



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

		Spring 2	
<b>Topic name</b>		<b>Beats and Boogies</b>	
<b>Big question</b>		How does music make you feel?	
<b>Linked books</b>		The Whales on the Bus, Katrina Charman Giraffes Can't Dance, Giles Andreae Carnival of the Animals, Jack Prelutsky The Story Orchestra - Four Seasons in One Day, Jessica Courtney-Tickle	
<b>Memorable experience</b>		Debutots – once a week on Thursdays.	
<b>Outdoor learning</b>		Spring walk	
<b>Reading aims</b>		Reception: Phase 3 (ELS). Read some letter groups that represent one sound (digraphs & trigraphs). Read simple phrases and sentences, which include a few common exception words. Begin to re-read books independently. Year 1: Phase 5 (ELS), alternative spellings for previously taught sounds.	
<b>Writing aims</b>		The Whales on the Bus – writing nursery rhymes/poetry. Year 1: Perform poetry, including using voice and actions. Play around with words to make silly rhymes and funny sentences. Use simple repeating patterns. Reception: Perform poetry, including using actions. Recreate shared experiences of creating funny rhymes and silly sentences. Giraffes Can't Dance Familiarise with story and create story map. Identify beginning, middle and end. Year 1: Newspaper Report. Sequence story. Use the suffix -ed for past tense. Join sentences using and, but, then, so. Reception: Story writing. Sequence story. Begin to write phonetically decodable sentences with capital letters and full stops. Year 1: Poster/advert for Giraffe's disco. Think about how a poster can persuade someone to do something. Discuss features of an effective poster.	
<b>Communication &amp; Language</b>	<b>Speaking &amp; listening aims</b>	Re-tell a familiar story. Learn rhymes, poems and songs. Perform poetry/nursery rhymes using actions and voice. Listen to classical music (Carnival of the Animals, Four Seasons in One Day) and consider how it makes them feel.	
<b>Maths aims</b>		YR1: fractions (2 wks), length / height (1 wk), weight / volume (2 wks), position and direction (1wk). EYFS: numbers 1-10, ordering numbers, using a number line, number bonds to 10, maps, 2D/3D shapes, numerical patterns, doubles (see EYFS LTP).	
<b>Understanding the World</b>	<b>The Natural World</b>	<b>Science aims</b> Seasonal Changes (Spring) (Year 1) • observe changes across the four seasons. • observe and describe weather associated with the seasons and how day length varies.	
	<b>People, Culture &amp; Communities</b>	<b>Geography aims</b>	Countries and cities of the UK.
		<b>RE aims</b>	What places are special and why? Easter What makes some places sacred?
	<b>Past and present</b>	<b>History aims</b>	Do they know of objects from the past – including musical instruments,
		<b>Computing aims</b>	E safety – apply online safety knowledge to help others to make good choices online. Computer Skills – recording sound (their own nursery rhyme).
		<b>DT aims</b> Design and create a musical instrument	



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	<b>Expressive Art &amp; Design</b>	<b>Art and design aims</b>	Painting (things that we can see)
		<b>Music aims</b>	<p>Performing with instruments (chance to consolidate learning from Autumn 1 on rhythm/pulse – linked to topic theme)                      Easter songs</p> <p>ELGs – explore and engage in music making and dance, performing solo or in groups.                      – perform songs, rhymes, poems and stories with others, and try to move in time with music (when appropriate).</p> <p>KS1 – use their voices expressively and creatively by singing songs and speaking chants and rhymes                      - play tuned and untuned instruments musically</p>
	<b>Personal, Social &amp; Emotional Development</b>	<b>PSHE aims</b>	<p>Keeping myself healthy                      Healthier lifestyle choices                      Keeping clean                      Being safe                      Medicine safety/safety with household items                      Road safety                      Linking health and happiness</p>
	<b>Physical Development</b>	<b>PE aims</b>	<p>Invasion games – football                      Dance</p>