

# Topic overview – Reception / Year 1 (CYCLE A)

| | | | Autumn 2 |
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| | Topic name | | Once Upon a Time |
| | Big question | | Which character would you be and why? |
| | Linked books | | The Gingerbread Man<br>The 3 Little Pigs<br>Nativity Story |
| | Memorable experience | | The Adventures of the Gingerbread May<br>Pantomime and The Nativity Performance |
| | Outdoor learning | | Forest School – rope/string skills<br>This *may* include:<br>- Making magic wands<br>- Collect autumn items for an Autumn mobile<br>- Weaving poppies<br>- Giant spider webs<br>- Friendship bracelets<br>- Wet painting<br>- Rope walks<br>- Fairy ladders/Christmas trees.<br>Making swings. |
| | Reading aims | | Genre: Traditional tales.<br>The Gingerbread Man<br>The 3 Little Pigs<br>Nativity Story<br><u>*Reading:*</u><br>Year 1: Phonics – ELS Phase 5a. Read unfamiliar words by blending sounds together. Read some common exception words.<br>Reception: Phonics - ELS Phase 3. Blend sounds into words to read short words. Begin to read a few common exception words. |
| | Writing aims | | Year 1: Saying out loud what they are going to write about. Compose a sentence orally before writing it. Begin to write more than one sentence. Reread what they have written to check it makes sense. Use spaces between words. Creating story maps, writing labels and captions. Begin to recount events.<br>Punctuation and Grammar: Identify nouns, adjectives and verbs. Introduce conjunction 'and' Introduce question and exclamation marks.<br>Reception: begin to spell words by identifying the sounds and then writing the sounds with letters. Begin to form lower-case correctly.<br>Handwriting: Follow Nelson Year 1: Robot arm letters, zigzag letters, capital letters and numbers in words EYFS: Letter formation following ELS<br><br>-character descriptions<br>-character feelings<br>-how to help characters<br>-write to characters<br>-wanted poster<br>-instructions to build house<br>-story maps<br>-instructions on how to catch character<br>-recipe |
| | Communication & Language | Speaking & listening aims | Year 1: Explain their understanding of what is read to them.<br>Reception: Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Ask questions to find out more and check understanding. Articulate ideas and thoughts in well-formed sentences. |
| | Maths aims | | Year 1: Addition and Subtraction within 10: find a part, subtraction, the eight facts (fact families), take away by crossing out, subtraction on a number line, add or subtract 1 or 2. 2D and 3D shapes: recognise and name 3D shapes, sort 3D shapes, recognise and name 2D shapes, sort 2D shapes, patterns with 2D and 3D shapes. Place value within 20: Understand 20, 1 more and 1 less, the number line to 20, estimate on a number line, compare numbers to 20, order numbers to 20.<br>Reception: 2D shapes. Numbers 3-5. Ordering numbers. More and less, Number bonds to 5. |
| Understanding the World | The Natural World | Science aims | **Materials**<br>Identify and name a variety of everyday materials.<br>Distinguish between an object and the material from which it is made.<br>Describe the simple properties of everyday materials.<br>Compare and group together a variety of everyday materials based on their physical properties.<br><br>**Investigation:** Testing materials and their usefulness for predetermined purposes<br>Engage in practical enquiry to answer questions<br>Which material is best for strength (building a house) |

