



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 My Mum is a Superhero, Angela McAllister Super Daisy, Nick Sharratt
Memorable experience		Superhero day
Outdoor learning		Autumn wellie walk
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 (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 single sentences using capital letters and full stops. Write plurals using the suffixes -s and -es. 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 storytimes. Learn new vocabulary & use it throughout the day.
Maths aims		Year 1: place value within 10, then within 20, 2D and 3D shape. Reception: baseline, counting rhymes, number 1 & 2, comparing, sorting, matching, AB patterns (see EYFS LTP)
Understanding the World	The Natural World	<p>Seasonal Changes (Autumn)</p> <ul style="list-style-type: none"> 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. <p>Investigation: What happens to plants (including trees) in Autumn?</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> Describe people who are familiar to them Learn about how to take care of themselves Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Investigation: What senses do we use when we taste food?</p>
	People, Culture & Communities	<p>Whilst looking at the local area:</p> <ul style="list-style-type: none"> - children will begin to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas (KS1) - children will begin to be able to use basic geographical vocabulary to refer to key physical and human features (KS1) - children will begin to be able to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (KS1) - children will begin to be able to use aerial photographs to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key (KS1) - children will begin to draw information from a simple map.(EYFS)
		RE aims



Autumn 1

	<p>Past and present</p>	<p>History aims</p>	<p>- Children will begin to understand how to sequence events in chronological time order (links with Geography and Science)</p>
		<p>Computing aims</p>	<p>Digital Literacy (E-Safety) - Children will learn the school's safer internet rules (staying SMART online) (repeated yearly) Digital Literacy Children will learn to: - identify computers in our everyday lives - identify how computers make our lives easier.</p>
	<p>Expressive Art & Design</p>	<p>DT aims</p>	<p>Design, make and evaluate a super hero gadget. (use wheels and axels and / or levers and sliders)</p>
		<p>Art and design aims</p>	<p>Painting Children will learn to: -experiment with mixing a wide range of colours -name the primary and secondary colours -apply paint in different ways (e.g. flick painting, potato printing) -choose to use thick and thin brushes as appropriate</p> <p>Through famous artists: -Mondrian (primary colours)</p>
		<p>Music aims</p>	<p>Create a superhero song to perform (to accompany drama/dance) using the Boomwhackers using the diatonic scale.</p> <p>EYFS – children will begin to explore and engage in music making and dance, performing solo or in groups - children will begin to perform songs, rhymes, poems and stories with others and try to move in time with music (when appropriate) Y1 – children will begin to experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Singing nursery rhymes & counting songs</p> <p>EYFS – children will begin to sing a range of well-known nursery rhymes and songs Y1 – children will begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
	<p>Personal, Social & Emotional Development</p>	<p>PSHE aims</p>	<p><u>Being me in my world</u> Children are beginning to learn: - to recognise and name different feelings - how to share feelings using a range of words to describe feelings - how feelings can affect people's bodies and how they behave - that not everyone feels the same at the same time, or feels the same about the same things - about rules and why they are needed - how to behave in the classroom including manners - what they can do to help look after their environment including the classroom</p>
	<p>Physical Development</p>	<p>PE aims</p>	<p>Physical literacy and Balance bikability</p> <p>EYFS Children will be able to: - balance on both feet - able travel in different ways - use equipment in different ways - pass objects from hand to hand/foot to foot pick up objects of different sizes</p> <p>Y1 Children will be able to perform fundamental movement skills at a developing level in: -Travelling skills -Sending skills. -Receiving skills.</p>