• Christians remember and celebrate Jesus’ last week, death and resurrection.	<ul style="list-style-type: none">• Hindus believe in one God, Brahman, but the millions of qualities that Brahman has are represented by millions of different gods and goddesses.• Going to worship at a shrine is like visiting the gods and goddesses.• Worship (pūjā) is one of the most central practices in Hinduism. Every form of worship consists of making offerings and receiving blessings, from elaborate temple rituals to simple home practices.• Mandirs are centres for the community and worship, with many murtis to pray to.• A bell is often rung to awaken god upon entry, then hindus may bow and pray to the statues to ask for help or to thank them.• A church is a sacred place for many Christians• A synagogue is a sacred place for many Jews• The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.• The People of God try to live in the way God wants, following his commands and worshipping him.• They believe he promises to stay with them and Bible stories show how God keeps his promises.	<ul style="list-style-type: none">• The stories of creation are found in the Old Testament book of Genesis• Christians believe that humans have a responsibility towards all of creation.• Christians use the story of 'the fall' to explain why suffering and death have entered the world.• Hindus believe the universe was created by Brahma, the creator who made the universe out of himself.• After Brahma created the world, the power of Vishnu preserves the world.• Through the cycle of birth, life and death it is Shiva who will finally destroy the universe, allowing Brahma to start the cycle again.• Humanists use science to explain how the world was created. They see the world as a beautiful place that should be cared for and valued.• God the Creator cares for the creation, including human beings.• As human beings are part of God’s good creation, they do best when they listen to God.• The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).
<u>French</u> Topic Title: As tu un animal? Pets- explain gender and plurals Adjectives of size Recap greetings including name, age and birthdays Enrich orienteering- les animaux		<u>French</u> Topic Title: Que est ton passe- temps prefere? Sports and hobbies Opinions and reasons Recap days of the week Enrich orienteering - les sports		<u>French</u> Topic Title: Qu’est-ce que tu aimes manger et boire? Food and drink Supermarket Shopping for food At the cafe Enrich orienteering –les mois		
<u>PE</u> Invasion Games- Tag Rugby Develop confidence in moving with the ball, including changing speed and direction.	<u>PE</u> Invasion Games- Hockey Develop control and movement with the ball, including dribbling with a hockey stick using the correct side.	<u>PE</u> Invasion Games- Netball Understand the effects of exercise on the body and explain the importance of warming up, cooling down, strength, and flexibility.	<u>PE</u> Invasion Games- Football Develop control when dribbling and passing, using different parts of the foot and making small, accurate touches.	<u>PE</u> Net/wall games- Badminton Use forehand and backhand grips confidently to strike and control the shuttlecock in intended directions.	<u>PE</u> Striking and fielding games- Kwik Cricket Develop overarm and underarm throwing and catching skills, improving accuracy and control under pressure.	

	<p>Pass the ball backwards accurately, both when still and while moving.</p> <p>Use space effectively to support attacking play and evade defenders.</p> <p>Apply defensive skills such as tagging ball carriers and marking other players.</p> <p>Understand and use basic team strategies in attack and defence.</p> <p>Dance- Electricity</p> <p>Respond to music with expressive movement, showing rhythm, emotion, and character.</p> <p>Perform in pairs or groups using techniques like canon, unison, and meet and part.</p> <p>Create dance sequences based on musical or story stimuli.</p> <p>Show control, fluency, and intention in performance.</p> <p>Reflect on and improve their dances using simple compositional ideas.</p>	<p>Pass the ball accurately using techniques such as push pass and, increasingly, slap pass.</p> <p>Find and use space effectively to support teammates, including rotating or changing direction with the stick.</p> <p>Apply basic defensive principles such as approaching, pressuring, and attempting to regain possession.</p> <p>Participate in competitive team play, attempting to score and defend within a designated area.</p> <p>Gym- Rhythmic gymnastics</p> <p>Create and perform sequences using a wider range of movements, showing control and creativity.</p> <p>Demonstrate controlled jumps and landings with varied body shapes in flight.</p> <p>Travel and perform skills using hand apparatus such as ribbon, hoop, rope, and ball.</p> <p>Apply principles of balance, agility, and coordination on both floor and apparatus.</p> <p>Show body control and awareness when linking rolls, balances, and travel, with increasing fluency and alignment.</p>	<p>Develop control in throwing, catching, and moving with the ball, using chest and shoulder passes accurately.</p> <p>Pass, move into space, and support teammates in game situations, making decisions about when and how to pass.</p> <p>Mark opponents, attempt interceptions, and understand basic rules and positions in Bee Netball.</p> <p>Apply basic shooting techniques and demonstrate footwork, spatial awareness, and teamwork in a competitive setting.</p> <p>Gym- Jumping and Balancing</p> <p>Explore and create sequences using a wider range of movements, showing control in jumps, balances, and transitions.</p> <p>Develop control and creativity with apparatus and body shapes, including changes in speed, direction, and level.</p> <p>Learn and perform a variety of rolls (e.g., teddy bear roll, dish roll) and link them smoothly with travel and balance.</p> <p>Work collaboratively to refine sequences, offering constructive feedback and improving placement and body alignment.</p> <p>Apply principles of agility, balance, and coordination on both floor and apparatus with increasing body awareness.</p>	<p>Move into space to support team play, showing awareness of where space is and how to use it effectively.</p> <p>Pass and receive the ball with increasing accuracy and control during game situations.</p> <p>Defend by marking opponents and beginning to attempt interceptions to regain possession.</p> <p>Understand and apply basic attacking and defending strategies, contributing to team efforts to keep or win back possession.</p> <p>Dance- The Rainforest</p> <p>Perform dances in pairs or groups using canon, unison, and formations like meet and part.</p> <p>Respond to music with timing, rhythm, and contrasting actions to express different moods and feelings.</p> <p>Create and perform dances that convey emotions, stories, or character, using basic compositional techniques.</p> <p>Work creatively and imaginatively with a partner or group to develop and refine movement sequences.</p> <p>Perform dances fluently and sensitively, showing awareness of musical and thematic stimuli.</p>	<p>Adopt and instinctively use the ready position to improve movement and reaction times.