


## 2 Year Rolling Topic – 2022-23

	AUTUMN		SPRING		SUMMER	
	ALL ABOUT ME	HOUSES AND HOMES	CASTLES AND CHARACTERS	DINOSAURS	TRANSPORT	CHANGE
 WRENS YR R	<p><b>BEQ- I wonder what makes me me?</b></p>	<p><b>BEQ- I wonder where people live?</b></p>	<p><b>BEQ- I wonder what life was like in the past?</b></p>	<p><b>BEQ- I wonder what evidence from the past can tell us about the history of our planet?</b></p>	<p><b>BEQ- I wonder where we can go and how we can get there?</b></p>	<p><b>BEQ- I wonder what change looks like?</b></p>
	<p><b>Expressive Arts &amp; Design</b>                      Paintings of my holiday                      Making skeletons using art straws                      Transient art- create faces/people using loose parts                      Collect sticks from outside to create own Stickman                      Use loose parts to create owls with for Owl Babies</p> <p>Draw/paint and use collage to create faces/themselves</p> <p><b>Artist - Self -portrait - Van Gogh- paint own self portraits</b>                      Look at the work of Frieda Kahlo</p>	<p><b>Expressive Arts &amp; Design</b>                      Making houses using different construction and loose parts                      Create 2D house shape pictures                      Observational drawings of their own house from a photo and of houses we can see from the school and of a tree in autumn                      Autumn paintings/drawings- go outside and sketch trees, looking at the colours of autumn.</p> <p>Create leaf collages printing with leaves and autumn colours- explore what colours we can see find our environment and colour mix to replicate these shades</p> <p>Role play-use key stories – Three Little Pigs, Town Mouse and Country Mouse, A Squash and a Squeeze for children to act out and recreate with props</p> <p>World nursery rhyme week- focus on this event for activities relating to this years rhymes</p> <p><b>Artist- Van Gogh- the Bedroom- create drawings and paintings of their own bedrooms</b>                      Change to Autumn landscape!</p>	<p><b>Expressive Arts &amp; Design</b>                      Role play-castle- invent own narratives and characters for storytelling as well as retell key stories from our literacy sessions- Jack and the Beanstalk, Cinderella etc</p> <p>Create models of castles using different construction and explore the features they have</p> <p>Make shields from cardboard &amp; look at heraldic symbols for different families.</p> <p>Draw/paint castles</p> <p>Winter paintings/drawings- go outside and sketch winter trees, create paintings of winter scenes using winter colours</p> <p>Transient art- create castles using loose parts- 2D and 3D shapes</p> <p>Explore printing - use colour mixing and use different media to create dragon scales with- bubble wrap, cotton reels etc</p> <p><b>Artist - Paul Klee- Castles and Sun.</b> Use triangles and rectangles to create own pictures in his style-</p>	<p><b>Expressive Arts &amp; Design</b>                      Look at a variety of fossils &amp; make a print/3D model using salt dough</p> <p>Explore printing using different media to create fossils</p> <p>Dinosaurs &amp; camouflage- Make a landscape in a carton- trees, swamp, open ground etc.</p> <p>Make a book which opens like a cracked egg- What is inside?</p> <p>Observational drawings of dinosaurs from books</p> <p>Spring drawings- go outside and sketch trees, to add to our longitudinal study</p> <p>Role play-use key stories – Harry and the dinosaurs etc for children to act out and recreate with props, plus create own around dinosaurs and dinosaur discovery</p>	<p><b>Expressive Arts &amp; Design</b>                      Transient art- use 2 and 3D shapes to create different vehicles</p> <p>Role play- use props and storymaps to act out key stories- Whatever Next, The Train Ride, We're going on a bear hunt, The Gingerbread Man, Handa's Surprise and What the Ladybird heard</p> <p>Texture- Use collage materials to create sensory story of We're going on a bear hunt</p>	<p><b>Expressive Arts &amp; Design</b></p> <p>Summer tree drawings- go outside and sketch trees, to add to our longitudinal study- how has the tree changed over the seasons?                      Look at what flowers grow around the school and use them to create natural vases</p> <p>Look at colours in our natural environment and explore making collages of different shades of the same colour things we find- how is this different to the ones we did in the autumn with leaves?</p> <p>Role play- act out key stories- The Very Hungry Caterpillar</p> <p>Art related to Global Awareness focus- explore the art relating to the country chosen this year and recreate our own in the same style</p> <p><b>Artist- Kandinsky. Explore colour mixing and create own concentric circles mixing different colours. Use natural materials outside to create concentric circles with</b></p> <p>Look at the work of Hilma Af Klint</p>
