



2 Year Rolling Topic Overview 2025/2026- Cycle 1



Sparrows Year R	AUTUMN		SPRING		SUMMER	
	Me and my world	Autumn Changes	Celebrations	From Farm to Fork	Transport	Everyday Heroes
Possible Trips/ Workshops/ Visitors/ Role play	Home corner - traditional Supermarket role play Rabbi Zvi Solomons- RE	Church- Christmas Service Home corner – Nativity Set Up	Parents in to talk to children about their own family celebrations Home corner – Restaurant/ food and cooking	Farmer in to talk to the children Visit to Northington Farm Home corner – Farm shop with vegetables, weighing scales, garden centre	Home corner – Construction work benches/ fix it garages/ Train station	Visitors from parents/adults Home corner – Vets/ doctors/ Police station
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	Who is in my world?	Why are the leaves changing colour?	How do we celebrate?	Where does our food come from?	How can we travel?	Who helps us?
Key Drivers	Communication and Language	Understanding the World (Science)	Understanding the World (RE)	Understanding the World (Geography)	Understanding the World (History/ DT)	Understanding the World (PSED)
Communication and Language	Settling in activities Making friends School values stories Rhyming and alliteration Nursery rhymes Sharing facts about me Chatterboxes Shared stories Model talk routines throughout the day. Listen carefully to rhymes and songs. Answering ‘How’ and ‘why’ questions. Understand how to listen carefully and why listening is important.	Develop and embed new vocabulary -. (Diwalli, fireworks, Christmas, birthdays) Topic vocab displayed on working walls. Listening and responding to stories. Following instructions Take part in discussions. Use new vocabulary throughout the day. Using correct tenses when talking about past and current events. Start to describe events in detail.	Develop and embed new vocabulary Topic vocab displayed on working walls. Child led what we want to know and find out. Asks how and why questions about celebrations Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non- fiction to develop familiarity with new knowledge and vocabulary.	Develop and embed new vocabulary Topic vocab displayed on working walls. Child led what we want to know and find out. Asks how and why questions. Ask me stickers Walk and Talk boards Sustained focus when listening to a story Tell me a story – retelling stories Start to use story language Retell a story with story language Making use of recently introduced vocabulary from stories.	Develop and embed new vocabulary – Topic vocab displayed on working walls. Child led what we want to know and find out Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listening to visitors Talk about professions, making comments and asking questions to clarify their understanding. Listening to non-fiction books being read, making comments and asking questions to clarify their understanding. Listen to and talk about selected non- fiction to develop familiarity with new knowledge and vocabulary.	Develop and embed new vocabulary – Topic vocab displayed on working walls. Child led what we want to know and find out. Asks how and why questions. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary.



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Personal, Social and Emotional Development	How do I feel about new beginnings?	How do I make friends and look after them? BV: Mutual respect	What things do my family like to do? BV: Mutual respect/ Respect for different faiths and beliefs	How can I keep myself healthy?	How do people help us? BV: The rule of Law/ Individual liberty	What goals would I like to set myself?
	Begin to identify and name feelings such as happy, nervous, excited, or worried when starting something new.	Begin to understand fairness and show respect by taking turns and sharing with others during play and group activities.	Begin to share information about their own family routines, celebrations, and things they enjoy doing together.	Begin to recognise healthy foods, the importance of drinking water, and why sleep and exercise are good for their body.	Identify key people in the community (e.g. police, doctors, firefighters, teachers) and understand the helpful roles they play in keeping us safe and well.	Begin to talk about things they would like to learn or get better at, such as tying shoelaces, writing their name, or riding a bike.
	Learn to talk about how they feel about new experiences (e.g. starting school or meeting new people) using words or drawings.	Learn to listen when others speak, respond with kind words or actions, and show respect for different opinions and feelings.	Learn to listen respectfully when others talk about their families, recognising that not all families are the same.	Learn basic hygiene routines such as handwashing, brushing teeth, and keeping clean to stay healthy.	Begin to understand that people like police and teachers help us by setting rules that keep everyone safe and happy (linking to the Rule of Law).	Understand that goals can be reached by practising and trying a little at a time, and start to show persistence.
