



Topic overview – Reception / Year 1 (CYCLE B)

Spring 1		
	Topic name	Come and Play!
	Big question	How have toys changed?
	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 Lost in the Toy Museum, David Lucas Toys in Space, Mini Grey
	Memorable experience	Library visit.
	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> The Naughty Bus: Identify key parts of the story. Sequence story and write about story to including nouns and verbs. -labelling toys -instructions to play games -design a toy -storytelling -ranking favourite toys -photo storyboard In the Middle of the Night – poem.
	Communication & Language	Speaking & listening aims
	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. Length & height. EYFS: numbers to 8, compare numbers, number bonds, number facts, length & money.
Understanding the World	The Natural World	Science aims
		Seasonal Changes - Winter Materials <ul style="list-style-type: none"> Identify and name a variety of everyday materials. Distinguish between an object and the material from which it is made. Describe the simple properties of everyday materials. Compare and group together a variety of everyday materials based on their physical properties. Compare how materials change over time and in different conditions. Observe, measure and record how materials change when heated and cooled. (Continued in Spring 2)



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			Forces (Reception) <ul style="list-style-type: none"> Explore how to change how things work Earth and Space (Reception) - link to Toys in Space book <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	Who is Jewish and how do they live? (1.7) <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. <ul style="list-style-type: none"> Find out about toys today Find out about toys in the past Compare similar toys from different times. Compare Victorian toys with modern toys. Recognise how toys have changed over time. Use words relating to the passing of time.
		Computing aims	Digital Literacy (E-Safety) Safer Internet Day (February) Computing Systems & Networks <i>Exploring Hardware (5 lessons)</i> Explore and tinker with hardware. Identify where technology is used in familiar places. Operate a basic camera to take photos of their independent play. Take photographs of their discoveries on a walk around the school grounds. Taking selfie photographs.
	Expressive Art & Design	DT aims	Design and make a puppet Kapow year 1 Textiles: Puppets 4 lessons Children will learn to: Design a puppet and use a template. (Design) -Join fabrics together using pins, staples or glue. (Make) -Join their two puppets' faces together as one.(Make) -Decorate a puppet to match their design. (Make) Say what they like and dislike about their design (evaluate)
		Art and design aims	Painting Children will learn to: -create moods in their paintings -experiment with mixing a wide range of colours Craft & Designers Kapow Unit 4 'Woven wonders' Artist Cecelia Vicuna Kapow Spring craft: Suncatchers
		Music aims	Charanga Unit- Exploring sounds (Year 1 Unit 3) Making different sounds with instruments. EYFS – children will increasingly explore and engage in music making and dance, performing solo or in groups. Y1 – children will increasingly experiment with, create, select and combine sounds using instruments (inter related dimensions of music, E.g Pitch and tempo)
	Personal, Social & Emotional Development	PSHE aims	Economic Wellbeing Children will learn to: <ul style="list-style-type: none"> -To discover what money is and how it helps us -To consider ways to keep coins safe -To recognise the purpose of banks and building societies -To begin to understand the differences between spending and saving money



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	Physical Development	PE aims	<p>Gymnastics</p> <p>EYFS</p> <p>Children will be able to show good control and co-ordination in large and small movements.</p> <p>Children will be able to move confidently in a range of ways, safely negotiating space.</p> <p>Children will be able to handle equipment and tools effectively, including pencils for writing.</p> <p>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.</p> <p>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</p> <p>Acquiring and developing skills</p> <p>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.</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>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.</p> <p>Knowledge and understanding of fitness and health</p> <p>Children will be able to know how to carry and place equipment recognise how their body feels when still and when exercising.</p> <p>Evaluating and improving performance</p> <p>Children will be able to watch, copy and describe what they and others have done.</p>
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