	<p>Computing</p> <p><b>Creating Media:</b>                      Fine Motor skills/ EAD- use Purple mash to draw people with and work through paint projects linked to topic</p> <p>Writing - Purple Mash alphabet paint projects for Phase 2 phonemes being taught</p> <p>People and communities- cultural celebration paint projects- Birthday Cake, Harvest basket</p> <p><b>Computer Systems:</b>                      To explain what a computer is and how it can be used</p> <p>To recognise digital devices in their environment</p> <p><b>Programming:</b>                      Begin to operate a remote control car</p> <p>Understand a remote control car needs to be given instructions (be programmed)</p> <p>Explore using remote control cars to enrich continuous provision</p>	<p>Computing</p> <p><b>Creating Media:</b>                      Fine Motor skill/EADs- use Purple mash to draw houses with and work through paint projects linked to topic</p> <p>Writing - Purple Mash alphabet paint projects for Phase 2/3 phonemes being taught</p> <p>People and communities- cultural celebration paint projects- Fireworks, Christmas Plate</p> <p><b>Data &amp; Information:</b>                      Number- Purple Mash Number paint projects                      2count- from village walk create a pictogram of the different house types we came across</p> <p><b>Programming</b>                      Bee bots- explore programming them and giving them instructions</p> <p>Programme it to follow Rosie's Walk</p>	<p>Computing</p> <p><b>Creating Media:</b>                      Fine Motor skills/EAD- use Purple mash to create shape pictures with and work through paint projects linked to topic</p> <p>People and communities- cultural celebration paint projects- Chinese Liouon, Chinese lantern</p> <p><b>Computer Systems:</b>                      To identify parts of a computer</p> <p>Writing - Purple Mash Mash Cams - add speech bubbles to characters</p>	<p>Computing</p> <p><b>Creating Media:</b>                      Fine Motor skills/ EAD- use Purple mash to draw dinosaurs with and work through paint projects linked to topic</p> <p>Writing - Purple Mash - picture and text - choose a dinosaur picture and write their own sentence about it</p> <p>People and communities- cultural celebration paint projects- Easter Egg</p> <p><b>Data &amp; Information:</b>                      2count- create pictograms for our favourite dinosaurs</p>	<p>Computing</p> <p><b>Creating Media:</b>                      Fine Motor skills/EAD- use Purple mash to draw vehicles with and work through paint projects linked to topic</p> <p>Writing - Purple Mash picture and text - use transport pictures to choose and add own sentence too</p> <p><b>Programming:</b>                      Use programmable bee bots and cars to create and follow routes</p>	<p>Computing</p> <p><b>Creating Media:</b>                      Fine Motor skills/EAD- use Purple mash 2create a story to create their own stories with illustrations</p> <p>Writing - Purple Mash 2createastory - create a class story related to our topic</p> <p>People and communities- cultural celebration paint projects- Rangoli</p> <p><b>Computer Systems:</b>                      Identify and compare computer systems from the past with the present</p>
<p>Computing through continuous provision over the year</p> <p>Interacting with computer keyboard skills &amp; mouse skills - access to Purple Mash during continuous provision to develop fine motor skills through paint programmes, word reading through initial sound games, alphabet pairs/ alphabet jigsaws and phonic quizzes</p> <p>Remote control cars, microphones, talking tins, story CDs, Beebots,</p> <p>Old phones, cameras, radios, remote controls, laptops during continuous provision and in the home corner.</p>						