	Develop the confidence to take part in unfamiliar activities or routines, and ask for help when they feel unsure.	Recognise when a friend needs help or is upset and begin to show empathy by offering comfort or including them in play.	Start to notice and respect that families may have different beliefs, customs, or ways of celebrating, and that this is ok	Start to notice and talk about how their body feels when they are tired, hungry, unwell, or full of energy.	Learn that it's ok to ask for help when needed, and that everyone has the right to feel safe and supported (linking to Individual Liberty).	Learn to feel proud of their achievements, however small, and begin to recognise and praise effort in themselves and others.



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Physical Development	Gross Motor Skills	Awareness of space Gym-travelling and balancing Dress and undress for PE Can describe how their body feels before, during and after an activity. Move safely around the space and equipment. Travel in different ways, including sideways and backwards Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done. Jumps in a range of ways landing safely Make body tense, relaxed, curled and stretched. Balance on small/large body parts & understand stillness Make large and small body shapes. Climb & hang from apparatus safely Perform basic travelling actions on various body parts.	Team Games and chasing games Attacking and defending - playing a range of chasing games Tactics and rules -following simple rules Dance- Autumn Leaves and Fireworks Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical PE sessions Combine different movements with ease and fluency Confidently and safety use a range of large and small apparatus indoors and outdoors- alone and in a group Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Evaluating - Talk about what they and others have done.	Gross Motor Skills- Co-ordination-, throwing and catching Can describe how their body , feels before, during and after an activity. Using space Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Attacking and defending - playing a range of chasing games Tactics and rules -following simple rules Moving a ball in different ways Bouncing and catching a ball Throwing and catching a ball Gym- Shape Dress and undress for PE Can describe how their body feels before, during and after an activity. Move safely around the space and equipment. Travel in different ways, including sideways and backwards Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done. Jumps in a range of ways landing safely Make body tense, relaxed, curled and stretched. Balance on small/large body parts & understand stillness Make large and small body shapes. Climb & hang from apparatus safely Perform basic travelling actions on various body parts.	Travelling with and passing a ball Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick a ball at a target Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Follow simple rules Participate in simple games Send and receive a ball by rolling from hand and striking with foot Move and stop safely in a specific area Play a passing and target game alone and with a partner Dance- marching and line dancing Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	OAA Communication - Listen to and follow simple instructions. Working collaboratively- Share ideas with others. Problem solving - Explore activities, making own decisions in response to a simple task. Begin to show resilience and perseverance. Map reading/navigation - Make decisions about where to move in space. Follow a path. Dance- Under the sea Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Move to music in different ways, copy and explore basic dance moves, representing their own ideas through dance Evaluating Talk about what they and others have done	Bats and balls Hit a ball with a bat or racquet Follow simple rules Participate in simple games. Aim and throw an object underarm Catch a beanbag/ball and sometimes a bouncing ball Use hand to strike a beanbag or ball and move towards a scoring area Begin to use a bat to hit a ball or beanbag Athletics Run in different ways for different purposes Jump in a range of ways landing safely Roll equipment Throw underarm Throw an object at a target

		<p>Early Learning Goal: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Can describe how their body , feels before, during and after an activity.</p> <p>Move safely around the space and equipment. Travel in different ways, including sideways and backwards</p>					
