2 Year Rolling Topic Overview 2025/2026- Cycle 1

Kingfishers Year 5/6	AUTUMN		SPRING		SUMMER	
Possible Trips/ Workshops/ Visitors	Stubbington Residential Swimming Rabbi Zvi Solomons- Assembly Christmas Service- Church		Mayan workshop? Muslim guest speaker Easter Service- Church		Winchester Cathedral- Leavers Service Trip- Ufton Court- Egyptian Day Bikeability	
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	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	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 Question	Is every country equal?	Why does parliament run the country rather than the King?	What makes a legacy last?	Is Copacabana a world away from our local area?	How can we be sure of what really happened in our past?	What if all the rivers of Earth stopped flowing?
Key Drivers	Geography	History, PSHE	History, PSHE	Geography	History	Geography, Science
	<u>Geography</u> Topic Title: **Australia and Ukraine natural resources - equalities?** **Knowledge / key concepts:** • Locate the world's countries, using maps to focus on Oceania concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night) • Human geography, including the distribution of natural resources including energy, food, minerals and water • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass to build their knowledge of the wider world • Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and	<u>History</u> Topic Title: **The changing power of monarchs** **Knowledge / key concepts:** ▪ Construct simple reasoned arguments about aspects of events, periods and civilizations studied. ▪ Explain with examples why a source might be unreliable. ▪ Knows who the four monarchs were and when they reigned. ▪ Has an overview of the events in each monarch's reign and understands how they affected the relative power of the monarch or parliament.	<u>History</u> Topic Title: **Mayans** **Knowledge / key concepts:** • When/ where the Mayan civilization existed and that it began centuries before the period they study and continued afterwards, and that Mayan people still live in the same parts of central America now. • Knowledge of important aspects of the Mayan civilization and how some contrast with Britain: Mayans did not have metals (Stone Age culture) but had an advanced understanding of astronomy, mathematics etc • Contrast and make some significant links between civilizations/ periods studied. • Construct reasoned arguments about events, periods or civilizations studied. • Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.	<u>Geography</u> Topic Title: **Copacabana – South American study** **Knowledge/ Key Concepts:** • Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of Equator, Southern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn, Antarctic Circle, latitude and longitude, Greenwich/Prime Meridian and time zones (including day and night) • Understand geographical similarities and differences through the study of human and physical geography of a region within South America • Physical geography, including climate zones • Physical geography, including biomes and vegetation belts • Human geography, including types of settlement and land use • Human geography, including economic activity • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<u>History</u> Topic Title: **Egyptians in depth and overview of early civilisations.** **Knowledge / key concepts:** • Approximate dates /duration of each civilization • Location of each civilization and importance of climate and major rivers. • Identify the main shared characteristics of each civilization through research (geographical location, written language, mathematics, measuring time, laws, governance, cities, metals, wheels, pottery etc) • Identify differences between attributes/achievements and firsts/earliest or greatest (size, longest, tallest etc) • Can accurately place civilisations/periods studied in a chronological order and may take account of some overlap in duration and intervals between them • Can contrast and make some significant links between civilisations/periods studied. • Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied. • Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.	<u>Geography</u> Topic Title: **River Tees, rivers and the water cycle** **Knowledge / key concepts**: • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, latitude, longitude, Tropic of Cancer and Capricorn • Physical geography, including rivers • Physical geography, including the water cycle • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass to build their knowledge of the United Kingdom

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	physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies.`			• Use the eight points of a compass to build their knowledge of the wider world • Use symbols and key to build their knowledge of the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies	• Can make judgements about historical significance against criteria. • Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).	
