



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)z
	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. <u>EYFS</u>



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		One more and one less up to 10. Subtraction. Part-whole models. Teen numbers. Sharing. Odd and even. Doubles.
Understanding the World	The Natural World	<p>Science aims</p> <p>Plants</p> <ul style="list-style-type: none"> • Explore plants in the surrounding environment • Explore plants 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>Investigation: What part of a vegetable can you eat? Asking questions and recognising that they can be answered in different ways</p>
	People, Culture & Communities	<p>- 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)</p> <p>- children will develop their use of world maps, atlases and globes to identify continents. (KS1)</p> <p>- 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</p> <p>- children will begin to recognise some similarities and differences between life in this country and life in other countries.</p> <p>- children will be able to recognise some environments that are different to the one in which they live. (EYFS)</p> <p>Looking at different bears from around the world and studying their environments.</p>
		<p>RE aims</p> <p><u>Who do Christians say made the world?</u></p> <p>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	<p>History aims</p> <p>In another topic</p>
		<p>Computing aims</p> <p>Digital Literacy (E-Safety)</p> <p>To recognise the importance of being careful when posting and sharing online. (Year 1, Lesson 4 – Posting and sharing online)</p>



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			<p>Computing Systems & Networks Improving Mouse Skills (5 lessons) Log in to a computer and access a website. Develop mouse skills. Use mouse skills to draw and edit shapes. Draw a scene from a story using digital tools. Create a self-portrait using digital techniques.</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>Sculpture & 3D Paper Play</p> <ul style="list-style-type: none"> - Roll paper to make 3D sculptures - Shape paper to make a 3D drawing - Apply paper-shaping skills to make an imaginative sculpture - Work collaboratively to plan and create a sculpture - Explore ways of painting 3D surfaces to create different effects <p>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) Children will:</p> <ul style="list-style-type: none"> - listen and appraise funk music - learn to sing big bear funk - play Instruments with the song - perform song with Instruments as a class <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>
Personal, Social & Emotional Development	PSHE aims		<p><u>Health and Wellbeing</u> Children will learn to:</p>



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			Children will be taught about how to give feedback to their peers Children will be able to watch others
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