	Fine Motor Skills	<p>Fine Motor activities – Clever hands activities within provision Equipment familiarisation – mark making tools Threading, cutting, lacing, playdough, Manipulate objects with good fine motor skills Hold pencil/paint brush beyond whole hand grasp</p> <p>Using a knife and fork correctly</p> <p>Computing Introduction to technology</p> <p>Recognising digital devices in environment</p> <p>Use of IWB through continuous provision</p>	<p>Daily FMS morning tasks Threading, cutting, lacing, playdough, Develop muscle tone to put pencil pressure on paper Start to show preference for dominant hand Practise using correct pencil grip Cut along a straight line with scissors / Start to cut along a curved line Using a knife and fork correctly</p> <p>Computing: Online safety</p> <p>Online Safety using Smartie the Penguin</p> <p>Using iPads to take digital images</p> <p>Use of IWB through continuous provision</p>	<p>Dough Gym Threading, cutting, lacing, playdough, Fine Motor activities – Funky Fingers Begin to form letters correctly Handle tools and objects competently Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting along a curved line with scissors, like a circle Using a knife a fork correctly</p> <p>Computing</p> <p>Digital Drawing</p> <p>Operating remote control cars</p> <p>Use of IWB through continuous provision</p>	<p>Dough Gym Threading, cutting, lacing, playdough, Fine Motor activities – Funky Fingers Hold pencil effectively with comfortable grip Start to draw pictures that are recognisable Refine cutting out with scissors Using a knife and fork correctly</p> <p>Computing /ntroduction to data collection Use of IWB through continuous provision</p>	<p>Secure pencil grip and refine letter formation, letters most correctly formed Use one hand Threading, cutting, weaving, playdough, Fine Motor activities – Funky Fingers Using a knife a fork correctly</p> <p>Computing</p> <p>Programming floor robots inc. beebots and remote controlled cars</p> <p>Use of IWB through continuous provision</p>	<p>Form all letters correctly. Threading, cutting, weaving, playdough, Fine Motor activities – Funky Fingers Build things with smaller linking blocks, such as Lego or multilink Using a knife a fork correctly</p> <p>Computing Logging on</p> <p>Introduction to keyboard skills</p> <p>Use of IWB through continuous provision</p>
Understanding The World	Science	<p>Animals including humans - How do our bodies work? Why do we need a skeleton? Which parts of the body are associated with each sense. Similarities & differences between us To understand the importance of hygiene and how to keep healthy- exercising, eating well, having good hygiene and getting the right amount of sleep</p>	<p>Seasonal change- what happens in Autumn? Autumn is a season in which the weather gets cooler, and it gets darker earlier. During autumn time, most leaves start to change colour and leaves fall off some trees and they eventually become bare. During autumn time some animals, such as hedgehogs begin to hibernate to escape the cold and lack of food during winter. During hibernation, animals breathe much more slowly and their body temperature becomes very low. Where did we find the minibeasts? Why do we think they favour that location?</p>	<p>Materials - melting and freezing Water can be a solid and change to ice when it is cold. Ice can then melt when it gets warm and change back to water</p>	<p>Animals including humans -Healthy eating We need a range of different foods to keep us healthy Some foods need to be eaten in moderation Fruit and vegetables are good for us as they contain vitamins How are crops affected by the seasons?</p>	<p>Materials - floating and sinking Objects can either float or sink in water- explore a range of different objects- predict whether they will float or sink then find out. Record results in a simple table.</p>	<p>Plants _Exploring our school grounds- what plants, flowers and minibeasts can we find in different areas around our environment. Record their findings in a simple table.</p> <p>A plant is a living thing To look after a seed, we must give it soil, water and light A seed will grow into a plant A plant has roots and a stem</p>
		On- going longitudinal study- each month at the beginning of each month take a photo in the same place (chosen by the children in September) and each month talk about the changes they notice. Include minibeasts.					



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	History	<i>Key events in their own lives and change since babies</i>	Experiences in their own life – their last birthday, fireworks and Christmas	<i>Comparing Queen Elizabeth 2nd and King Charles 3rd</i> Who is the king and what is his role? Who is in the king’s family? What does his family tree look like? Use Little People, Big Dreams books to explore members of the King’s family.	Farm vehicles have changed over time - look at pictures of them in the past and their modern day counterparts- how have they changed? How have these changes made life easier?	<i>Looking at how transport has changed over time.</i> Acting out/using different modes of transport to complete a trail/hunt	What are our favourite memories of the year? Which memories are important to us? Why are they important? Look at our history over the year and longitudinal study. Recognise that things have changed over the year and talk about how. Name and describe people who are familiar to them. Personal experiences of an everyday hero e.g. visits to the doctor, dentist, hairdresser, shops etc.