	Science Topic Title: **Making new substances** **Knowledge Block 1: Reversible and irreversible changes** • All matter, including gas, has **mass**. • Sometimes, mixed substances **react** to make a new substance. These changes are usually **irreversible**. • Heating can sometimes cause materials to change permanently. When this happens, a new substance is made. These changes are not reversible. • Indicators that something new has been made are the properties of the material are different (colour, state, texture, hardness, smell, temperature) If it is not possible to get the material back easily it is likely that it is not there anymore and something new has been made (irreversible change)	Science Topic Title: **Controlling electrical circuits** **Knowledge Block 1: Pushing electrical current** • Current is the flow of electricity around a circuit. • The power supply in a circuit pushes the current round the circuit • The voltage of the power supply is a measure of this push • Voltage is measure in volts • Batteries have a limited store of energy and when this is gone, they can no longer push the current **Knowledge Block 2: Electrical current** • Current is the flow of electricity through a **conductor** • When current passes through a device it makes it work • Increasing the voltage (the number of cells in the battery) increases the current. The larger the flow of current, the harder the device works **Knowledge Block 3: Electrical resistance** • All parts of a circuit offer **resistance** to electrical current including the wires. • Resistance is the slowing down of electrical current • The more devices added into a circuit the greater the resistance This means less current flows around the circuit	Science Topic Title: **Circulation** **Knowledge Block 1: Getting oxygen into the blood** • All animals need **oxygen** to survive. • Air is breathed into the **lungs** where the oxygen in the air is passed into the blood. • Every part of animals' bodies need oxygen, especially **muscles**. • Muscles need a supply of oxygen and **sugar (glucose)** to make them work, they are supplied by the blood. **Knowledge Block 2: The blood circulation model** • The heart is a vital organ pumps blood through the blood vessels. • Blood Vessels are the tubes that blood flows through. • The blood **circulates** around the body in a way that ensures all muscles in the body get a supply of oxygen and sugar. • The **heart** pumps blood to every muscle in the body. The circulatory route must allow the blood to collect oxygen from the lungs, sugar from the intestines and visit muscles. • The blood then returns to the heart where it is pumped again. • Exercise helps the heart to work more efficiently. • Eating a healthy diet helps to keep the blood vessels from getting blocked. Avoiding smoking and alcohol puts less stress on the whole system and keeps it healthier.	Science Topic Title: **Life Cycles** Different types of organism have different life cycles. •Life cycles have evolved to help organisms survive to adulthood. Sexual and asexual reproduction Some organisms reproduce sexually where offspring inherit information from both parents Some organisms reproduce asexually by making a copy of a single parent	Science Topic Title: **Light** **Knowledge Block 1- Light and sight** • 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 **Knowledge Block 2- What light does when it hits materials** • 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. • If the material is **translucent,** it will allow light through, but we won't be able to see through it. •	Science Topic Title: **Forces that oppose motion** **Knowledge Block 1: Water and air resistance.** • When objects move through air and water, they have to push it out of the way. The water and air push back with forces called **water resistance** and **air resistance**. The harder it is to push the material out of the way the greater the resistance. • Gases weigh less than liquids and so water resistance is greater than air resistance. **Knowledge Block 2: Friction** • **Friction** is a **force against motion** caused by two surfaces **rubbing** against each other. It occurs because no surfaces are perfectly smooth; they have bumps and **undulations** that can **interlock** when placed on top of each other. • To move one **interlocking** surface over another, one of three things must happen: • The surfaces must rise slightly • The bumps on the surface must bend • The bumps on the surface must break • All of these actions require a force, this is what causes friction **Knowledge Block 3: Managing Forces** • Some objects require large forces to make them move; **gears**, **pulley** and **levers** can reduce the force needed to make things move. • The use of levers can reduce the force needed to move things. The object you are lifting is called the **load**, and the force you apply to the arm to make the object move is called the **effort**. • The use of pulleys can reduce the force needed to move things

