2 Year Rolling Topic – Cycle 1 **2023-2024**

	AUTUMN		**SPRING**		**SUMMER**	
Possible Trips/ Workshops/ Visitors	*Iron Age museum- Andover (Autumn 1)*		*Trip: Living Rainforest- Newbury (Spring 2)*			
Additional enrichment/ Enhancement activities	Harvest Festival	Bonfire Night Anti Bullying week Remembrance Day World Nursery Rhyme week Children in need Christmas Jumper Day Nativity Performance	Valentines Day Lunar New Year Pancake Day	STEM week World Book Day Internet Safety Day Fairtrade Fortnight Easter	World Earth Day	Sports Day Global Awareness week
BEQ	How did life change between the Neolithic, Bronze and Iron Ages?	Is Southampton a gateway to the world?	Were the Anglo-Saxons the ruin of Britain?	Can one person change the world?	What can we learn about Preston Candover from the past?	Do mountains move?
 Robins Year 3/4	History 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.	Geography 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.	History 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	Geography 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?	History 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	Geography 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.

	Science Topic Title: **Light and Dark** **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 Introduce and set up Longitudinal Study.	Science Topic Title: **Electricity** **Knowledge Block 1- Electricity as a power source** • Lots of **devices** are powered by **electricity** • Electricity comes from a source There are two main sources- **batteries and mains** **Knowledge Block 2- What batteries do** • 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** **Knowledge Block 3- Making devices work harder** • 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 **Knowledge Block 3- Insulators and conductors** • 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	Science Topic Title: **Digestion** **Knowledge Block 1- Food groups** ○ Animals need a variety of foods to help them grow and survive. The main food groups are: • **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. **Knowledge Block 2- Variation in animals' diet** • 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 this 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. **Knowledge Block 3- How humans digest food** • The **nutrients** in food have to get to every part of the body. The **blood** transports them. 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. *To link with DT healthy eating*	Science Topic Title: **Animals, Skeletons and Movement** **Knowledge Block 1- Skeletons protect vital organs** • All **vertebrates** have internal **skeletons** that protect **vital organs**. • **Invertebrates** have **exoskeletons** that protect **vital organs**. **Knowledge Block 2- Skeletons support weight** • Skeletons support the weight of land animals. • Stronger bones can **support** a greater **mass.** **Knowledge Block 3- Skeletons support movement** • 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.	Science Topic Title: **Plant Reproduction** **Knowledge Block 1- The reproductive parts of a flowering plant** • 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 **Knowledge Block 2- All flowers are similar but different** • 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 **Knowledge Block 3- Seed dispersal** • Plants have evolved many different ways to **disperse** their seeds • Seed dispersal increases the chances of seeds **germinating** and growing into a mature plant **Knowledge Block 4- What a seed does** • 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) They are surrounded with a protective coat.	Science Topic Title: **Mixtures and separating them** **Knowledge Block 1- What mixtures are** • A **substance** is an object with the same properties throughout. • A **mixture** is when more than one substance is present in the same container **Knowledge Block 2- What dissolving is** • 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 **Knowledge Block 3- Separating mixtures** • 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. - 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. Floating requires some substances to float and some substances to sink to work. Conclude Longitudinal Study.
	LONGITUDINAL STUDY – **How might a change to the school grounds affect the plants and animals that live there?**					
	Art Topic Title: **Stone Age Art**	DT Topic Title: **Circuits**	DT Topic Title: **Food Tech**	Art Topic Title: **Rainforest**		DT Topic Title: **Sewing**