		Our history- each month add to “our history” display in the class with photos of events and quotes from the children relevant to each month to develop a sense of chronology					
	Geography	Where do I live? Where do I live in relation to the school? How do I get to school? Who lives the closest/furthest from the school? Name and locatedifferent parts of the local community Sensory Walk (School Grounds & Trees) Den Building (Building a home) – outdoor classroom	The School Grounds What features do we have in our immediate environment- our school grounds? What is happening to the trees in our environment? Are the same things happening to them all? Use the local areafor exploring both the built and the natural environment. Express their opinions on natural and builtenvironments.	Contrasting Places Know some similarities and differences between different environments.” Farm Visit to School/School Trip to farm or zoo Mapping the farmyard using the story What the Ladybird heard on the farm	Contrasting Places What are the key features of a farm? When do farmers plant and harvest their crops? How do the seasons affect crop growth? Farms around the world- how are they similar and different? Some foods are grown and harvested in the UK where we live Some foods cannot be grown here and need to be transported to us Know some similarities and differences between different environments	Mapping Draw and create their own maps using real objects,and/or pictures and symbols. Mapping stories/journeys in stories Follow simple directions. Use a simple mapwith symbols to spot features in the school grounds or in the local community.	Mapping Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Mapping their way to outdoor classroom and telling stories, making the journey as a character from a story Look at signs and symbols on different types of maps for examplein school, and the local community
Religious Education	Belonging  (C) All About Me UC: Creation: Why is the word ‘God’ so important to Christians? A Christian child will often go to church They show they belong by taking part in activities there Activities can be singing, listening to stories, Sunday school, going to a service The Christian special book is called the Bible The Bible has stories about stories about Jesus in it. • The word God is a name. • Christians believe God is Creator of the universe. • Christians believe God made our wonderful world and so we should look after it.	Celebration (love)  (C) Christmas – Jesus’ birth (and other celebrations from the children’s experiences) UC: Incarnation: Why do Christians perform nativity plays at Christmas? Christians celebrate the birth of Jesus on Christmas Day Jesus was a very special baby born to Mary and Joseph long ago in Bethlehem The Christmas story tells the story of how Jesus was born Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.	Special  (J) Special Clothing (Jewish and others from children’s experiences) Special Clothes can be worn to mark a special occasion. Different types of clothes have different purposes Christians have special clothes for Christenings Jewish people wear special clothes for a Bar Mitzvah	Signs of new life  (C) Eggs as a sign of new life UC: Salvation: Why do Christians put a cross in an Easter Garden? Easter is a very important Christian festival Christians tell the Easter story to remind them about how Jesus died and then rose again Christians celebrate Jesus’ new life on Easter Sunday and give Easter eggs as a sign of new life. Christians remember Jesus’ last week at Easter. Jesus’ name means ‘He saves’. Christians believe Jesus came to show God’s love. Christians try to show love to others.	Community  (C) (H) Generosity We all belong to different communities There are always people who may need help in any community Dāna is a very important value in Hindu traditions Dāna involves helping people without expecting anything in return The story of Karna’s generosity shows the value of generosity to others	Looking Forward  (C) Transition Christians are people who follow Jesus as a teacher Jesus told many stories to help his followers know how to behave The Prodigal son is a story he told about a young man who spent far too much money and left home His father was very upset but forgave him everything when the son returned home The father and son looked forward instead of backwards Christians use this story to look forward and to forgive people	



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Expressive Arts & Design	Art	<p>Self- Portraits- drawing and painting</p> <p>Artist: Andy Warhol</p> <p>Type of Art Medium- Drawing and Painting</p> <p>Art elements: line, shape and colour</p> <p>Outcome: Draw and paint own self portrait</p> <p>Hold, control (and develop the use of) a variety of media, (naming them and predicting the results they might achieve) and using them to make various marks and lines</p> <p>Describe people, objects and places using simple art specific language related to colour and shape.</p> <p>Use lines to create (an increasing range of) shapes patterns and textures.</p> <p>Colour in more accurately with drawing materials and with some accuracy with paint.</p> <p>Make drawings and paintings.