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	Art Topic Title: **Victorian Artists- Changing Power of Monarchs** **Artist: William Morris and Thomas Bewick** Knowledge / key concepts: • To explore the role and impact of William Morris and Thomas Bewick in the Victorian era and how they have inspired art today. • To record their observations in detailed drawings in style of Thomas Bewick. • Uses a range of materials to produce line, tone and shade. • Uses techniques, colours, tools and effects to represent things seen, remembered or imagined. • To create a printing block and use this to create repeated patterns. **Type of Art Medium:** Drawing, painting, and printing **Art elements:** Line, Texture and colour **Outcome:** Wrapping Paper/ bag using printing	DT Topic Title: **Electricity games** Knowledge / key concepts: • Using electrical systems in products, including switches, bulbs, buzzers and motors • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • understand how key events and individuals in design and technology have helped shape the world **Outcome:** Electrical Game about the monarchy	Art Topic Title: **Optical Illusions** **Artist: Bridget Riley** Knowledge / key concepts: • To know who Bridget Riley is, who she was inspired by and be able to identify Bridget Riley's style. • To create their own optical illusions using straight lines • To use a compass to overlap circle to create segments and create individual patterns. • To produce a 3D sculpture, with an Op Art design representing the Mayans. **Type of Art Medium:** Drawing, Painting and Sculpture **Art elements:** Shape, form, line, space and value **Outcome:** Optical Illusion 3D sculpture	DT Topic Title: **Pulleys, gears and levers** Knowledge / key concepts: • Using mechanical systems in products, such as gears, pulleys and levers. • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **Outcome:** System that can transport tomatoes up a mountain in Nepal	DT – Food Technology Topic Title: **Cooking** Knowledge / key concepts: • Cook food; independently observe hygiene, health and safety precautions and hazards. • Plan, budget, prepare and follow a recipe and cook food to match consumer preferences. • Analyse appearance, smell, taste, texture, colour, how grown, how produced, how eaten, cost, weight, shape and preference. • Weigh and measure accurately, time, dry ingredients and liquids. • Demonstrate accurate use of equipment using safe working practices, • Indentify ways to modify recipes to make healthier choices. Use ICT to research. **Outcome:** Egyptian bread	Art Topic Title: **Futuristic Landscapes** **Artist: Karen Lynch** Knowledge / key concepts: • River collage – Create a design, using knowledge of techniques, for a specific outcome • Applies knowledge of different techniques as a form of expression. • To understand what atmospheric perspective is and what effect it has on an audience. • To create a piece of art that includes collage, atmospheric perspective, futuristic and digital art. **Type of Art Medium: Drawing, Painting and Collage** **Art elements: Line, shape space and value** **Outcome:** Futuristic landscape and river collage
	Computing Topic Title: Systems and Searching (Sharing Information) **Knowledge/Key Concepts:** ● their understanding of computer systems and how information is transferred between systems and devices. ● will consider small-scale systems as well as large-scale systems. ● will explain the input, output, and process aspects of a variety of different real-world systems. ● will also take part in a collaborative online project with other class members and develop their skills in working together online.	Computing Topic Title: Flat-file Databases **Knowledge/Key Concepts:** ● how a flat-file database can be used to organise data in records. ● how to use tools within a database to order and answer questions about data. ● how to create graphs and charts from their data to help solve problems. ● how to use a real-life database to answer a question, and present their work to others.	Computing Topic Title: Selection in physical computing **Knowledge/Key Concepts:** ● physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. ● will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).	Computing Topic Title: Selection in quizzes **Knowledge/Key Concepts:** ● their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If… Then… Else structure can be used to select different outcomes depending on whether a condition is true or false. ● They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. ● They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.	Computing Topic Title: Vector Graphics **Knowledge/Key Concepts:** ● that vector images are made up of shapes. ● They will learn how to use the different drawing tools and how images are created in layers. ● They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. ● use the Google Drawings app other alternative pieces of software are available.	Computing Topic Title: Video Production **Knowledge/Key Concepts:** ● how to create short videos ● topic-based language and develop the skills of capturing, editing, and manipulating video. ● have the opportunity to reflect on and assess their progress in creating a video.