	Artist: Alberto Giacometti and Banksy **Knowledge / key concepts:** • Research visual elements of Stone Age Art • Research Banksy • Investigate Mark Making with charcoal and pastels • Create 'stained' background to class painting • Who was Alberto Giacometti? • Sketching to capture movement • Experiment with manipulating wire • Design 3D sculpture in the style of Alberto Giacometti • Create 3D wire and papier mâché sculptures • Photograph 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	**Knowledge/Key Concepts:** -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	**Knowledge/Key Concepts:** - 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	**Artist: Georgia O'Keefe and Vincent Van Gogh** **Knowledge / key concepts:** • Appreciate the work of Georgia O'Keefe and compare to Vincent Van Gogh • Draw and paint in the style of Georgia O'Keefe • Observation and colour matching appreciation. • Using photography to capture flowers and plants. • Digital paintings • Print making • Collage 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		**Knowledge/Key Concepts:** -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
	Computing Topic Title: **The Internet** (Computing systems and Networks) **Knowledge/Key Concepts:** **-**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	Computing Topic Title: **Data Logging** (Data and Information) **Knowledge/Key Concepts:** - 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	Computing Topic Title: **Audio Editing** (Creating Media) **Knowledge/Key Concepts:** - 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	Computing Topic Title: **Photo Editing** (Creating Media) **Knowledge/Key Concepts:** - To understand how digital images can be changed and edited. - To evaluate the impact that edited images can have *Link to Art Outcome*	Computing Topic Title: **Repetition in shapes** (Programming A) **Knowledge/Key Concepts:** - To create programs by planning, modifying and testing commands to create shapes and patterns	Computing Topic Title: **Repetition in games** (Programming B) **Knowledge/Key Concepts:** - To use their knowledge to modify existing animations and games using repetitions. To plan a game using repetition
	RE Topic Title: **Jesus' teachings and message** **Concept- Message** - Express creatively and describe what people mean by stories with messages -Recognise and describe a message within a story which is significant to Christians and other believers -Accurately describe the value of stories with messages to believers and to themselves	RE Topic Title: **Angels** **Concept- Angels** - Express creatively and describe their own responses to *angels* - Recognise and describe examples of how their responses to *angels* are or can be applied to their own and others' lives - Accurately describe the concept of *angels* - Accurately describe Describe how beliefs about *angels* are expressed by Christians	RE Topic Title: **Holi** **Concept- Good and Evil** - Express creatively and describe the concepts of *good* and *evil* - Recognise and describe ways in which Hindus remember *good* and *evil* in the story and celebrations of Holi - Accurately describe Describe the value of the ways in which good over evil is celebrated and identify an issue raised - Accurately describe Describe their responses to the concepts of *good* and *evil*	RE Topic Title: **Prayer** **Concept- Ritual** - Express creatively and describe the meaning of *ritual* - Recognise and describe how ritual is expressed by some Christians and Jewish people - Accurately describe the significance of ritual by explaining its importance to Christians and Jewish people and by identifying some issues raised - Accurately describe their own responses to ritual	RE Topic Title**: Places of worship** **Concept- Sacred Place** - Express creatively and describe what people mean by sacred - Recognise and describe a sacred place which is significant to believers - Accurately describe the value of sacred places to and believers and to themselves - Accurately describe a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives - Discern and describe how sacred places can affect their own and others' lives	RE Topic Title: **Creation Stories** **Concept- Creation** - Express creatively and describe the concept *creation* - Recognise and describe the Christian and Hindu creation stories - Accurately describe the value of these creation stories for Christians and Hindus - Accurately describe their response to concept *creation* - Discern and describe examples of how their response to *creation* relates to their own and others' lives.

