



Topic overview – Reception / Year 1 (CYCLE A)

			Summer 1
Topic name		Royal Rumpus	
Big question		What would it be like to live in a castle?	
Linked books		The Queen's Knickers, Nicholas Allen The King's Pants, Nicholas Allen This book is Pants!, John Kane King Charles III's Colourful Coronation, Marion Billet The Knight With the Blazing Bottom, Beach Meg's Castle, Helen Nicoll & Jan Pienkowski The Cat and the King, Nick Sharratt Knights and Dragons, Unite! Dragon Post, Emma Yarlett Non-fiction books on castles / kings and queens.	
Memorable experience		Visit to Rockingham Castle King Charles III Coronation	
Outdoor learning		Science objectives will be covered in outdoor learning.	
Reading aims		Year 1: Read phonically decodable books to build up fluency and confidence in word reading. Make inferences on the basis of what is being said and done. Continue Essential Letters & Sounds Phase 5; Alternative Graphemes Reception: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Anticipate key events in stories. Essential Letters & Sounds Phase 4	
Writing aims		Year 1: Begin to write effectively and coherently for different purposes (e.g. recounts). Use past, present and future accurately in speech and begin to incorporate these in their writing. Use the suffixes –er and –est in their writing. Reception: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	
Communication & Language	Speaking & listening aims	Year 1: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 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		Year 1: position and direction, money, place value to 100 Reception: counting beyond 10, one more, one less, number bonds to 5 & 10, using ten frames and numicon.	
Understanding the World	The Natural World	Science aims	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. Investigation: What part of a vegetable can you eat?
	People, Culture & Communities	Geography aims	Whilst discussing our Kings and Queens of England: - children will be able to name, locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding areas, building upon prior knowledge (KS1) - children will be able to use basic geographical vocabulary to refer to key physical and human features (KS1)
		RE aims	What places are special and why? F5 Children are beginning to learn: <ul style="list-style-type: none"> to talk about somewhere that is special to themselves, saying why to recognise that some religious people have places which have special meaning for them to talk about the things that are special and valued in a place of worship



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		<ul style="list-style-type: none"> to begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God to get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world
Past and present	History aims	<ul style="list-style-type: none"> children will start to consolidate their understanding of Queen Elizabeth II and her importance in society, and the legacy that is continued by King Charles III children will begin to understand significant events in the Queen's rule e.g. her coronation and jubilees, and experience King Charles III's coronation celebrations. children will begin to recognise that we have had other kings and queens in our history too children will begin to understand the similarities and differences between things in the past and now through settings, characters and events encountered in books and story telling.
	Computing aims	<p>Digital Literacy (E-Safety) Children will learn how to communicate online safely.</p> <p>Digital Literacy Children will learn to:</p> <ul style="list-style-type: none"> use a mouse/trackpad use a keyboard. log on. save a file. type on a keyboard. log off/shut down correctly.
Expressive Art & Design	DT aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> plan how to best approach a task (design) think of some ideas of their own (design) generate, develop, model and communicate their ideas through talking and drawing. (design) explain what they are making (make) select from a range of construction materials (make) <p>Design and make a model castle (using lego or junk)</p>
	Art and design aims	<p>Painting (portraits of ourselves/ the King) Children will learn to:</p> <ul style="list-style-type: none"> communicate something about themselves in their painting. create lines of different shapes and thickness. paint a picture of something they can see. <p>Through famous artist: Paul Klee- (create a cityscape/castle)</p>
	Music aims	<p>Learning of National Anthem Exploration of medieval music that would have been played in castles – how would children describe it and what do they think of it? KS1 – children will use their voices expressively and creatively by singing songs and speaking chants and rhymes KS1 – children will listen with concentration and understanding to a range of high-quality live and recorded music</p>
Personal, Social & Emotional Development	PSHE aims	<p>Relationships:</p> <ul style="list-style-type: none"> families are important for children growing up because they can give love, security and stability how people make friends and what makes a good friendship how to recognise when they or someone else feels lonely and what to do discuss falling out and identify practical steps they can take to support them in a range of contexts how to ask for help if a friendship is making them feel unhappy
Physical Development	PE aims	<p>Dance Children will be able to choose appropriate movements for different dance ideas and repeat short dance phrases. Children will be able to create and link simple combinations of 2 or 3 actions in ways that suit the physical activity. Children will be able to choose appropriate movements for different dance ideas and repeat short dance phrases. Children will be able to recognise how their body feels when still and exercising. Children will be able to copy, watch and describe dance movement.</p> <p>Mini Tennis 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. 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>