<p><u>Understanding the World- The natural world</u> To recognise body parts-Talk about different types of movement each body part can make. How our bodies work, Which parts of the body are associated with each sense. Similarities &amp; differences between children as babies &amp; now. To understand the importance of hygiene- link to other ways to keep healthy. Exercise, healthy eating etc. Birthday celebrations</p> <p><b>On going seasonal change focus</b> <b>Longitudinal study - take a photo of the children by a tree outside our classroom every month to see how it changes over time</b></p>	<p><u>Understanding the World- The natural world</u> To recognise there are many types of homes What are our homes like? Village walk to identify different types of homes 'Three Little Pigs' houses- children to create these &amp; test which is the strongest Look at different materials used to build houses Look at homes in different countries</p> <p>Exploring the natural world in our immediate environment- what colours can we find -link to EAD</p> <p>Use Town Mouse and Country Mouse to explore the differences between the town and the country</p> <p><b>On going seasonal change focus- link to drawings of trees that will be added to in the different seasons</b> <b>Record signs of Autumn on large A3 season sheet to be added to over the year</b></p>	<p><u>Understanding the World- the natural world</u> Make a collection of postcards of castles around the world- similarities &amp; differences</p> <p>Discovering what a castle is</p> <p>Who lived/lives in a castle?</p> <p>Finding out about life in the past &amp; now in a castle- lighting/ heating etc</p> <p>To identify features of a castle- portcullis, turrets, moat, drawbridge, keep.</p> <p>What are castles made of? How has this changed over time?</p> <p><b>On going seasonal change focus link to drawings of trees that will be added to in the different seasons,</b> <b>Record signs of winter on A3 season sheet</b></p>	<p><u>Understanding the World- the natural world</u> Collect dinosaur models, soft toys, mobiles &amp; wooden skeletons.</p> <p>What did dinosaurs look like, eat etc?</p> <p>To recognise skeletons of dinosaurs</p> <p>Look at other animals that lay eggs like dinosaurs- reptiles etc. How are dinosaurs different to reptiles now ?( croc, lizard, turtle- size, colour, extinct). Similar- scaly skin, claws, meat/plant eaters.</p> <p>Explore how different dinosaurs were carnivores, herbivores or omnivores- what other animals do we know that can be classified this way?</p> <p>Freeze dinosaurs in ice and explore how they can be melted- talk about the changes in state from ice to water and what speeds the process up</p> <p><b>On going seasonal change focus, link to drawings of trees that will be added to in the different seasons</b> <b>Record signs of Spring on A3 season sheet</b></p>	<p><u>Understanding the World- the natural world</u> Use Anna Hibiscus and Handa's Surprise (English texts used) - explore a contrasting environment and talk about similarities and differences between the locations in these stories and our own</p> <p><b>On going seasonal change focus- look back at the photos we have taken of us by the tree each month to see how both it and we have changed</b></p>	<p><u>Understanding the World- the natural world</u> <b>On going seasonal change focus, refer back to our exploration of the seasons throughout the year- what has changed?</b> <b>Record signs of summer on A3 season sheet</b> <b>Sort photos taken according to the season- what characterises each season?</b></p> <p>Exploring the natural world in our immediate environment- what flowers/colours can we find -link to EAD</p> <p>Explore changes in animal lifecycles- use the Very Hungry Caterpillar/ The Crunching Munching Caterpillar story to explore the lifecycle of the butterfly.</p> <p>Use book Tadpole's Promise to sequence the lifecycle of a frog</p> <p>Use story of Baby Goz- When I grow up- to talk about what they have learned to do since starting school and what they might like to be able to do when they grow up</p> <p>Use Jaspars Beanstalk to focus on growing beans- grow own beans and record their development</p>
