



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 The Gruffalo Goldilocks and the 3 bears	
Memorable experience		Twycross Zoo	
Outdoor learning		Twycross Zoo Maps (maths/geography) of school field Science objectives (see below)	
Reading aims		Year 1: Phonics – Phase 5c. Read phonically decodable books to build up fluency and confidence in word reading Reception: Phonics - 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		YR1: place value to 100 (3 wks), money (1wk) EYFS: counting beyond 10, one more, one less, number bonds to 5 & 10, using ten frames and numicon. Sequencing events, shapes, odd and evens, doubles and halves.	
Understanding	The Natural World	Science aims	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.



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			<p>Investigation focus / skill: What part of a vegetable can you eat? Asking questions and recognising that they can be answered in different ways</p>
People, Culture & Communities	Geography aims	<ul style="list-style-type: none"> - 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) - children will develop their use of world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans (KS1) - 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 - children will begin to recognise some similarities and differences between life in this country and life in other countries. - children will be able to recognise some environments that are different to the one in which they live. (EYFS) <p>Looking at different bears from around the world and studying their environments.</p>	
	RE aims	<p>What times are special and why? How and why do we celebrate special and sacred times?</p>	
Past and present	History aims	In another topic	
	Computing aims	<p>Digital Literacy (E-Safety) Children will learn how to communicate online safely. 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. 	
Expressive Art & Design	DT aims	Forest Scene (using levers and sliders)	
	Art and design aims	<p>Picasso Owl Paintings Children will learn to:</p> <ul style="list-style-type: none"> - draw lines of different shapes and thickness - objects from memory and imagination - ask sensible questions about a piece of art 	
	Music aims	<p>Creating a sound story – Peter & the Wolf</p> <p>ELG – explore and engage in music making and dance, performing solo or in groups.</p>	
Personal, Social & Emotional Development	PSHE aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> - discuss what belonging to a family means - identify how to be a good friend 	



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			<ul style="list-style-type: none">- Physical contact preferences eg. personal space and how to respond if physical contact makes them feel uncomfortable or unsafe- to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private- identify trusted adults and how to ask for help
	Physical Development	PE aims	Striking and fielding – mini cricket