Topic overview – Reception / Year 1 (CYCLE A)

		Spring 1
Topic name		**Wonderful Weather**
Big question		Why is weather wonderful?
Linked books		Noah's Ark Percy the park keeper, One Snowy Night Blown Away, Rob Biddulph Poems about weather
Memorable experience		Debutots – every week Storytelling through drama.
Outdoor learning		Winter senses walk
Reading aims		Year 1: Phonics – ELS Phase 5. Read phonetically decodable books to build up fluency and confidence in word reading Reception: Phonics - ELS 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		Year 1: spell some Y1 HRSW and the days of the week. Join words and clauses with the conjunction 'and'. Use the prefix un- in their writing. Reception: begin to form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letters.
Communication & Language	**Speaking & listening aims**	Year 1: ask relevant questions to extend their understanding and knowledge 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		Year 1 – Place Value to 50, Multiplication & Division Reception numbers 1-8, compare numbers, number bonds, number facts, length, money, positional language, 2D/3D shapes.(see EYFS LTP)
Understanding the World **The Natural World**	**Science aims**	**Seasonal Changes (Winter)** • 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? **Animals, including humans** • Name and describe animals that live in different habitats. • Describe different habitats • Explore animals in the surrounding environment • Explore animals in a contrasting natural environment • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). **Investigation focus / skill:** investigate animal tracks. **Light (Reception)** • Explore shadows and rainbows **Forces (Reception)** • Explore how to change how things work • Explore how the wind can move objects • Explore how objects move in water
People, Culture & Communities	**Geography aims**	Whilst looking at the weather: - children will be able to identify seasonal and daily weather patterns in the UK and hot and cold areas of the world in relation to the Equator and the North and South Poles, building upon previous learning (KS1) - children will build upon their knowledge and understanding of the effect of changing seasons on the natural world around them. EYFS
	RE aims	Who is Jewish and how do they live? -give an example of how some Jewish people might remember God in different ways (mezuzah) -give examples of how Jewish people celebrate special times (Shabbat)

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			-give examples of how the stories used in celebrations (Shabbat) remind Jews what God is like. -give an example of how some Jewish people might remember God in different ways (on Shabbat)
	Past and present	**History aims**	- children will begin to understand the lives of significant individuals in the past who have contributed to national and international achievements e.g. Earnest Shackleton - children will begin to compare and contrast characters from stories, including figures from the past e.g. Ernest Shackleton
		Computing aims	Digital Literacy (E-Safety) Children will learn to search safely for images online Computer Science Children will learn to: - describe and use instructions to program a character. - program a character to grow and shrink. - use instructions to make characters move at different speeds and distance. - use a repeat instruction to make instructions run more than once. - create instructions that play a recorded sound.
	Expressive Art & Design	**DT aims**	Children will learn to: -identify the key features of an existing product (design) -make observations about the features of objects (design) - build structures, exploring how they can be made stronger, stiffer and more stable (make) - select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics. (make) -make a structure/model using different materials. (make) -join textiles together (make) -identify success and next steps (evaluate) -change their strategy as needed (evaluate) Design, make and evaluate a class boat.
		Art and design aims	3D Children will learn to: -add texture by using tools -make different types of shapes -use printing techniques to share ideas. Through famous artists: -Eric Carle (animal collage)
		Music aims	Musical accompaniment using instruments to a range of music including; Vivaldi's *Four Seasons*, Noah's Ark song and Bringing the rain on the Kapiti Plain by Verna Aardema Year 1 – use voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically Reception – sing a range of well-known nursery rhymes and songs - explore and engage in music making and dance, performing solo or in groups
	Personal, Social & Emotional Development	**PSHE aims**	**Dreams and Goals** - understand that everyone has different strengths - learn how to persevere when faced with a challenge in order to overcome obstacles - set goals (link to jobs) - understand that jobs help people to earn money to pay for things - identify the different jobs that people they know or people who work in the community do - learn about some of the strengths and interests someone might need to do different jobs - know what money is; forms it comes in; that money comes from different sources
	Physical Development	**PE aims**	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 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. 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.

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