<p><u>UW – Past and present</u></p> <p><b>Personal history</b></p> <p>How things change over time How we have changed since we were babies?</p> <p>Use the story "My Dad is brilliant" to discuss things we can do now that we couldn't before and how things change over time and "Tell me what is like to be big" to discuss what children are looking forward to being able to do</p> <p>Create own personal timelines of key events in their life so far- from birth- pre-school to school</p> <p>Use Stickman story to create own simple family tree</p> <p>Use the story of Dogger -to discuss experiences that might be familiar to the children (losing a toy/going to a school fair etc) Use the illustrations as an interpretation of life in the 1970s to talk about how they compare with life today</p>	<p><u>UW – Past and present</u></p> <p><b>Homes in the past- how have things changed over time?</b></p> <p>Comparing old and modern day household objects- Use "Peepo" as a showcase for life in the past. Discuss the different pictures, what can the children see that they are unfamiliar of? What do they think the different objects are? What objects do we have now that are new?</p> <p>Use nursery rhymes- Polly put the kettle on to explore how kettles have changed over time- look at examples of old fashioned ones to their modern day counterparts and Mary had a little lamb to compare images of a Victorian school to ours today</p>	<p><u>UW – Past and present</u></p> <p><b>What is similar/different to life now compared to life in the past?</b></p> <p>Look at how castles have changed over the years from very early ones to more modern ones- what has changed and why? How were buildings different in the past? Who lived in castles and what did they do?- talk about the roles of people in castles from the rich and poor and their roles within the castle What features do castles have and how are they different to their modern day counterparts? Talk about similarities and differences between how castles we lit/heated compared to now</p> <p>Look at castles the Queen has- talk about the role of the monarch and the Queen as a significant person in our world</p>	<p><u>UW – Past and present</u></p> <p><b>How do we find out about the past?</b></p> <p>How things have changed over time Look at how dinosaurs have evolved into their modern day counterparts</p> <p>Look at how Mary Anning discovered dinosaurs along the Jurassic coast and how new dinosaurs are still being discovered in times today</p>	<p><u>UW – Past and present</u></p> <p><b>How has modes of transport changed over time?</b></p> <p>Use books from the Mr Gumpy series to explore how vehicles have changed over time</p> <p>Look at the Wright brothers and how planes have changed over time</p> <p>Talk about how we can now travel to space- look at how Neil Armstrong was the first man on the moon and how Tim Peake is an astronaut today</p>	<p><u>UW – Past and Present</u></p> <p><b>Personal history -How have I changed over my first year at school? What does change look like for me?</b></p> <p>Look back at their personal timeline they created in the autumn term of key events in their lives so far. Add to it for things they have learned to do since starting school- make timelines of key events they have taken part in this year- Nativity, sports day etc and sequence these as to when in the year they took place</p>
<p><u>UW –People, Culture &amp; Communities- Geography</u></p> <p><b>Where have we been on holiday?</b></p> <p>Look on maps/the globe to see where the places are that we have travelled for our holidays/days out.. How did we get there? What was it like there compared to our school environment?</p> <p>What features do we have in our school grounds? Look at the grounds we have and how different parts of them are used</p> <p><b>Where do we live in relation to the school?</b> Look on maps to locate where each child lives - who lives the closest/ furthest from the school?</p>	<p><u>UW –People, Culture &amp; Communities- Geography</u></p> <p><b>What types of homes can be found in our local environment?</b></p> <p>Go on a walk around the village to look at the different house types we can find. Take photos to use back at school to create own maps of the journey we took Town mouse and country mouse- comparing locations- how is the town different to the country?</p>	<p><u>UW –People, Culture &amp; Communities- Geography</u></p> <p><b>Where in the UK are examples of castles?</b></p> <p>Windsor/ Warwick etc. Look at pictures of what is around them when they were built and how that has changed to now</p>	<p><u>UW –People, Culture &amp; Communities-Geography</u></p> <p><b>Where dinosaurs were found in the world?</b></p> <p>Locate on a map of the world where some of the key dinosaurs we know were found. What was their environment like and how is it different to today?