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	RE Topic Title: **Systems of Rule and Citizenship** **Concept- Power** UC: Kingdom of God What kind of king is Jesus? • For Christians, there are stories in the Old and New Testament which reveal the power of God over nature and the world • In the Old Testament, the story of God parting the sea for Moses to pass through, saving them from the Pharoah is an example • In the New Testament, the story of Jesus calming the water on the lake is an example of his power over nature • Muslims express their belief in the power of Allah through the 99 names – eg the Mighty, the Forceful One, the All Powerful • The Qur'an also confirms the power of Allah – 5:12 "Allah has power over everything" • Many humanists believe that we should live a good life: which mean 'lives worth living, fruitful and flourishing lives, lives that have a positive impact on others' • Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	RE Topic Title: **Christmas- the two birth narratives.** **Concept**: **Interpretation** UC: God What does it mean if God is holy and loving? • The story about the birth of Jesus is found in two of the four **gospels – Matthew and Luke** • It is not in the other two **gospels of Mark and John** at all • The two stories have similarities, such as **Jesus** is born in **Bethlehem** and the family make their home in **Nazareth** • The two stories have differences, such as the **shepherds in Luke** and the **wise men in Matthew** • This is because each of the **gospel** writers interpreted the story of **Jesus** in a way that highlighted what was important to them as a writer • Jesus was **Jewish** • Christians believe Jesus is **God in the flesh** • They believe that his **birth, life, death and resurrection** were part of a longer plan by God to restore the relationship between humans and God • The old testament talks about a '**rescuer'** or '**anointed one**'- a **messiah**. Some texts talk about what this Messiah would be like • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah (Jewish people do not think Jesus is the Messiah) • **Christians** see Jesus as their **Saviour**	RE Topic Title: **Sacred Texts (The Qu'ran)** **Concept: Wisdom** UC: Gospel What would Jesus do? • **Muslims** believe the **prophet Muhammad (pbuh)** was visited by the **angel Gabriel (or Jibril**) near **Mecca** over 1400 years ago. • The **angel** gave him messages from **Allah** that formed the basis of the **Qur'an.** • The book is kept on a high shelf above other books, and people wash their hands before touching it to show their **respect** for the word of Allah. • The **Christian Bible** is made up of books in the Old Testament and books in the New Testament • The **New Testament** has the **four gospels** which tell the stories about **Jesus** • Christians believe it contains the words of God, providing guidance and wisdom about how to live your life • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to **heal the damage done by human sin** • Christians see that Jesus' teachings and example cut across expectations- the **Sermon on the Mount** is an example of this, where Jesus' values favour the weak and vulnerable, not making people comfortable • Christians believe that Jesus' good news **transforms** lives now, but also points towards a **restored, transformed life** in the future • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with their neighbours, in the local, national and global community	RE Topic Title: **The Journey of Life** **Concept: Rites of Passage** UC: Creation/ Fall Creation and Science: conflicting or complementary? • When a baby is born, the **call to prayer** is **recited** in a baby's ear • It is seen as a **blessing** for the baby and the one reciting • Their name will often be based on the **99 names of Allah** • Something sweet is put in the baby's mouth • The hair of the baby is shaved and weighed and its value in gold is given to charity • **The Hajj** is a **pilgrimage** to **Mecca** every **Muslim** is expected to do once in their life if they are healthy and can afford it • The Hajj is a **devotion** to **Allah** and is a **key rite of passage** for a **Muslim**	RE Topic Title: **Stories of Justice** **Concept: Justice** UC: People of God What does it mean if God is holy and loving? • **Jews, Christians and Muslims** all share the same belief that God is **Just** • The **rabbi** and the cow is a Jewish story about how God provides **justice** even when it appears to be the opposite • The **parable of the Prodigal story** is a Christian story about how God treats people, which can be the opposite way people might treat each other • **Justice for all is a Muslim story** which affirms that no one is above the **justice of Allah** • The Old Testament pieces together the story of the **People of God.** As their circumstances change they have to learn new ways to follow God • The **story of Moses and the Exodus** shows how God rescued his people from slavery in Egypt: Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin • Christians apply this idea to living today by trying to **serve God** and to bring **freedom** to others. For example by loving others, caring for them, bringing health, food, justice and telling the story of Jesus • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world	RE Topic Title: **Hajj and Zakat** **Concept: Umma** • A **community** can be defined as a group of people living in the same place or having a particular characteristics, attitudes or interests • **Umma** refers to the **worldwide muslim community** • **The Hajj** is the **pilgrimage** to Mecca that contributes to the sense of Umma **Zakat** refers to the **distribution of wealth** and is another example of muslims contributing to the a sense of Umma.
