



Topic overview – Reception / Year 1 (CYCLE B)

		Spring 1
	Topic name	To Infinity & Beyond
	Big question	How have toys changed over time?
	Linked books	In the Middle of the Night, Poems from a Wide-Awake House, Laura Purdie Salas Kipper's Toybox, Mick Inkpen Naughty Bus, Jan & Jerry Oke Stanley's Stick, John Hegley Lost in the Toy Museum, David Lucas Toys in Space, Mini Grey How to Catch a Star, Oliver Jeffers
	Memorable experience	Space Immersive Experience All Day Play
	Outdoor learning Forest Schools	Exploring winter. Exploring our senses outside.
	Reading aims	Year 1: Phonics – Essential Letter & Sounds Spring 1 – Phase 5 alternative graphemes. Read phonically decodable books to build up fluency and confidence in word reading. Reception: Phonics – Essential Letters & Sounds Spring 1, Phase 3. Read some letter groups that represent one sound (digraphs & trigraphs). Begin to read simple phrases and sentences, which include a few common exception words.
	Writing aims	Kippers Toybox: Act out story, answer comprehension questions. Story map & innovate own version of story with own characters. Write sentences with nouns, adjectives and verbs. Edit own writing with support. <i>EYFS – sequence story, make lost poster for sock thing.</i> Toys in Space: Use conjunctions to make predictions about the story. Use expanded noun phrases to make a found poster. <i>EYFS – write speech bubbles for a variety of the toys.</i> How to Catch a Star: Identify key parts of the story. Sequence story and write about story. Plan and write instructions of 'How to Catch a Star', including nouns and verbs. <i>EYFS – write sentences with words with familiar sounds. Identify key elements of the story and identify words.</i>
	Communication & Language	Speaking & listening aims
		Reception: Listen carefully to rhymes and songs. Connect one idea to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking. Explain how things work and why they might happen.
	Maths aims	YR1: Addition and Subtraction within 20 – add by counting on, add using number bonds, doubles, subtract by counting back, subtract by finding the difference, related number facts, missing number problems. Place Value within 50 – count from 20 to 50, 20, 30, 40 and 50, count by making groups of ten, tens and ones, partition into tens and ones, the number line to 50, estimating on a number line, 1 more, 1 less. EYFS: numbers to 8, compare numbers, number bonds, number facts, length, money, positional language, 2D/3D shapes.
Understanding the World		Science aims
		Seasonal Changes (Winter) <ul style="list-style-type: none"> Play and explore outside in all seasons and in different weather Observe living things throughout the year observe changes across the four seasons. observe and describe weather associated with the seasons and how day length varies. Investigation: What is the weather like in Winter? Materials <ul style="list-style-type: none"> Explore a range of materials including natural materials Make objects from different materials, including natural materials Observe, measure and record how materials change when



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	The Natural World		<p>heated and cooled</p> <ul style="list-style-type: none"> Compare how materials change over time and in different conditions Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple properties of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Investigation: Testing materials and their usefulness for predetermined purposes</p> <p>Forces (Reception)</p> <ul style="list-style-type: none"> Explore how to change how things work <p>Earth and Space (Reception) - link to Toys in Space book</p> <ul style="list-style-type: none"> Learn about the Earth, Sun, Moon, planets and stars Learn about space travel
	People, Culture & Communities	Geography aims	None in this topic.
		RE aims	<p>Who is Jewish and how do they live? (1.7)</p> <ul style="list-style-type: none"> - to give an example of how some Jewish people might remember God in different ways (mezuzah) - to re-tell simply some stories used in Jewish celebrations (Chanukah) - to give examples of how the stories used in celebrations - (Chanukah) remind Jews about what God is like. - Give examples of how Jewish people celebrate special times – Chanukah - to make links between Jewish ideas of God found in the stories and how people live
	Past and present	History aims	<ul style="list-style-type: none"> - Children will continue to develop an awareness of the past, using common words and phrases relating to the passing of time. - Children will explore toys from within and beyond living memory and establish differences (including asking and answering questions about what they explore). - Children will learn about toys from the past and compare them to their toys now.
		Computing aims	<p>Digital Literacy (E-Safety)</p> <p>Children will learn to search safely for images online</p> <p>Information Technology – capturing images.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - use a variety of technology to achieve different purposes.
	Expressive Art & Design	DT aims	<p>Design and make a puppet, Textiles.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - Join fabrics together using pins, staples or glue. - Design a puppet and use a template. - Join their two puppets' faces together as one. - Decorate a puppet to match their design.
		Art and design aims	<p>Painting and mixed media: paint my world</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - Explore paint through finger painting. - Create natural paintbrushes through found objects - Respond to music through the medium of painting - Make child-led collages using mixed media - Create landscape collages based on the work of Megan Coyle - Create a large piece of group artwork based on space (fireworks?)
		Music aims	<p>Making different sounds with instruments.</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p>ELG – explore and engage in music making and dance, performing solo or in groups.</p> <p>KS1 - experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
	Personal, Social & Emotional Development	PSHE aims	<p>Dreams and Goals</p> <ul style="list-style-type: none"> - that setting goals can keep us motivated - to celebrate our own successes and achievements as well as those of our classmates - to tackle new challenges - that some obstacles can get in the way of our goals and how to overcome obstacles - understand how teamwork can help us to achieve our goals



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	<p>Physical Development</p>	<p>PE aims</p>	<p>Gymnastics EYFS Children will be able to show good control and co-ordination in large and small movements. Children will be able to move confidently in a range of ways, safely negotiating space. Children will be able to handle equipment and tools effectively, including pencils for writing. Children will know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep physically and mentally healthy and safe. Children will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Year 1 Acquiring and developing skills Children will be able to explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction. Selecting and applying skills, tactics and compositional ideas Children will be able to copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts. Knowledge and understanding of fitness and health Children will be able to know how to carry and place equipment recognise how their body feels when still and when exercising. Evaluating and improving performance Children will be able to watch, copy and describe what they and others have done.</p>
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