</p>	<p><u>UW –People, Culture &amp; Communities- Geography</u></p> <p><b>What are some similarities and differences between life in this country and life in other countries?</b></p> <p>Global awareness fortnight- compare and contrast a country to our location</p> <p>Create own maps to explore the routes taken in key stories- The Gingerbread Man/ We're going on a bear hunt</p>	<p><u>UW –People, Culture &amp; Communities- Geography</u></p> <p><b>What can we find in our immediate environment?</b></p> <p>Link to EAD- exploring the different flowers and colours that can be found in our school grounds. Create collages using different flowers/shades found</p> <p>Global awareness focus- explore a contrasting environment and talk about similarities and differences to our location</p>
<p><u>UW –People, Culture &amp; Communities/ RE</u></p> <p>Belonging</p>	<p><u>UW –People, Culture &amp; Communities/ RE</u></p> <p>Celebration- Christmas- Jesus's birth</p> <p>Understanding Christianity- Incarnation- why do Christians perform nativity plays at Christmas?</p>	<p><u>UW –People, Culture &amp; Communities/ RE</u></p> <p>Remembering- Shabbat</p>	<p><u>UW –People, Culture &amp; Communities/ RE</u></p> <p>Signs of new life- eggs as a sign of new life</p> <p>Understanding Christianity - Salvation- Why do Christians put a cross in an Easter garden?</p>	<p><u>UW –People, Culture &amp; Communities/ RE</u></p> <p>Special- Special clothing- Jewish and other's from the children's experiences</p> <p>Understanding Christianity- why is the word God important to Christians?</p>	<p><u>UW –People, Culture &amp; Communities/ RE</u></p> <p>Looking forward- Transition</p> <p>Understanding Christianity- Who made the world?</p>

<p><u>UW- MFL</u> Learn where France is and how we get there Look and identify some French features- flag, Eiffel Tower etc</p>	<p><u>UW- MFL</u> Learn how to say Hello and Goodbye in French Ask for and give names in French  Learn some common French rhymes/songs</p>	<p><u>UW- MFL</u> Learn numbers to 10 Children able to count up to 10 in a group  Book: Dix petites graines</p>	<p><u>UW- MFL</u> Listen to some stories read in French</p>	<p><u>UW- MFL</u> Introduce French colours Children to recognise different colours when spoken  Book: pop mange de toutes les couleur</p>	<p><u>UW- MFL</u> Introduce zoo animals from the book Children to recognise the animals when spoken  Book: Cher Zoo</p>
<p><u>Physical Development</u> Establish the routine for PE sessions- changing to and from sessions. Introduce games to develop the negotiation of space- traffic lights etc  Dance- conveying feelings- moving in different ways- conveying feelings through movement and moving in time to music  Developing Generic Movement skills, :-multi skills, fundamentals of movements, balance, co-ordination, agility and creative activities</p>	<p><u>Physical Development</u> Gym- exploring travelling in different ways using the floor and apparatus  Dance- moving in time to music- creating an Autumn leaf dance to show the movement of leaves changing colour and their path from the tree Creating a firework dance to celebrate Bonfire Night  Games- continue to develop the use of spatial awareness through games. Virtual school games multiskills competition  Developing Generic Movement skills, :-multi skills, fundamentals of movements, balance, co-ordination, agility and creative activities</p>	<p><u>Physical Development</u> Gym- travelling in different ways and levels. Linking movements with increasing co-ordination  Dance - using movement to tell a story- create a dance to retell the story Jack and the Beanstalk - matching movement to music  Games- developing co-ordination whilst skipping - Virtual school games skipping competition  Developing Generic Movement skills, :-multi skills, fundamentals of movements, balance, co-ordination, agility and creative activities</p>	<p><u>Physical Development</u> Gym - travelling in different ways and levels. Linking movements with increasing co-ordination on the floor and apparatus  Dance- moving in time to music- moving as different types of dinosaur. Create a dance showing the hatching of a dinosaur, exploring moving as different types and then becoming a fossil  Games- develop throwing and catching skills with increasing accuracy- Virtual school games Panathlon competition  Developing Generic Movement skills, :-multi skills, fundamentals of movements, balance, co-ordination, agility and creative activities</p>	<p><u>Physical Development</u> Gym - Linking movements with increasing