	French **Topic Title: C'est comment ton ecole?** • School subjects • Opinions and reasons Enrich orienteering – La date		French **Topic Title: Qu'est-ce que tu portes?** • Clothes and colours • Seasons • Opinions • Shopping for clothes Enrich orienteering- Les couleurs		French **Topic Title: Ou vas-tu en vacances?** • Countires • Basic holiday activities • Weather • Transport • Immediate future tense Enrich orienteering- Les nombres 1-31	
	PE Invasion games- **Basketball** • Dribble and change direction using either hand with control and speed. • Pass, receive, and move with the ball using different types of passes.	PE Invasion games- **netball** • Understand the importance of warming up, cooling down, and living a healthy lifestyle.	PE Invasion games- **hand ball** • Develop the ability to pass, catch, and dribble the ball accurately and with control during game play.	PE Invasion games- **football** • Hit the ball accurately and with control. • Keep possession of the ball during play.	PE Net/wall games- **tennis** • Use forehand and backhand taps to hit the ball from a ready position.	PE Striking and fielding games- **rounders** • Teach pupils running, jumping, catching, and throwing skills both individually and combined, encouraging personal best comparisons.

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	• Dodge opponents and use body positioning to protect the ball. • Apply attacking and defensive skills to score and stop points in small games. • Begin to officiate games and understand rules and fair play. **Dance** – Haka • Use criteria to evaluate their own and others' performances and suggest improvements. • Create and perform dances using different styles, moods, and eras. • Respond to music or ideas (stimuli) with creative and controlled movements. • Work in pairs or groups to adapt and refine dances, changing direction, space, and rhythm. • Use dance vocabulary to explain choices and understand rhythm, structure, and expression.	• Use a variety of passes (chest, shoulder, bounce, square, straight) effectively in game situations. • Show control, accuracy, and confidence in throwing, catching, and moving with the ball under pressure. • Use tactics like dodging, pivoting, and positioning to lose defenders and support the team. • Play in different positions, defend effectively, and make successful interceptions during games. Gym- **shapes and balance** • Create and perform sequences using changes in speed, direction, shape, and level. • Work individually, in pairs, or small groups using matching, mirroring, and canon. • Show control, body awareness, and correct alignment in all movements. • Use a range of skills (e.g. balances, travel, vaults, twists) and transfer them to apparatus. • Perform and refine longer sequences to music and in front of different audiences.	• Use attacking and defending tactics effectively to support teammates and prevent opponents from scoring. • Improve movement skills like dodging, changing direction, and running at different speeds in response to the game. • Understand and apply the basic rules of handball, including fair play and officiating. • Work cooperatively in teams, communicating and making decisions to play competitively and strategically **Dance**- The Greatest Showman • Create and perform fluent dances using different styles, eras, and stimuli. • Use a range of movements, patterns, and compositional ideas to express dance themes. • Work in pairs or groups to adapt and refine dances, changing direction, space, and rhythm. • Dance with control, rhythm, and awareness of musical structure and mood. • Evaluate their own and others' performances using dance terminology and suggest improvements.	• Use tactics and adapt skills based on the game situation. • Pass, dribble, and shoot using different techniques. • Play fairly, follow rules, and work with others to organise the game. **Gym- rivers and mountains** • Create and perform sequences with changes in speed, direction, and shape. • Work in pairs or groups using mirror, matching, and canon techniques. • Show control, body awareness, and good alignment in movements. • Perform and refine a variety of skills including balances, travel, flight, and rotations. • Present sequences confidently on floor and apparatus, individually or in groups, to music.	• Move quickly and choose the correct shot depending on the ball's position. • Recover the racquet to the ready position smoothly after each hit. • Perform correct swing techniques with growing control over shots. • Serve accurately, aiming for space to challenge opponents and score points. **OAA** • Communication: Communicate clearly and effectively with others, even under pressure, while taking on different group roles. • Collaboration: Show confidence in leading others, ensuring all group members are included and contributing. • Problem Solving: Work with others to plan strategies, selecting and applying the best methods to solve complex problems, and reflect accurately to suggest thoughtful improvements. • Map Reading/Navigation: Use four- and six-figure grid references; confidently and efficiently orientate maps to select, plan, and navigate routes, identifying key features. • Relevant Activities: Participate in activities like competitive orienteering, score orienteering, Capture the Control (2), and using 6-figure grid references.	