


2 Year Rolling Topic – Cycle 2 2020-21

	AUTUMN		SPRING		SUMMER	
	MYSELF	A WORLD OF RHYME	TRANSPORT	JOURNEYS	SENSES	THE SEASIDE
 <p>WRENS YR R</p>	<p>BEQ- What makes me,me?</p> <p><u>MFL- French</u></p> <ul style="list-style-type: none"> To learn where France is To learn how to say Hello in French To ask for and give names in French To learn how to ask somebody if they are ok in French and respond to somebody who asks them To learn how to say Goodbye in French 	<p>BEQ- What does Autumn feel like?</p> <p><u>MFL- French</u></p> <p>Learn some common French rhymes</p>	<p>BEQ- How do we choose to travel?</p> <p><u>MFL- French -</u></p> <p>Learn numbers to 10 Learn everyday phrases that ch can use in class to answer the register etc</p>	<p>BEQ- What types of journeys do we make?</p> <p><u>MFL- French</u></p> <p>Listen to some stories read in French</p>	<p>BEQ- How do our senses protect us?</p> <p><u>MFL- French</u></p> <p>Introduce French colours</p>	<p>BEQ- I do like to be beside the seaside, do you? Why?</p> <p><u>MFL- French</u></p> <p>Revision and recap of vocab learnt this year</p>
	<p><u>Expressive Arts & Design</u></p> <p>Role play- Home corner Music sessions- ongoing</p> <ul style="list-style-type: none"> Paintings of my holiday Making skeletons using art straws Design & make a mobile for a baby Make a hand collage- autumn tree Continuous provision- ongoing Art appreciation- Van Gogh's self portrait Using sticks to create a stickman family <p>Artist- Van Gogh</p>	<p><u>Expressive Arts & Design</u></p> <p>Role play-turn into Christmas Grotto towards the end of the term Use autumn colours to create autumn pictures Use different techniques to create firework pictures</p> <p>Music sessions - ongoing</p> <ul style="list-style-type: none"> Using straws to produce bubble paintings Making houses from recycled materials Draw a portrait of yourself and your friend to compare. Paint a family tree of immediate family. P.19 (Starting with me) Make a 4 stage life cycle of a frog using dough. To recognise which types of materials are magnetic in our world. To understand how a simple electrical circuit works <p>Artist Van Gogh- The Bedroom</p>	<p><u>Expressive Arts & Design</u></p> <p>Music sessions – ongoing Role play- Role play with key stories The Train Ride, Whatever Next, train station</p> <ul style="list-style-type: none"> Painting with wheels 3D models of transport Collage of a map Different types of transport <p>Artist- Matisse</p>	<p><u>Expressive Arts & Design</u></p> <p>Music sessions- ongoing Role play – Bus station or space station Role play with key stories- The Journey, We're going on a Bear Hunt, The Billy Goats Gruff,</p> <ul style="list-style-type: none"> Create your own treasure map Fabric collage of a favourite place Canal boat decorations . Use the designs to paint wooden spoons Make traditional lace plates by punching holes around paper plates & threading ribbon through & drawing picture in centre Make 3D model boats Paint symmetrical reflection paintings (canal boats on the water) <p>Artist- Giuseppe Arcimboldo-</p>	<p><u>Expressive Arts & Design</u></p> <p>Music sessions- ongoing</p> <p>Role play- with key story Handa's Surprise</p> <ul style="list-style-type: none"> Plate patterns (simply Artistic P. 55) Observational drawings of inside/outside of various fruits. Creating pictures from hand print designs. Drawing pictures with music as a stimulus. What does the music make you think of? Texture pictures & patterns –range of collage materials of a face- eg eyelashes- curled paper, texture for nose & ears etc. Ongoing for 2 weeks. <p>Artist- Kandinsky</p>	<p><u>Expressive Arts & Design</u></p> <p>Music sessions – ongoing Role play – Seaside shop play</p> <ul style="list-style-type: none"> Shell collages Sand patterns Painting with sand sprinkled over & tapped off when dry Seaside pictures with swirly sea effects- Marbling, roller painting. Wax resist crayoning of people at the beach Make an undersea scene as a display using fabric & real objects of shells etc. <p>Artist- Cezanne</p>