co-ordination on the floor and apparatus  Dance- using movement to tell a story- create a dance to retell "We're going on a Bear Hunt" matching movement to music  Games- developing co-ordination and early athletic skills - Virtual school games Run Jump and Throw competition  Apply Generic Movement skills, :-multi skills, fundamentals of movements, balance, co-ordination, agility and creative activities</p>	<p><u>Physical Development</u> Gym - work with a partner and travel in different ways negotiating space and obstacles on the floor and using the apparatus  Dance- using movement to tell a story- create a dance to retell the lifecycle of a butterfly - matching movement to music  Games- develop hand-eye co-ordination - Virtual school games Tennis skills competition  Apply Generic Movement skills, :-multi skills, fundamentals of movements, balance, co-ordination, agility and creative activities</p>
<p><u>PSED</u>  <b>Who is my family?</b>  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><u>PSED</u>  <b>How can I be a good friend?</b>  Anti- Bullying week NOIOS- The Family Book- explore who is my family? How are we the same and different?  NOIOS- 'Blue Chameleon' -explore friendship- what does it mean to be a good friend?</p>	<p><u>PSED</u>  <b>How do I keep myself healthy?</b>  NOIOS- 'Mommy, Mama and me'- what things do we like to do with our family?  Keeping healthy and happy- the importance of managing own hygiene- washing, brushing teeth etc and the importance of healthy food choices  Keeping myself and others safe- road safety, safe use of electronic devices etc</p>	<p><u>PSED</u>  <b>How am I feeling?</b>  Building respectful and co-operative relationships Seeing ourselves as valuable individuals- talking about what we are good at  To be able to understand my feelings &amp; manage them effectively -  NOIOS- Red Rockets and Rainbow Jelly  Making the right choices</p>	<p><u>PSED</u>  <b>How can we look after each other and the wider world?</b>  Relationships and friendship- considering the feelings of others  NOIOS- You Choose - considering the feelings of others and looking at things from the perspective of others</p>	<p><u>PSED</u>  <b>How do I keep myself healthy, happy and safe?</b>  Seeing myself as a valuable individual Growing and changing- transition to Year 1  Making healthy choices- the importance of exercise</p>
<p><u>Expressive arts and design - Music</u> Sing a range of well- known nursery rhymes and songs Discuss the different instruments. Using a wider range of percussion instruments quietly &amp; loudly. Co- ordinating actions &amp; sung words. To recognise a verse &amp; a chorus.  <b>Charanga topic- Me</b></p>	<p><u>Expressive arts and design-Music</u> Sing a range of well- known nursery rhymes and songs Understand the rhythm of words and practise co-ordination. Quiet &amp; loud &amp; 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 &amp; chanting.  Use 3 singing pigs to create musical accompaniment to the story of the 3 Little Pigs  Use National Nursery rhyme week to focus on learning the identified rhymes for this year  <b>Charanga topic- Christmas</b></p>	<p><u>Expressive arts and design - Music</u> Sing a range of well- known nursery rhymes and songs To concentrate following a leader. Listening to two different beats going on at the same time. Loud &amp; quiet sounds  <b>Charanga topic- Our world</b></p>	<p><u>Expressive arts and design -Music</u> Sing a range of well- known nursery rhymes and songs Tempo changes Identifying three different speeds of accompanying beats  Explore using different instruments to create different dinosaurs- link to Physical development- dinosaur dance music from Val s CD- use to explore making different dinosaurs with a range of instruments  <b>Charanga topic- Big Bear Funk</b></p>	<p><u>Expressive arts and design -Music</u> Sing a range of well- known nursery rhymes and songs Developing rhythmic precision with two different beats/ostinatos at once Introducing a rhythmic framework  Learn transport themed songs from Reception music CD  Use the "Train Ride" story to explore fast and slow then use instruments and create own musical story  <b>Charanga topic- reflect, rewind and replay</b></p>	<p><u>Expressive arts and design - Music</u> Sing a range of well- known nursery rhymes and songs Matching a fast beat precisely High/low sounds Consolidating two beats at a time &amp; ostinato Precision  <b>Charanaga -Performance</b></p>