



## 2 Year Rolling Topic Overview 2025/2026- Cycle 1



Doves Year 1/2	AUTUMN		SPRING		SUMMER	
Possible Trips/ Workshops/ Visitors	Jewish Speaker Parents visit – classroom toy museum	Church- Christmas Service Walk to a local bridge Architect	Zoo Lab World Religion Day – Buddhism speaker?	Outdoor classroom- weather scientist- stem week Author- World Book Day Church- Easter Service	Fire Service?	Beach Trip: Lepe, Calshot? Global Awareness Week Speaker?
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 Question	Can toys stand the test of time?	How can we explore, build and improve our local area?	How do people and animals help us stay healthy and grow?	Does change always make a positive difference?	How do we stay safe when things change around us?	What makes a beach a special place for some?
Key Drivers	History, Science, Art	Geography, DT	History, Science, PSHE	Science	PSHE, History	Geography
	<u>History</u> <b>Changes within living memory</b> Topic Title: <b>Toys</b>  Knowledge / key concepts: <ul style="list-style-type: none"><li>• Sorting toys into old and new and sequencing a range of toys from past times to develop chronological vocabulary.</li><li>• Examine similarities and differences between toys from now and the past and hypothesising about why some toys have continued to be popular for generations.</li><li>• Work with first-hand historical evidence by investigating real old toys, photographs of toys</li><li>• Answer questions about the past suggested by the teacher, but also asking their own questions about things they would like to find out then interviewing family members or other adults about the toys and games from their childhoods.</li><li>• Give reasons for the changes which have occurred to toys, for example the development of new materials and technologies and the increasing awareness of safety issues.</li><li>• Compare this aspect of the lives of children from the past with their own.</li></ul>	<u>Geography</u> Topic Title: <b>My Local Area (My School)</b>  Knowledge / key concepts: <ul style="list-style-type: none"><li>• Understand, identify and use geographical vocabulary to refer to key human and physical features</li><li>• Use fieldwork and observational skills to study the geography of our school and surrounding environment</li><li>• Devise a simple map using symbols and a key</li><li>• Use locational and directional language</li><li>• Walk around our village to identify and plot landmarks and human and physical features</li></ul>	<u>History</u> <b>Significant individuals nationally/internationally</b> Topic Title: <b>Mary Seacole and Florence Nightingale</b>  Knowledge/ key concepts: <ul style="list-style-type: none"><li>• Can recognise and talk about who was important e.g. in a simple historical account.</li><li>• When they lived/where events took place.</li><li>• Know the main events in their lives.</li><li>• Understands that Florence’s changes in hospitals had a wide and lasting impact. Whereas Mary’s good work, whilst inspirational, was limited to aiding the sick or injured soldiers at the time.</li></ul>	<u>Geography</u> Topic Title: <b>The weather and seasons</b>  Knowledge / key concepts: <ul style="list-style-type: none"><li>• Identify seasonal and daily weather patterns in the UK</li><li>• Collect data about the weather using measuring equipment</li><li>• Explore how seasons and the weather affect us in Preston Candover</li><li>• Identify weather characteristics of the 4 nations of the UK and predict if they will be hotter, colder, drier or wetter in each season</li><li>• Become a weather reporter using the Green Screen</li></ul>	<u>History</u> <b>Significant national events / Events beyond living memory</b> Topic: <b>The Great Fire of London</b>  Knowledge / key concepts: <ul style="list-style-type: none"><li>• Compare past and present-day London to understand how people lived in 1666</li><li>• Research the life and significance of Samuel Pepys</li><li>• Sequence the key events of The Great Fire of London</li><li>• Ask and answer questions using sources to show understanding</li><li>• Identify the impact that The Great Fire of London has had on present-day life</li><li>• Describe in simple terms the <i>consequences</i> of the event, offering more than one example of its results</li><li>• Describe in simple terms how sources reveal important information about the past.