	<p><u>Technology</u></p> <p>Mouse coordination Cooperation- working with a partner In pairs select and play games- demo pelmanism game . work with partner to develop turn taking and conversation- language skills To operate simple equipment: <i>take a picture using a digital camera.</i> To talk about different kinds of information: <i>look at something under a microscope and describe how it looks.</i></p> <p>To use simple equipment: <i>a camera/tablet to video someone.</i></p> <p>To tell you about technology that is used at home and in school. To talk about the amount of time I spend using a computer (or tablet).</p> <p>To be careful with technology devices.</p> <p>To talk about technology that is used at home and in school <i>including seeing the parts of a computer.</i></p>	<p><u>Technology</u></p> <p>Loading a programme & Mouse coordination Cooperation- working with a partner To be able to ask an adult when I want to use the Internet To tell an adult when something worrying or unexpected happens while I am using the Internet. To operate simple equipment: <i>take a picture using a digital camera or tablet.</i> To make a floor robot move.</p> <p>To make choices about the buttons and icons I press.</p> <p>To make a floor robot move.</p>	<p><u>Technology</u></p> <p>Loading a programme</p> <p>e- safety</p> <p>To operate simple equipment eg cameras</p> <p>Mouse coordination</p> <p>Multimedia- recording my voice</p> <p>Handling Data-To talk about different kinds of information – sound.</p> <p>Programming- To make a floor robot move.</p> <p>To use technology to show my learning by recording a video to tell a story.</p>	<p><u>Technology</u></p> <p>Loading a programme</p> <p>Mouse coordination</p> <p>Cooperation- working with a partner</p> <p>Maths concepts- number order/recognition</p> <p>Use a programmable toys- Bee- Bot</p> <p>To create shapes on a screen by using software to draw a picture.</p> <p>To create text on a screen by using a keyboard to add name or title to a picture</p>	<p><u>Technology</u></p> <p>Loading a programme</p> <p>Mouse coordination</p> <p>Cooperation- working with a partner</p> <p>Use beebots and mats – programme to travel round a route</p>	<p><u>Technology</u></p> <p>Loading a programme</p> <p>Mouse coordination</p> <p>Cooperation- working with a partner</p> <p>Keyboard familiarity</p> <p>Adding text</p>
	<p><u>Understanding the World</u></p> <p>To recognise body parts-Talk about different types of movement each body part can make. Similarities & differences between children as babies & now. To understand the importance of hygiene- link to other ways to keep healthy. Exercise healthy eating etc.</p>	<p><u>Understanding the World</u></p> <p>To recognise what happens to trees in autumn</p> <p>To recognise what happens to some animals in autumn and why- hibernation</p> <p>Discuss changes from summer to autumn</p> <p>Go for an autumn walk and act as autumn detectives to look for signs of autumn</p> <p>How does the change of season affect our everyday lives?</p>	<p><u>Understanding the World</u></p> <p>To be able to sort different types of transport into groups of different criteria</p> <p>To make simple observations about what has happened-</p> <p>Group work- cars on ramp investigation-</p> <p>To talk about the need for different types of transport- sort pictures according to mode</p> <p>To recognise the variety of materials used to make different types of transport</p>	<p><u>Understanding the World</u></p> <p>Talk about children's experience of journeys.</p> <p>To discuss the use of animals for journeys- past and present.</p> <p>Journey's at sea- How do lighthouses help boats at sea? Discuss the role of lifeboats that can save lives at sea.</p> <p>Waterways – canal boats</p>	<p><u>Understanding the World</u></p> <p>To be able to recognise how the sense of sight is so important. A 'seeing' walk around school grounds. Look at colours, textures, sizes, shapes. To understand the link between smelling & tasting. Favourite tastes and smells. Look at different areas of tongue.</p> <p>To be able to describe the feel of objects using appropriate vocabulary. How do we feel things?-hot/cold etc. Use feely bag to describe various things.</p>	<p><u>Understanding the World</u></p> <p>To recognise what you may find at the beach.</p> <p>What are the features of a coastal environment?</p> <p>To construct a beach scene using sand, coloured paper, shells etc, in the tuff tray</p> <p>Use sieves to separate objects from dry sand</p> <p>Discuss seaside animals and plants. What belongs to the sea, land and sky?- Make a 'lift the flap' book</p>

			To identify what different types of transport were made from in the past and how they worked. Eg sailing boats, steam trains, trams etc.		<p>Make a 'Touch cube'. Discuss importance of textures for children & blind people.</p> <p>To understand that we make use of sounds in a variety of ways. Sources of sound. Sound likes/dislikes. 'Listening walk'. Sound lotto. Loud/quiet sounds. Warning sounds-reversing lorries etc. How do deaf people cope?</p> <p>To know how to make a range of sounds using a collection of materials. Make musical instruments. Vocab- bang, tap, clap, pluck,etc.</p>	
