



Topic overview – Reception / Year 1 (CYCLE A)

Autumn 1		
	Topic name	Superheroes
	Big question	What does it mean to be super?
	Linked books	Supertato, Sue Hendra Super Daisy, Nick Sharratt Kid Rex to the Rescue, Mayo Agard-Olubo
	Memorable experience	Superhero day
	Outdoor learning	Forest School, exploring the change from Summer to Autumn
	Reading aims	Year 1: ELS Phase 5 – revision of previously taught GPCs, 2 new GPCs and 16 new HRS words Reception: ELS Phase 2 – oral blending, sounding out and blending with 23 new GPCs (grapheme-phoneme correspondences), 12 new HRSW (harder to read and spell words)
	Writing aims	Year 1: Form most lower case letters correctly. Say out loud what they are going to write about. Write labels. Write single sentences using capital letters and full stops. Write short story narratives. Write descriptions. Write single sentences using capital letters and full stops. Introduce: nouns, verbs & adjectives. Reception: hold a pencil effectively (using a tripod grip). Begin to write some letters (e.g. for their name).
	Communication & Language	Speaking & listening aims
		Year 1: participate in discussions, take turns to listen to others. Reception: Understand how to listen carefully and why listening is important. Develop social phrases. Engage in story times. Learn new vocabulary & use it throughout the day/week.
	Maths aims	Year 1: Place value within 10: sort objects, count objects, represent objects, recognise numbers as words, count on from any number, 1 more, 1 less, count backwards within 10, compare groups, fewer, more, same, less than, greater than, equal to, compare numbers, order numbers, the number line. Addition & subtraction within 10: parts and wholes, part-whole model, write number sentences, fact families, number bonds within 10, number bonds to 10, systematic number bonds. Reception: baseline, counting rhymes, numbers 1, 2 & 3, comparing, sorting, matching, AB patterns, 2d shape: circle, triangle
Understanding the World	The Natural World	Science aims Seasonal Changes (Autumn) - 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 happens to plants (including trees) in Autumn? Making observations & taking measurements Animals, including humans - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Investigation: What senses do we use when we taste food? Sound (Reception) - Listen to sounds outside and identify the source - Make sounds
	Geography aims	Our School - To understand where I live - To understand what our classroom looks like (aerial



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	People, Culture & Communities		- photos) - Locate our school in our local area - Draw a simple map of the school environment - Understand the route I take to school - Begin to recognise map symbols. Trips/visits/enhancements -Local area walks
		RE aims	What does it mean to belong to a faith community? Children are beginning to learn: -to recognise that loving others is important in lots of communities - to say simply what Jesus and one other religious leader taught about loving other people - to give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean - to identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) - to give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences - to talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.
	Past and present	History aims	Geography focus
		Computing aims	Digital Literacy (E-Safety) – To recognise what the internet is and how to use it safely (Year 1, Lesson 1 – Using the internet safely) Computing in the Wider Curriculum Take photo evidence of Supertato crimes.
	Expressive Art & Design	DT aims	Superheroes – Textiles Design and make a superhero cape. Children will learn to: -explain their ideas orally (design) - select appropriate resources and tools (design) -describe what they want to do using pictures and words (design) -make lists of materials they will need (design) -select appropriate resources and tools (make) -cut materials using scissors (make) -use tools safely (scissors, glue gun) (make) -join two materials together, often with glue (make) Say what they like and dislike about a product / design (Evaluate) Identify if a product works or not (Evaluate) Identify the materials a design / product is made from (Evaluate)
		Art and design aims	Painting & mixed media (continuous provision) Children will learn to: -experiment with mixing a wide range of colours -name the primary colours -apply paint in different ways (e.g. flick painting, potato printing) -choose to use thick and thin brushes as appropriate Painting & mixed media Kapow Unit 1 'Paint my world' - Explore paint through finger painting - Create natural paintbrushes using found objects - Respond to music through the medium of painting - Make child-led collages using mixed media - Create landscape collages inspired by the work of Megan Coyle - Create a large piece of group artwork based around fireworks Artist Megan Coyle (white American/ Modern day) Kapow Autumn craft: Autumn wreath



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			Artist Mondrian linked to primary colours (Dutch/Historical/white male) Assessment: HB pencil self portrait
		Music aims	Charanga Unit- My Musical Heartbeat EYFS: Children will begin to sing a range of well-known nursery rhymes and songs. EYFS: Children will begin to explore performance by singing songs and nursery rhymes as a class. National Curriculum objectives (Y1): Children will listen to with concentration and understanding to a range of high-quality music and nursery rhymes. Children will begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes.
	Personal, Social & Emotional Development	PSHE aims	Self-regulation: My Feelings (EYFS) Children will learn to: - Identify how characters within a story may be feeling. - Identify and express their own feelings. - Explore coping strategies to help regulate emotions. - Explore different facial expressions and identify the different feelings they can represent. - Explore ways to moderate behaviour, socially and emotionally.
	Physical Development	PE aims	Fundamentals: - To develop balancing whilst stationary and on the move. - To develop running and stopping. - To develop changing direction. - To develop jumping and landing. - To develop hopping and landing with control. - To explore different ways to travel.