</li></ul>	<u>Geography</u> <b>Topic Title: Brilliant beaches</b>  Knowledge / key concepts: <ul style="list-style-type: none"><li>• Identify and describe a beach local to us</li><li>• Describe the human physical features of the beach and what is has to offer</li><li>• Identify the weather and explain whether they would like to visit the beach using evidence form what they have observed and discussed during the term</li><li>• Investigate the location of Weymouth beach · Compare Weymouth, Freshwater in West Wales, Ballycastle Beach Northern Ireland, Portree in Scotland, Copacabana in South America</li><li>• Evaluate our statement we have discussed throughout the topic.</li></ul>

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	<u>Science</u> Topic Title: <b>Changing Materials – Toys</b>  Knowledge / key concepts: <b>Knowledge Block 1- How materials can change</b> <ul style="list-style-type: none"><li>The properties of a material determine whether they are <b>suitable</b> for a <b>purpose</b>.</li><li>Materials can be <b>changed</b> by <b>physical force</b> (twisting, bending, squashing and stretching).</li></ul> (The purpose of the activities within this learning journey is for children to understand why we choose certain materials to do certain jobs. Children will plan how to test materials (wood, metal, plastic, glass, brick, paper, rock, cardboard) )	<u>Science</u> Topic Title: <b>Pushes and Pulls</b>  Knowledge / key concepts: <b>Knowledge Block 1</b> <ul style="list-style-type: none"><li>Objects can move (be in <b>Motion</b>) in various ways-roll, slide and bounce</li></ul> <b>Knowledge Block 2</b> <ul style="list-style-type: none"><li>The <b>pushing</b> or <b>pulling</b> of an object can affect its motion.</li><li>Pushing or pulling can do three things, <b>slow down, speed up or change the direction</b> of an object.</li></ul> <b>Knowledge Block 3</b> The larger the push/pull the bigger the effect on motion	<u>Science</u> Topic Title: <b>Animal Life Cycles</b>  Knowledge / key concepts: <b>Knowledge Block 1- Animal timelines</b> <ul style="list-style-type: none"><li>Things that are <b>living</b>, move, feed, grow, <b>reproduce</b> and use their senses</li><li>Animals grow until they reach <b>maturity</b> and then don’t grow any larger</li><li>Animals <b>reproduce</b> when they reach maturity (adulthood)</li><li>All animals eventually, <b>die</b></li><li>Different animals live to different ages</li><li>Different animals reach different sizes before they are able to reproduce</li><li>Different animals reproduce at different ages</li><li>Animals, including humans, have <b>offspring</b> which grow into adults</li><li>Exercise, eating the right amounts of different types of food and <b>hygiene</b> are important to maintain good <b>health</b> and <b>wellbeing</b></li></ul> <b>Knowledge Block 2- How animals get their food</b> <ul style="list-style-type: none"><li><b>Habitats</b> are places where animals and plants live (from Year 1)</li><li>Animals live in habitats in which they are suited.</li><li>Different kinds of animals and plants depend on each other within <b>habitat</b>.</li><li>Animals get their food from plants and other animals. This can be shown in a <b>food chain</b>.</li><li>A food chain begins with a <b>producer</b>. This is often a green plant because plants can make their own food.</li></ul> A living this that eats other plants is called a <b>consumer</b> .	<u>Science</u> Topic Title: <b>Seasons</b>  Knowledge / key concepts: <b>Knowledge Block 1- Surviving the changing seasons</b> <ul style="list-style-type: none"><li>There are four seasons, <b>Spring, summer, autumn</b> and <b>winter</b></li><li>Each season is about three months long</li><li>In Spring, young animals like lambs and chicks are born, the flowers bloom and the weather starts to become warmer.