</p>	<p>Autumn leaf pop art- printing</p> <p>Artist: Andy Warhol</p> <p>Appreciate the work of Andy Warhol- Autumn landscape. Make observations of the autumn colours we can see in our own environment, Experiment with colour mixing to create different autumn shades then use to create pop art for autumn leaves Printing with leaves to create pop art</p> <p>Mix and match basic colours.</p> <p>Name, choose and match primary and secondary colours.</p> <p>Load an object with paint and print from it.</p> <p>Make rubbings from different surfaces.</p> <p>Print to make pictures, patterns or textures.</p>	<p>Pointillism Painting</p> <p>Artist: Seurat</p> <p>Type of Art Medium- Drawing, Painting</p> <p>Art elements: line, shape and colour</p> <p>Outcome: Observational drawing and pointillism paintings</p> <p>Hold, control (and develop the use of) a variety of media, (naming them and predicting the results they might achieve) and using them to make various marks and lines.</p> <p>Describe people, objects and places using simple art specific language related to colour and shape.</p> <p>Use lines to create (an increasing range of) shapes patterns and textures.</p> <p>Colour in more accurately with drawing materials and with some accuracy with paint.</p> <p>Mix and match basic colours.</p>	<p>Farm Animals- Sculpture</p> <p>Type of Art Medium- Drawing, Painting and sculpture</p> <p>Art elements: shape, form, space and texture</p> <p>Outcome: Create sculptures of farm animals using playdoh and model magic</p> <p>Mould and create malleable materials (that can be combined to make objects).</p> <p>Use simple (a wider range of) tools to cut shape and impress patterns and textures into a range of materials.</p>	<p>Mondrian inspired collage</p> <p>Artist: Mondrian</p> <p>Type of Art Medium: Drawing, painting, and collage</p> <p>Art elements: Shape, colour and texture</p> <p>Outcome: To create a collage inspired by Mondrian</p> <p>Hold scissors and cut a range of materials.</p> <p>Cut straight lines.</p> <p>Tear paper into strips and simple shapes.</p> <p>Apply adhesive sparingly and place glued surfaces together accurately.</p> <p>Classify materials in to textures and colours.</p>	<p>Collage/ Textiles</p> <p>Type of Art Medium- Drawing, Painting and collage</p> <p>Art elements: shape, form, space and texture</p> <p>Outcome: Create own superhero using collage materials</p> <p>Collect and classify fabrics and threads into colours and different textures.</p> <p>Hold scissors and cut fabric (into basic shapes) and thread (into similar lengths).</p> <p>Thread beads onto a lace or string.</p> <p>(Thread a large eyed needle and sew some stitches.)</p>
	DT	<p>Construction</p> <p>Joining with construction toys (Through continuous provision)</p> <p>Assemble vehicles with moving wheels using construction kits.</p> <p>Explore moving vehicles through play.</p>	<p>Textiles</p> <p>Outcome: weaving</p> <p>Pass materials (e.g. paper strips, ribbons, or yarn) over and under a warp (base) structure to begin basic weaving patterns.</p> <p>Develop hand-eye coordination and finger strength by manipulating threads or strips through a loom or frame.</p> <p>Begin to notice simple patterns created through weaving (e.g. alternating colours or directions) and try to repeat them with support</p>	<p>Join materials and textures through mixing, stirring, pouring and blending during sand and water play (Through continuous provision)</p> <p>Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape</p>	<p>Cooking and Nutrition</p> <p>Outcome: Fruit kebabs using Fairtrade fruits</p> <p>Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</p> <p>Experience of cutting soft fruit and vegetables using appropriate utensils.</p>	<p>Construction</p> <p>Outcome: Junk Model Vehicle</p> <p>Gain some experience of designing, making and evaluating products for a specified user and purpose.</p> <p>Develop some cutting, joining and finishing skills with card</p>	<p>Joining materials</p> <p>Making Superhero characters</p> <p>Explore and used different fabrics.</p> <p>Cut and join fabrics with simple techniques.</p> <p>Think about the user and purpose of products.</p>
	Music	<p>Sing a range of well- known nursery rhymes and songs</p> <p>Charanga- Me</p>	<p>Sing a range of well- known nursery rhymes and songs</p> <p>Charanga- Christmas/Nativity</p>	<p>Sing a range of well- known nursery rhymes and songs</p> <p>Charanga- Everyone</p>	<p>Sing a range of well- known nursery rhymes and songs</p> <p>Charanga- Practice for a performance</p>	<p>Sing a range of well- known nursery rhymes and songs</p> <p>Charanga- My stories</p>	<p>Sing a range of well- known nursery rhymes and songs</p> <p>Charanga- Reflect, rewind and replay</p>



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	Linked Nursery Rhymes	Frere Jacques Counting rhymes to support maths- 5 speckled frogs, 5 currant buns, 5 little monkeys, 1 2 3 4 5	Ones linked to this years National Nursery rhyme week Autumn leaves are falling down Dingle Dangle Scarecrow Polly put the kettle on	Alouette Jack and Jill The bear went over the mountain The animal fair 10 fat sausages	Old Macdonald The farmers in the dell Bingo I went to visit a farm one day Mary had a little lamb	5 little men in a flying saucer The wheels on the bus The big ship sails Hickory Dickory Dock 10 green bottles	Miss Polly Had a dolly The Grand old Duke of York The animals went in 2 by 2 1 2 buckle my shoe Sing a song of sixpence
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