</p> <p>Move efficiently across the court using appropriate footwork like running and chasse steps.</p> <p>Serve with increasing control and consistency to start rallies successfully.</p> <p>Maintain rallies by applying basic attacking and defensive shots, including block shots and smashes.</p> <p>Develop tactical awareness by using a variety of skills to compete in full badminton games.</p> <p>OAA</p> <p>Communication: Listen carefully to and follow peers’ suggestions and instructions; give clear and practical instructions to others.</p> <p>Collaboration: Work collaboratively in pairs and small groups, accepting others' ideas and making joint decisions on the best approach.</p> <p>Problem Solving: Begin to work with others to plan and apply strategies to solve problems, reflecting on why challenges are successful.</p> <p>Map Reading/Navigation: Identify key symbols on a map, use a key, orientate the map, and follow a route to navigate a course.</p> <p>Relevant Activities: Activities include Compass Cones, Orienteering with 3 control points, Route Recital, Crossing the Swamp, Orienteering Bingo, and Remember the Control.</p>	<p>Begin to strike a bowled ball effectively after it bounces, building batting control.</p> <p>Bowl the ball towards a target with increasing accuracy.</p> <p>Use fielding skills to stop the ball and support teammates, including understanding the role of the backstop.</p> <p>Work collaboratively as a team, employing tactics to score runs and defend effectively.</p> <p>Athletics</p> <p>Develop and refine running techniques, including arm and leg action for sprinting, adjusting pace for distance, and performing smooth speed changes.</p> <p>Begin combining running with jumping over hurdles, focusing on trail and lead leg actions.</p> <p>Perform effective take-offs, flight, and safe landings in standing long jump and progress to hop, step, and jump for the standing triple jump.</p> <p>Improve throwing skills with greater control, accuracy, and distance, using techniques like push throw and pull throw.</p> <p>Participate in relays with focus on baton changeover technique.</p> <p>Start measuring the distances of jumps and throws to track progress.</p>
	<p><u>PSHE/RSHE</u> –Relationships</p> <p>Topic Title: How do we treat each other with respect?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - how people’s behaviour affects themselves and others, - including online – bullying link, what is the role of a bystander? - about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (1) 	<p><u>PSHE/RSHE</u> – Relationships</p> <p>Topic Title: What keeps us safe?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination - how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – howto report concerns (1) - how to recognise and respond to pressure to do somethingthat 	<p><u>PSHE/RSHE</u> – Health and Wellbeing</p> <p>Topic Title: Why should we eat well and look after our teeth?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - how to eat a healthy diet and the benefits of nutritionallyrich foods - how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist - how not eating a balanced diet can affect health, includingthe impact of too much sugar/acidic drinks 	<p><u>PSHE/RSHE</u> – Health and Wellbeing</p> <p>Topic Title: Why should we keep active and sleep well?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - how regular physical activity benefits bodies and feelings - how to be active on a daily and weekly basis - how to balance time online with other activities - how to make choices about physical activity, including what and who influences decisions - how the lack of physical activity can 	<p><u>PSHE/RSHE</u> – Living in the Wider World</p> <p>Topic Title: What is diversity?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own - about discrimination: what it means and how to challenge it - about prejudice; how to recognise 	<p><u>PSHE/RSHE</u>- Living in the Wider World</p> <p>Topic Title: What are families like?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> - how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents, grandparents) (1) - how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays

	<ul style="list-style-type: none"> - how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return - about the relationship between rights and responsibilities - about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* - the rights that children have and why it is important to protect these* 	<ul style="list-style-type: none"> - makes them feel unsafe or uncomfortable (including online) - how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) - how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns - what to do in an emergency, including calling for help and - speaking to the emergency services 	<p>on dental health</p> <ul style="list-style-type: none"> - how people make choices about what to eat and drink, including who or what influences these - how, when and where to ask for advice and help about healthy eating and dental care - 	<p>affect health and wellbeing</p> <ul style="list-style-type: none"> - how lack of sleep can affect the body and mood and simple routines that support good quality sleep - how to seek support in relation to physical activity, sleep and - rest and who to talk to if they are worried 	<p>behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <ul style="list-style-type: none"> - that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them 	<ul style="list-style-type: none"> - how people within families should care for each other and the - different ways they demonstrate this - how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
	<p><u>Music:</u> Happy</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> • Can confidently recognise a range of musical instruments and the different sounds they make. • Can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. 	<p><u>Music:</u> Christmas</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> • Listen with direction to a range of high quality music. • Begin to listen to and recall sounds with increasing aural memory. • Sing as part of an ensemble with confidence and precision. 	<p><u>Music:</u> Glockenspiel 2</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> • Use musical language to appraise a piece or style of music. • Copy increasingly challenging rhythms using body percussion and untuned instruments. 	<p><u>Music:</u> Mamma Mia</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> • Find the pulse in songs/music with confidence. • Understand some formal, written notation which includes crotchets and rests. • Listen to and recall sounds with increasing aural memory. 	<p><u>Music:</u> Reflecting, rewinding and replaying</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> • Confidently recognise a range of musical instruments. • Understand some formal, written notation which includes minims and quavers. 	<p><u>Music:</u> Practise for a Performance</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> • Play and perform in solo or ensemble contexts with increasing confidence • Sing songs with multiple parts with increasing confidence.