</li><li>In autumn, the leaves fall off the trees and the amount of time we have in the day becomes less.</li><li>Winter has the shortest amount of time during the day and the weather is at its coldest.</li><li>In summer the trees are full of green leaves and the weather is at its warmest.</li><li>Animals and plants have adapted ways of surviving the changing seasons</li><li>These include <b>hibernating</b>, storing food, fattening up, <b>migration</b>, loss of leaves</li><li>Trees can be either <b>evergreen</b> or <b>deciduous</b>.</li><li><b>Evergreen</b> trees keep their green leaves all year round.</li><li><b>Deciduous</b> trees lose their leaves every autumn.</li></ul>	<u>Science</u> Topic Title: <b>Plants</b>  Knowledge / key concepts: <b>Knowledge Block 1- What flowers are for</b> <ul style="list-style-type: none"><li>All <b>flowering plants</b> make seeds (<b>reproduction</b>) that can grow (<b>germinate</b>) into new plants</li><li>Plants need water, light and a suitable temperature to grow and stay healthy</li></ul> <b>Knowledge Block 2- What happens after a plant has produced seeds</b> <div>Some plants die after it has produced its seed and sometimes the plant lives for many <b>generations</b> producing seeds each year</div> <b>Knowledge Block 3- How plants get what they need to survive</b> <ul style="list-style-type: none"><li>A seed produces <b>roots</b> to allow water to get into the plant.</li><li>A seed produces <b>shoots</b> to produce leaves to collect the sunlight.</li></ul> A basic plant structure can include leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem <ul style="list-style-type: none"><li></li></ul>	
	LONGITUDINAL STUDY – biodiversity in outdoor classroom TBC					
	<u>Art</u> Topic Title: <b>Texture of Toys</b>  Outcome: Observational Drawings  Knowledge / key concepts: <ul style="list-style-type: none"><li>To learn about the work and history of Freeman</li><li>Understand what texture is</li><li>Use mark marking techniques to add texture</li><li>Create an observational drawing of a Teddy</li><li>Create an observational painting of a Teddy</li><li>Create a textured clay Teddy</li><li>Compare similarities, differences and preferences of own artwork</li></ul> Artists: Don Freeman	<u>DT</u> Topic Title: <b>Building a Bridge</b>  Structures: Freestanding  Outcome: Bridge  Knowledge / key concepts: <ul style="list-style-type: none"><li>To understand what a mechanism is</li><li>Explore and evaluate joining techniques</li><li>Design a bridge with a slider</li><li>Create a functional bridge</li><li>Evaluate their products</li></ul>	<u>Art</u> Topic Title: <b>Creatures</b>  Outcome: Clay Butterflies  Knowledge / key concepts: <ul style="list-style-type: none"><li>To learn about the work and history of Maria Merian and Julie Paschkis</li><li>Compare Maria Merian and Julie Paschkis</li><li>Create an observational drawing of a butterfly</li><li>Mix colours to paint a butterfly</li><li>Design and print symmetrical butterfly wings</li><li>Compare similarities, differences and preferences of own artwork</li></ul> Artists: Maria Merian and Julie Paschkis	<u>DT</u> Topic Title: <b>Food Tech</b>  Cooking and Nutrition: Preparing Fruit and Vegetables  Outcome: Healthy lunchbox (child lead)  Knowledge / key concepts: <ul style="list-style-type: none"><li>Understand where food comes from</li><li>Understand the importance of a balanced diet</li><li>Design the content of healthy lunch box using fruit/ vegetables</li><li>Measure ingredients and cook</li><li>Evaluate their products</li></ul>	<u>DT</u> Topic Title: <b>Moving Pictures</b>  Mechanisms: Levers and Sliders  Outcome: Moving Pictures of the Great Fire of London  Knowledge / key concepts: <ul style="list-style-type: none"><li>To understand what a mechanism is</li><li>Explore and evaluate joining techniques</li><li>Design a moving picture with a lever</li><li>Create a functional moving picture</li><li>Evaluate their products</li></ul>	<u>Art</u> Topic Title: <b>Woven Worlds</b>  Outcome: Woven seaside-inspired textile piece using natural and recycled materials  Knowledge / key concepts: <ul style="list-style-type: none"><li>To learn about the work and history of Anni Albers</li><li>Experiment mixing primary colours</li><li>Use line and shape to draw from memory</li><li>Cut and layer shapes to make a textile piece</li><li>Compare similarities, differences and preferences of own artwork</li></ul> Artists: Anni Albers