• Introduce competitive games like football, netball, rounders, cricket, hockey, basketball, badminton, and tennis with basic attacking and defending principles. • Understand and practice the importance of warming up, cooling down, and exercise safety. • Develop skills in throwing, catching, batting, and fielding under pressure, using tactics in team games and tournaments. • Promote knowledge of fitness, health, balanced diet, and apply game rules consistently in small-sided matches. **Athletics** • Develop and refine sprinting techniques, including starts, acceleration, and pacing for different distances. • Build endurance and stamina to sustain running over longer distances and perform relays as a team. • Improve jumping skills for distance and height, mastering take-off, flight, and safe landings. • Learn and practise a variety of throwing techniques (discus, shot, javelin, fling throw) with accuracy and control. • Measure, record, and evaluate personal performance to support progress and help others improve. •

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	PSHE/RSHE - Health and Wellbeing Topic Title: **What makes up our identity?** **Knowledge/Key Concepts:** • how to recognise and respect similarities and differences • between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) (2) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others (3) • how to challenge stereotypes and assumptions about others	PSHE/RSHE –Living in the Wider World Topic Title: **What decisions can people make with money?** **Knowledge/Key Concepts:** • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions	PSHE/RSHE –Health and Wellbeing Topic Title: **How can we help in an accident or emergency? What are human rights?** **Knowledge/Key Concepts:** • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services • to recognise reasons for rules and laws; consequences of not adhering to rules and laws • to recognise there are human rights, that are there to protect everyone (1) • about the relationship between rights and responsibilities • . he importance of having compassion towards others; shared responsibilities (2) • we all have for caring for other people and living things; how to show care and concern for others (3)	PSHE/RSHE –Relationships Topic Title: **How can friends communicate safely?** **Knowledge/Key Concepts:** • about the different types of relationships people have in their lives • what constitutes a positive healthy friendship (e.g. mutual respect, trust,truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships • how friends and family communicate together; how the internet • and social media can be used positively • how knowing someone online differs from knowing someone • face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, • unsafe or uncomfortable • how to ask for help or advice and respond to pressure, • inappropriate contact or concerns about personal safety	PSHE/RSHE –Health and Wellbeing Topic Title: **How can we keep healthy as we grow?** **Knowledge/Key Concepts:** • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal how to stay physically active, how to maintain good dental health, including oral hygiene, food and drink choices, how to benefit from and stay safe in the sunn how and why to balance time spent online with othern activities how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleepn how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support	PSHE/RSHE –Health and Wellbeing Topic Title: **How can we keep healthy as we grow?** **Knowledge/Key Concepts:** **Year 5:** • how puberty relates to growing from childhood to adulthood • about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • about where to get more information, help and advice about growing and changing, especially about puberty **Year 6 content only:** • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
	Music : Livin' On a Prayer **Knowledge/Key Concepts:** • Develop an increasing understanding of the history and context of music	Music : Christmas and Unlocking Vocal Potential **Knowledge/Key Concepts:** • Sing as part of an ensemble with increasing confidence and precision.	Music : Jazz 1 **Knowledge/Key Concepts:** • Compose complex rhythms using my aural memory.	Music : Dancing in the Street **Knowledge/Key Concepts:** • Listen with attention to detail and recall sounds with increasing aural memory.	Music : Decoding, Sound and Notation: Heal the Earth • Understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff.	Music : Carnival Time: Brazillian Samba Drumming • Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.

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	• Develop a deeper understanding of the history and context of music. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.	• Listen with attention to detail and recall sounds with increasing aural memory and accuracy.	• Understand how pulse, rhythm and pitch work together.	• Improvise with increasing confidence using my own voice, rhythms and varied pitch • Appropriately discuss the dimensions of music and recognise them in music heard	• Create a simple composition and record it using formal notation. • Deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.	• Improvise and compose music for a range of purposes using the inter-related dimensions of music