<p>UW People & Communities Where have we been on holiday? How things change over time How we have changed since we were babies Who lives the furthest from our school</p> <p>RE- Hannukah</p>	<p>UW People & Communities How have other adults in the school changed since they were babies</p> <p>RE- why do Christians perform Nativity plays at Christmas?</p>	<p>UW People & Communities How transport has changed over time- from animals-first cars-air travel-the first man on the moon</p> <p>RE- Important stories of the Old Testament (Noah)</p>	<p>UW People & Communities Routes – following a route and making simple map representations of a route Use story link- The Billy Goats Gruff, We're going on a bear hunt and The Journey to create own maps from and of a walk around the school Use Penguin Small to explore artic environment and how it differs from our environment</p> <p>RE- A significant story from the Old Testament (Moses and the Israelites)</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>UW People & Communities Handa's surprise- how does Handa's village compare with our own? What is similar/different?</p> <p>Link to What the Ladybird heard- create own maps to represent the story</p> <p>RE- Stories that Jesus told- The Good Samaritan, The lost sheep, The Prodigal Son- what messages was Jesus trying to give through them?</p>	<p>UW People & Communities Different environments- comparing and contrasting hot and cold countries</p> <p>Global Awareness week</p> <p>RE-Who made the world? The story of creation</p>	
<p>Physical Development Gym Dance Games</p> <p>Developing Generic Movement skills, :-multi skills, fundamentals of movements, balance, co-ordination, agility and creative activities</p>	<p>Physical Development Gym Dance Games</p> <p>Developing Generic Movement skills, :-multi skills, fundamentals of movements, balance, co-ordination, agility and creative activities</p>	<p>Physical Development Gym Dance Games</p> <p>Developing Generic Movement skills, :-multi skills, fundamentals of movements, balance, co-ordination, agility and creative activities</p>	<p>Physical Development Gym Dance Games</p> <p>Developing Generic Movement skills, :-multi skills, fundamentals of movements, balance, co-ordination, agility and creative activities</p>	<p>Physical Development Gym Dance Games</p> <p>Apply Generic Movement skills, :-multi skills, fundamentals of movements, balance, co-ordination, agility and creative activities</p>	<p>Physical Development Gym Dance Games</p> <p>Apply Generic Movement skills, :-multi skills, fundamentals of movements, balance, co-ordination, agility and creative activities</p>	
<p>PSED SEAL-New Beginnings Create a class code of conduct Exploring feelings- Happy, sad, angry, etc Sort photos into happy/sad- why might the person be happy/sad? To learn how to manage different feelings Managing anger appropriately</p>	<p>PSED SEAL- New beginnings Anti Bullying week Understanding turn taking To explore how to make up when have fallen out with a friend Feeling scared because of someone else Feeling secure in our environment</p>	<p>PSED SEAL-Going for goals Motivation & self- awareness</p>	<p>PSED SEAL-Good to be me Self –awareness, managing feelings & Empathy</p>	<p>PSED SEAL-Relationships Self-awareness, managing feelings &Empathy</p>	<p>PSED SEAL-Changes Motivation .social skills & managing feelings</p>	
<p>Music Discuss the different instruments. Using a wider range of percussion instruments quietly & loudly. Co- ordinating actions & sung words. To recognise a verse & a chorus.</p>	<p>Music To understand the rhythm of words and practise co-ordination. Quiet & loud & using percussion to convey sound 'colour' as opposed to keeping with a beat. Playing in time to a beat, listening to 2 different beats at a time, clapping & chanting.</p>	<p>Music To concentrate following a leader. Instruments that match with things that fly. Listening to two different beats going on at the same time. Loud & quiet sounds</p>	<p>Music Tempo changes Identifying three different speeds of accompanying beats</p>	<p>Music Developing rhythmic precision with two different beats/ostinatos at once Introducing a rhythmic framework</p>	<p>Music Matching a fast beat precisely High/low sounds Consolidating two beats at a time & ostinato Precision Performance</p>	