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	<p><u>Computing</u> Topic Title: <b>Technology around us</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Develop typing, mouse and functional computer skills</li> <li><b>E-Safety</b> - Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<p><u>Computing</u> Topic Title: <b>Grouping Data</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Use technology safely and respectfully</li> <li>Understand what 'data' is and how it can be labelled, counted and grouped</li> <li>Record and compare groups of data</li> <li>Answer questions about data and share what they have found</li> <li><b>E-Safety</b> – Recognise that not all information online can be trusted. Identify reliable and unreliable information</li> </ul>	<p><u>Computing</u> Topic Title: <b>Programming – Moving a Robot</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices</li> <li>Understand that programs execute by following precise and instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Create a sequence of commands to move a robot to a specific place</li> <li>Find more than one solution to a problem</li> <li><b>E-Safety</b> – Create E-Safety booklets</li> </ul>	<p><u>Computing</u> Topic Title: <b>Programming - Animation</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Understand what algorithms are and how they are implemented as programs on digital devices</li> <li>Understand that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Design an algorithm to create an animation with 'sprites'</li> <li><b>E-Safety</b> – Create E-Safety booklets</li> </ul>	<p><u>Computing</u> Topic Title: <b>Creating Media – Digital Painting</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Identify and use different icons to paint a digital picture using different shapes and marks</li> <li>Make strategic choices when painting a digital picture</li> <li>Explain why they chose the tools they used</li> <li>Compare digital painting with paper painting</li> <li><b>E-Safety</b> – Understand the importance of keeping personal information private and not sharing personal information online</li> </ul>	<p><u>Computing</u> Topic Title: <b>Creating Media – Digital writing</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Locate and use keys on a keyboard to type and edit</li> <li>Use tools on 'Word' to change the font, size and colour of typing</li> <li>Compare digital writing with handwriting</li> <li><b>E-Safety</b> - Use technology safely and respectfully, keeping personal information private</li> </ul>
	<p><u>RE</u> <b>Belonging in Judaism (incl. Shabbat)</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>The word Belongings can be used to describe the physical property that is owned by somebody (literal) or to describe the feeling of being included (abstract)</li> <li>How having belongings and the feeling of belonging affects their lives and makes people feel safe and happy</li> <li><b>God created the universe.</b></li> <li><b>The Earth and everything in it are important to God.</b></li> <li><b>God has a unique relationship with human beings as their Creator and Sustainer.</b></li> <li><b>Humans should care for the world because it belongs to God.</b></li> <li>Many Christians feels a sense of belonging when visiting the Church (God's House) and Jewish people may when they visit a synagogue</li> <li>Shabbat is the '7<sup>th</sup> Day' according to the Jewish religion whereby Jewish people remember how God made the world</li> </ul> <p>UC: Creation/ Fall Who made the world?