	- Accurately describe a personal response to stories with messages by reflecting on a message of their own -Discern and describe how stories with messages can have an effect on their own and others' lives. UC: Gospel What kind of world did Jesus want?	- Discern and describe the concept of *angels* by describing its value to Christians and by describing an issue raised. UC: Incarnation What is the Trinity?	- Discern and describe in their own and others' lives where good comes out of evil.	- Discern and describe examples of how their responses can be applied to their own and others' lives. UC: Kingdom of God When Jesus left, what was the impact of the Pentecost?	UC: People of God What is it like to follow God?	UC: Creation/ Fall What do Christians learn from the Creation story?
	<u>French</u> Topic Title: **Je parle français** Children are introduced to France and the French-speaking world through map work. They learn to ask and answer simple questions relating to their name and how they are feeling and demonstrate basic understanding by responding to simple classroom instructions. Some simple phonic sounds are introduced.	<u>French</u> Topic Title: **Je me présemte** Children dive deeper into basic phonics for numbers to 12, making predictions about spellings and learning to write individual words. Using their new knowledge of numbers, pupils build upon their bank of simple questions and responses by giving their age as well as talking about where they live. At the end of the half term they learn about Christmas celebrations in France	<u>French</u> Topic Title: **'Ours brun'** Pupils learn about Epiphany celebrations in France. They are introduced to a simple range of nouns (along with the indefinite article) and learn to create simple sentences using the starter voici (here is). Through phonics activities, children are introduced to simple adjectives (colours) and explore noun/adjective order and how it differs to English. New vocabulary is used to create a mini book, containing a simple retelling of the Ours Brun story.	<u>French</u> Topic Title: **'La chenille qui fait des trous'.** Using phonics, children learn to say and spell the names of the days of the week. Pupils learn a new range of nouns, this time fruits, and continue to consolidate their use of the indefinite article, creating simple sentences. The concept of adding an 's' to create a plural is introduced and children create mini books to retell the focus story La chenille qui fait des trous.' in their own words.	<u>French</u> Topic Title: **As-tu un animal ?** Nouns for pets, such as chat and chien (from 'Ours Brun') are revised, along with some other pet names (all masculine to avoid agreement complexities) accompanied by their indefinite articles. Children review simple question forms and learn to answer the question as-tu un animal? A range of new adjectives are introduced where no agreement is needed. Children describe their pet using il est e.g J'ai un chat. Il est gentil	<u>French</u> Topic Title: **'Vive l'heure du goûter'.** Children are introduced to the typically French concept of goûter (the after-school snack). They compare and contrast the sorts of foods eaten and drunk in France as a snack and those in the UK. Pupils learn a new set of nouns, this time introduced by the definite article. Pupils create simple sentences using the verb 'manger'. Children taste some typically French goûter snacks and use j'aime (I like) and je n'aime pas (I don't like) to describe them, attempting to incorporate conjunctions to extend their sentences. The year ends with le 14 juillet celebrations
	<u>PE</u> Invasion Games- **Tag Rugby** **Dance**- Electricity	<u>PE</u> Invasion Games- **Hockey** Gym- **Rhythmic gymnastics**	<u>PE</u> Invasion Games- **Netball** **Dance**- The Rainforest	<u>PE</u> Invasion Games- **Football** Gym- **Jumping and Balancing**	<u>PE</u> Net/wall games- **Badminton** **OAA**	<u>PE</u> Striking and fielding games- **Kwik Cricket** **Athletics**
	<u>PSHE/RSHE</u> –Relationships Topic Title: **How do we treat each other with respect?** **Knowledge/Key Concepts:** - 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) - 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	<u>PSHE/RSHE</u> – Relationships Topic Title: **What keeps us safe?** **Knowledge/Key Concepts:** - 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) – how to report concerns (1) - how to recognise and respond to pressure to do something that - 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	<u>PSHE/RSHE</u> – Health and Wellbeing Topic Title: **Why should we eat well and look after our teeth?** **Knowledge/Key Concepts:** - how to eat a healthy diet and the benefits of nutritionally rich 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, including the impact of too much sugar/acidic drinks on dental health - 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 -	<u>PSHE/RSHE</u> – Health and Wellbeing Topic Title: **Why should we keep active and sleep well?** **Knowledge/Key Concepts:** - 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 affect health and wellbeing - 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	<u>PSHE/RSHE</u> – Living in the Wider World Topic Title: **What is diversity?** **Knowledge/Key Concepts:** - 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 behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced - that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	<u>PSHE/RSHE-</u> Living in the Wider World Topic Title: **What are families like?** **Knowledge/Key Concepts:** - 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 - 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

	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*	- what to do in an emergency, including calling for help and - speaking to the emergency services				
	<u>Music : Brass</u> Key skills: • Sing and play in unison and in parts • Develop instrumental skills and techniques • Learn how to hold the instrument including correct posture for standing or sitting (whichever is appropriate for the teaching space) • Learn how to buzz and play the notes CDE and F. Use in a variety of tunes, games and musical activities • Learn correct tonguing and breathing techniques avoiding overblowing • Encourage students to make decisions about their music and demonstrate their learning in a creative response • Use rhythmic notation / basic stave notation when appropriate		<u>Music- Samba</u> *Subject to change* Key skills: • Know instrument names and demonstrate correct playing techniques • Respond to aural and visual signals within a performance • Identify and understand changes of tempo and dynamic • Sing and play matching pitch accurately • Identify other related instruments • Invent and play own music		<u>Music- iPads/ Gremalin</u> *Subject to change* Key skills: <u>iPads</u> • learn about music technology through a composition journey into popular music. • Use garage band to learn about compositional technique in relation to popular music. • Deepen understanding of texture, timbre, structure and instrumentation. • Learn specific musical technology processes including sequencing and editing to develop, refine and finalise their popular songs <u>Gremalin</u> • Develop knowledge around music of Indonesia through practical learning of Gamelan. • Build skills in playing all areas and instruments from a traditional Javanese Gamelan. These skills will include finger dampening, complex rhythm work and singing. • Develop understanding of rhythm, texture, layering and melody. • Learn the context and use of music from Indonesia throughout their journey	
	Music to be taught by specialist music teacher HMS					