



Topic overview – Reception / Year 1 (CYCLE B)

		Summer 1
Topic name		Into the Woods
Big question		What can we see in the woods?
Linked books		Owl Babies, Martin Waddell The Gruffalo, Julia Donaldson Goldilocks and the 3 bears (Nick Sharratt) Everybody’s Welcome, Patricia Hegarty The Leaf Thief, Alice Hemming
Memorable experience		Twycross Zoo
Outdoor learning		Twycross Zoo Maps (maths/geography) of school field Science objectives (see below)
Reading aims		Year 1: Phonics – ELS Phase 5c. Read phonetically decodable books to build up fluency and confidence in word reading. Reception: Phonics - ELS Phase 4. Read and understand simple sentences. Read some common irregular words.
Writing aims		Owl Babies – Owl non-fiction Identify fact & fiction, look at non-fiction books (contents, photos with labels, glossary). Write own non-fiction book about owls. The Gruffalo – Story Learn & familiarise with story of the Gruffalo, including creating a story map. Innovate the story, rewrite own version of the story. EYFS – stringing words together to create sentences, beginning to use capital letters, full stops and finger spaces. Year 1 – Using exclamation marks, question marks and full stops. Joining sentences with and, but, because.
Communication & Language	Speaking & listening aims	Year 1: Reception: Listen attentively and respond with relevant comments, questions and actions. Hold a conversation with an adult or peers. Participate in discussions using their own ideas and new vocabulary.
Maths aims		<u>Year 1</u> Multiplication & Division (3 weeks): count in 2s, 5s and 10s. Recognise equal groups. Add equal groups. Make arrays. Make doubles. Make equal groups – grouping. Make equal groups – sharing. Fractions (2 weeks): Recognise a half of an object or shape. Find a half of an object or shape. Recognise a half of a quantity. Find a half of a quantity. Recognise a quarter of an object or shape. Find a quarter of an object or shape. Recognise a quarter of a quantity. Find a quarter of a quantity.



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Understanding the World			<p>Geometry – Position & Direction (1 week): Describe turns. Describe position, left and right, forwards and backwards, above and below. Ordinal numbers.</p> <p>Place Value to 100 (1 week): count from 50 to 100. Tens to 100. Partition into tens and ones.</p> <p><u>EYFS</u> One more and one less up to 10. Subtraction. Part-whole models. Teen numbers. Sharing. Odd and even. Positional language. Doubles.</p>
	The Natural World	Science aims	<p>Plants Explore plants in the surrounding environment and in a contrasting natural environment. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
	People, Culture & Communities	Geography aims	<ul style="list-style-type: none"> - children will begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (KS1) - children will develop their use of world maps, atlases and globes to identify continents. (KS1) - children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos, building upon previous knowledge - children will begin to recognise some similarities and differences between life in this country and life in other countries. - children will be able to recognise some environments that are different to the one in which they live. (EYFS) <p>Looking at different bears from around the world and studying their environments.</p>
		RE aims	<p><u>Who do Christians say made the world?</u> Children are beginning to learn:</p> <ul style="list-style-type: none"> - to retell the story of creation from Genesis 1:1–2.3 simply. - to recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. -to say what the story tells Christians about God, Creation and the world. -to give at least one example of what Christians do to say thank you to God for the Creation. -Think, talk and ask questions about living in an amazing world.
	Past and present	History aims	In another topic
	Computing aims	Digital Literacy (E-Safety)	



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			<p>To recognise the importance of being careful when posting and sharing online. (Year 1, Lesson 4 – Posting and sharing online)</p> <p>Data Handling - Introduction to Data Represent data in different ways. Use technology to represent data. Collect and record data. Sort data. Design an invention to gather data.</p>
Expressive Art & Design	DT aims		<p>Mechanisms: Making a moving story book Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. Clearly label drawings to show which parts of their design will move and in which direction. Make a picture, which meets the design criteria, with parts that move purposefully as planned. Evaluate the main strengths and weaknesses of their design and suggest alterations.</p>
		Art and design aims	<p>Drawing Children will learn to: Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. Through famous artists: - Picasso (Owl drawing)</p>
		Music aims	<p>Creating a sound story (Big Bear Funk)</p> <p>Ocarina unit - part 1 – children will play tuned and untuned instruments musically in solo and ensemble contexts with increasing accuracy, fluency, control and expression.</p> <p>Focus this half term on breathing technique, fingering notes correctly, producing quality sounds, then progress to diatonic scale (up and down) followed by songs from the scheme.</p> <p>Key skills Sing with a sense of awareness of pulse and control of rhythm Accompany a song by clapping or playing the pulse or rhythm Handle and play instruments with some control</p>



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			<p>Create long and short sounds on instruments Perform together and follow instructions that combine the musical elements</p> <p>ELG – children will explore and engage in music making, performing solo or in groups.</p>
	Personal, Social & Emotional Development	PSHE aims	<p><u>Health and Wellbeing</u> Children will learn to:</p> <ul style="list-style-type: none"> - To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene; To know and discuss the factors that support their overall health and well-being - To understand what it means to be a safe pedestrian - To understand what it means to eat healthily - To understand the importance of healthy food choices; to explore what it means to have a balanced diet - begin to understand how germs are spread and how we can stop them spreading - To begin to understand the risks associated with the sun - To begin to understand allergies
	Physical Development	PE aims	<p>Mini Cricket continued from Spring 2</p> <p><u>Mini Tennis</u> EYFS Demonstrate increasing control over objects. Use tools to change to materials. Move confidently. Use safety measures without direct supervision.</p> <p>Y1 Acquiring and developing skills Children will be able to focus on throwing and catching. Children will play games based on net games (like tennis and badminton). Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3. Children will be able to send an object with increased confidence using a hand or bat.</p> <p>Selecting and applying skills, tactics and compositional ideas Children will play running and avoiding games. Children will be able to pass and receive a ball in different ways with control and increased accuracy. Children will be able to perform fielding techniques with increased control and co-ordination.</p> <p>Knowledge and understanding of fitness and health</p>



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			<p>Children will be able to explain how practicing skills can help you feel warmer and why is it good to play and get out of breath.</p> <p>Evaluating and improving performance Children will be taught about how to give feedback to their peers Children will be able to watch others</p>
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