</p>	<p><u>RE</u> <b>Journey's End (Nativity Journeys)</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>In many stories, the end of the journey is very important</li> <li>The Christian Nativity story is told in two of the four gospels in the Bible</li> <li>The story tells how Jesus was born in Bethlehem</li> <li>In the story, Mary and Joseph travel to Bethlehem and at the end of the journey, Mary gives birth to Jesus</li> <li>The shepherds also go on a journey to see Jesus and find him at the end of the journey</li> <li>The magi (wise men) go on a journey to see Jesus and find him at the end of their journey</li> <li><b>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</b></li> <li><b>The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</b></li> <li><b>Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.</b></li> </ul> <p>UC: Incarnation Why does Christmas matter to Christians?</p>	<p><u>RE</u> <b>Authority (Events in Jesus' Life)</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Having authority means the right or power to give orders, make decisions, or control people</li> <li>We have various authority figures in our life</li> <li>Some Christians think that Jesus demonstrates authority at various points in the bible</li> <li><b>Christians believe Jesus brings good news for all people.</b></li> <li><b>For Christians, this good news includes being loved by God, and being forgiven for bad things.</b></li> <li><b>Christians believe Jesus is a friend to the poor and friendless.</b></li> <li><b>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</b></li> </ul> <p>UC: Gospel What is the good news that Jesus brings?</p>	<p><u>RE</u> <b>Love as Sadness to Happiness (Key Events of Easter)</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>There are sad and happy parts to the Easter story</li> <li>Jesus had a meal with his disciples to celebrate the Jewish festival of Passover</li> <li>This is called the Last Supper</li> <li>The disciples were happy to be together but Jesus was sad as he knew one of them would hand him over to the Roman Soldiers</li> <li>Jesus was arrested by the soldiers and he was killed</li> <li>His followers came to the place where he was buried but the stone had been rolled away and his body was not there</li> <li>His followers were happy when Jesus appeared to them some time later</li> <li>Christians believe from this story that Jesus died and rose again. This is called the resurrection and Christians celebrate this at Easter.</li> <li><b>Easter is very important in the 'big story' of the Bible.</b></li> <li><b>Jesus showed that he was willing to forgive all people, even for putting him on the cross.</b></li> <li><b>Christians believe Jesus builds a bridge between God and humans.</b></li> <li><b>Christians believe Jesus rose from the dead, giving people hope of a new life.</b></li> </ul> <p>UC: Salvation</p>	<p><u>RE</u> <b>Remembering (Passover)</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>The Seder plate helps Jews remember a special story called the Passover</li> <li>The story of the Passover is found in the Torah, the first five books of the Hebrew scriptures</li> <li>It is remembered at a special festival of Passover each year</li> <li>Passover tells the story of how Jews were led out of Egypt and slavery by Moses</li> <li>The Seder meal has special foods in it to help remember parts of the story: bitter herbs, a lamb bone, celery or parsley, paste made of fruit and nuts and a hard boiled egg</li> </ul>	<p><u>RE</u> <b>Special (Special Books)</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>The bible contains different stories that tell Christians about how to live; it is the Christian special book,</li> <li>The Torah contains the laws that God gave give the Jews; it is the Jewish special book</li> <li>The Torah scrolls are written in Hebrew Script</li> <li>Torah scrolls are kept in the synagogue</li> <li>Simchat Torah celebration or Simḥath Torah (also Simkhes Toreh, meaning: "Rejoicing with/of the Torah,") is a celebration marking the end of the year-long cycle of public <a href="#">Torah readings</a>, and the beginning of a new cycle.</li> <li>The Simchat Torah is the only time of year on which the <a href="#">Torah scrolls</a> are taken out of the <a href="#">ark</a> and read at night</li> </ul>

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				Why does Easter matter to Christians?		