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| | **People, Culture & Communities** | **Geography aims** | **Our Country**<br>- Understand the difference between town and countryside.<br>- Name countries of the UK<br>- Understand a journey line<br>- Key features of countries of the UK<br>- Capital cities of the UK<br>- Compare London to (China)<br><br>- children will begin to use world maps, atlases and globes to identify the UK and its countries, as well as continents (KS1)<br>- children will begin to understand geographical similarities and differences through studying the human and physical geography of the UK and a contrasting non-European country (KS1)<br>-To understand the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.<br>- children will begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos.<br>- children will begin to recognise some similarities and differences between life in this country and life in other countries.<br>- children will begin to recognise some environments that are different to the one in which they live. (EYFS)<br>Using the Gingerbread Man to discover locations around the globe, talking about their locality, climate and some physical and human geography. Talking about hot and cold places and the people who live there. Locating the equator, north and south poles using a globe/atlas. |
| | | **RE aims** | **Why is Christmas special for Christians?**<br>Children are beginning to learn:<br>- to talk about people who are special to them<br>- to say what makes their family and friends special to them<br>- to recall simply what happens at a traditional Christian festival (Christmas)<br>- to begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus<br>- to retell religious stories, making connections with personal experiences. |
| | **Past and present** | **History aims** | None in this topic |
| | | **Computing aims** | **Digital Literacy (E-Safety)**<br>To identify how people's feelings and emotions can be affected by online content. (Year 1, Lesson 2 – Online Emotions)<br><br>**Computing Systems & Networks**<br>**Using a Computer**<br>Learning what a keyboard is and how to locate relevant keys.<br>Learning to log in and out.<br>Learning what a mouse is and developing control when using a mouse.<br><br>**Key Skills**<br>Recognising and identifying familiar letters and numbers on a keyboard.<br>Developing basic mouse skills such as moving and clicking.<br>Using a simple online paint tool to create digital art.<br>Learning to log in and log out.<br>**Key Knowledge**<br>To be able to understand what a computer keyboard is and recognise some letters and numbers.<br>To know that a mouse can be used to click, drag and create simple drawings.<br>To know that to use a computer you need to log in to it and then log out at the end of your session. |
| | **Expressive Art & Design** | **DT aims** | **Make and decorate gingerbread**<br>Children will learn to:<br>-plan how to best approach a task (design)<br>-use their senses to explore and describe objects. (design)<br>-use tools safely (make)<br>-express preferences when choosing the materials (decorations) (make)<br>- identify success (evaluate)<br>-use simple terms to evaluate their own and others' work (evaluate)<br>- know about basic hygiene and safety (cooking & nutrition) |
| | | **Art and design aims** | **Drawing**<br>**Kapow Year 1 Unit 1 'Make your mark'** Artists Bridget Riley & Zaria Forman<br>-To explore control and pressure to create different types of lines<br>-To practise drawing different lines using music as a stimulus.<br>-To connect lines to create shapes<br>-To explore lines and shapes in pictures for portrait drawing.<br>-To use control and pressure skills to add colour to a drawing.<br>-To create an artist-inspired artwork using lines and shapes. |

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| | | **Music aims** | **Music to be taught through Nativity**<br>Objectives<br>Exploring pitch through a chosen song (one that tells a story)<br>Singing Christmas songs for a performance (nativity themed)<br>EYFS –<br>- children will begin to perform songs, rhymes, poems and stories with others and try to move in time with music (Nativity songs)<br>Y1 – children will begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes (Nativity songs) |
| | **Personal, Social & Emotional Development** | **PSHE aims** | **Building Relationships: special relationships**<br>Children will learn to:<br>- talk about our families and discussing why we love them.<br>- Talk about people that hold a special place in my life<br>- Develop strategies to help when sharing with others.<br>- Explore what makes a good friend.<br>- Think about what it means to be a valued person.<br>- Explore the differences between us that make each person unique.<br>- Consider the perspectives and feelings of others.<br>- Learn to work as a member of a team.<br>- Develop listening skills<br>**Anti-Bullying week –**<br>PSHE lesson this week will follow the resources from the Anti-bullying Alliance<br>- to identify what bullying could be<br>- stand up for themselves by expressing their opinion |
| | **Physical Development** | **PE aims** | **Ball Skills**<br>To develop dribbling with your hands<br>To explore accuracy when rolling a ball<br>To explore throwing with accuracy towards a target<br>To explore catching with two hands<br>To explore dribbling a ball with your feet<br>To explore tracking a ball that is coming towards me |