	<p><u>French Welcome to France</u> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Intercultural understanding - French landmarks, France on a map</li> <li>Learn and respond to basic greetings – bonjour/salut, ça va?/ ça va bein merci</li> </ul>	<p><u>French Colours</u> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Increasing the range colours known</li> <li>Answer the lunch register with some extension</li> </ul>	<p><u>French Weather</u> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Introduce the different weather</li> <li>Answer questions with a sentence</li> <li>Il fait...</li> <li></li> </ul>		<p><u>French Food (Teddy bears Picnic)</u></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Introduce picnic food</li> <li>Intercultural Understanding: What would someone in France pack in their picnic?</li> </ul>	<p><u>French Number</u></p> <p>Knowledge / key concepts:</p> <p>Intercultural understanding: playground games involving numbers</p> <ul style="list-style-type: none"> <li>Count to 10</li> <li>Ask and answer questions using numbers</li> </ul> <p>Quel age a tu? J'ai ____ ans.</p>
	<p><u>PE Games- multi skills -throwing and catching</u> Develop throwing, catching, bouncing, kicking, and dribbling skills</p> <p>Use passing and receiving skills with control, accuracy, and decision-making</p> <p>Understand and apply basic attacking and defending tactics</p> <p>Follow simple rules and participate in team games</p> <p>Use hand-eye and foot-eye coordination to control and send the ball effectively</p> <p><u>Gym- Dance-Toys</u> Travel and move with control and fluency in different directions</p> <p>Develop coordination and spatial awareness through varied movement</p> <p>Use simple sequences to explore rhythm, timing, and body control</p> <p>Begin to understand and express ideas through movement</p> <p>Work collaboratively to perform basic dance routines</p>	<p><u>PE Games- invasion games</u> Develop basic throwing, catching, bouncing, kicking, and passing skills with control and fluency.</p> <p>Travel and move with a ball in different directions while maintaining control.</p> <p>Begin to apply simple attacking (dodging) and defending (marking) techniques during games.</p> <p>Throw and catch with accuracy over varying distances, and use dribbling skills with hands and feet.</p> <p>Understand and follow game rules, make decisions about movement, and combine skills effectively in team play.</p> <p><u>Gym – Travelling and balancing</u> Pupils explore body tension and movement while travelling and balancing</p> <p>They create and perform simple sequences with changes in speed and direction</p> <p>Pupils develop coordination, control, and link movements on floor and apparatus</p> <p>They jump, land, roll, and balance with control using varied body shapes</p> <p>Pupils watch, describe, and improve performances using feedback</p>	<p><u>PE Games – attacking and defending</u> Pupils develop basic throwing, catching, kicking, and dribbling skills They move with control, changing speed, direction, and using space effectively</p> <p>Pupils apply simple attacking (dodging) and defending (marking) skills</p> <p>They understand and follow game rules in team play</p> <p>Pupils make decisions to attack or defend using basic tactics</p> <p><u>Dance- country dancing</u> Can copy, remember and repeat dance moves.</p> <p>Can change rhythm, speed, level and direction with consistency</p>	<p><u>PE Games- travelling with and passing a ball</u> Pupils develop control and fluency when travelling with a ball in different directions and ways</p> <p>They practise passing, kicking, and bouncing skills in games while moving</p> <p>Pupils use varied speeds and pathways, learning to change speed and direction effectively</p> <p>They begin to understand and apply attacking and defending skills such as dodging and marking</p> <p>Pupils follow game rules, make decisions about space, and use simple tactics to attack or defend</p> <p><u>Gym- shapes, jumps and rolls</u> Pupils explore different body tensions— tense, relaxed, curled, and stretched— through various movements and balances</p> <p>They create and perform sequences alone or with others, including changes in speed, direction, and multiple actions</p> <p>Pupils develop control in climbing, rolling, jumping, landing, and balancing on floor and apparatus</p> <p>They perform with increasing coordination and control, linking movements smoothly</p> <p>Pupils watch, describe, and evaluate performances, using feedback to</p>	<p><u>PE Games- OAA</u> Pupils follow simple and more complex spoken and written instructions accurately</p> <p>They use simple diagrams or maps, including basic compass directions, to orientate and navigate</p> <p>Pupils work cooperatively with partners and small groups, sharing ideas, taking turns, and listening</p> <p>They suggest and try different ideas to solve problems, showing resilience and perseverance</p> <p>Pupils identify their own and others’ successes and understand when problems are successfully solved</p> <p><u>Dance- The Great Fire of London</u> Pupils perform dances using simple movement patterns, responding imaginatively to stimuli such as music</p> <p>They change rhythm, speed, level, and direction in their movements to express ideas and feelings</p> <p>Pupils create and link movements to form sequences with clear beginnings, middles, and ends</p> <p>They develop control and coordination while performing dance sequences</p> <p>Pupils watch, describe, and evaluate</p>	<p><u>PE Games- striking and fielding</u> Pupils develop basic throwing (underarm and overarm), catching, bouncing, and rolling skills</p> <p>They practise hitting and striking a ball with different techniques and use these in simple games</p> <p>Pupils learn to field by retrieving and returning the ball to stop zones or bowlers</p> <p>They develop hand-eye coordination and control when striking, hitting, and throwing a ball</p> <p>Pupils follow simple game rules and apply skills in team play, including positioning and stopping appropriately</p> <p><u>Athletics</u> Pupils vary pace and speed when running, change direction with control, and maintain good posture and balance</p> <p>They perform different types of jumps with control, including sequences and jumps for distance, landing safely</p> <p>Pupils throw using underarm and overarm techniques, aiming for accuracy and improving distance by using power</p> <p>They develop running skills over different distances, selecting suitable speeds and stride lengths</p> <p>Pupils experiment with throwing different equipment and techniques to improve accuracy and distance</p>



## 2 Year Rolling Topic Overview 2025/2026- Cycle 1



				improve and compare their work with others	performances to improve their own and discuss differences with others	
	<p><b>PSHE/RSHE Relationships</b> Who is special to us? Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>about the different people in their family / those that love and care for them</li> <li>what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>how families are all different but share common features – what is the same and different about them (1)</li> <li>about different features of family life, including what families do/ enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried (1)</li> </ul>	<p><b>PSHE/RSHE Relationships</b> What is the same and different about us? Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>what they like/dislike and are good at (1)</li> <li>what makes them special and how everyone has different strengths</li> <li>how their personal features or qualities are unique to them (2)</li> <li>how they are similar or different to others, and what they have in common (3)</li> <li>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private (4)</li> </ul>	<p><b>PSHE/RSHE Health and Wellbeing</b> What helps us stay healthy? Knowledge / key concepts: Healthy lifestyles:</p> <ul style="list-style-type: none"> <li>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>that things people put into or onto their bodies can affect how they feel</li> <li>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> </ul>	<p><b>PSHE/RSHE Health and Wellbeing</b> What can we do with money? Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>what money is - that money comes in different forms</li> <li>how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>how people make choices about what to do with money, including spending and saving</li> <li>the difference between needs and wants - that people may not always be able to have the things they want</li> </ul> <p>how to keep money safe and the different ways of doing this</p>	<p><b>PSHE/RSHE Living in the Wider World</b> Who helps to keep us safe? Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people (1)</li> <li>who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>how to respond safely to adults they don't know</li> <li>what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<p><b>PSHE/RSHE Living in the Wider World</b> What jobs do people do? Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>how jobs help people earn money to pay for things they need and want</li> <li>about a range of different jobs, including those done by people they know or people who work in their community (1)</li> <li>how people have different strengths and interests that enable them to do different jobs</li> </ul> <p>how people use the internet and digital devices in their jobs and everyday life</p>
	<p><b>Music Hey You!</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To concentrate and listen to a piece of music</li> <li>To find the pulse by moving my body, and internalise it in my head</li> </ul>	<p><b>Music Nativity</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To explore and understand that dynamics describe how loud or quiet music is</li> <li>To sing musically after warming up, sitting or standing well to project voice</li> </ul>	<p><b>Music Rhythm in the way we walk/ Banana Rap</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>I can express my likes and dislikes about a piece of music and describe how it makes me feel</li> <li>To understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse</li> </ul>	<p><b>Music In the Groove</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To listen, copy and repeat a simple rhythm or melody</li> <li>To explore and understand that pitch describes how low sounds are</li> </ul> <p>To explore and understand that tempo describes how fast or slow music is</p>	<p><b>Music RRR</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To use musical words and phrases to describe a piece of music</li> <li>To name different musical instruments</li> </ul>	<p><b>Music Practise for a Performance</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To follow a conductor or band leader</li> <li>To perform rhymes, raps and songs</li> </ul>