



Topic overview – Reception / Year 1 (CYCLE A)

		Summer 1	
Topic name		Hubble Bubble	
Big question		What would it be like to live in a castle?	
Linked books		The Queen's Knickers, Nicholas Allen The King's Pants, Nicholas Allen This book is Pants!, John Kane The Knight With the Blazing Bottom, Beach Meg's Castle, Helen Nicoll & Jan Pienkowski The Cat and the King, Nick Sharratt Knights and Dragons, Unite! Dragon Post, Emma Yarlett Non-fiction books on castles / kings and queens.	
Memorable experience		Visit to Lincoln Castle	
Outdoor learning		Forest School, including many science objectives.	
Reading aims		Year 1: Read phonically decodable books to build up fluency and confidence in word reading. Make inferences on the basis of what is being said and done. Continue Essential Letters & Sounds Phase 5; Alternative Graphemes Reception: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Anticipate key events in stories. Essential Letters & Sounds Phase 4	
Writing aims		Year 1: Recounts & Descriptive writing, Class book about castles. Begin to write effectively and coherently for different purposes. Use past, present and future accurately in speech and begin to incorporate these in their writing. Use the suffixes –er and –est in their writing. Reception: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	
Communication & Language	Speaking & listening aims	Year 1: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 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		Year 1: Multiplication & division; make doubles, make equal groups (grouping & sharing). Fractions; half of shapes and quantities, quarter of shapes and quantities. Position & Direction; describe turns, left and right, forwards and backwards, above and below, ordinal numbers. Place Value within 100; count from 50 to 100, tens to 100, partition into tens and ones. Reception: Teen numbers, sharing, odd and even numbers, positional language.	
Understanding the World	The Natural World	Science aims Plants Explore plants in the surrounding environment and 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. Investigation: What part of a vegetable can you eat?	
	People, Culture & Communities	Geography aims	N/A – History focus this term.
		RE aims	What places are special and why? F5 Children are beginning to learn: <ul style="list-style-type: none"> to talk about somewhere that is special to themselves, saying why to recognise that some religious people have places which have special meaning for them to talk about the things that are special and valued in a place of worship to begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God to get to know and use appropriate



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			<p>words to talk about their thoughts and feelings when visiting a church</p> <ul style="list-style-type: none"> Express a personal response to the natural world
	Past and present	History aims	<p>Why does the Coronation of King Charles III matter?</p> <ul style="list-style-type: none"> -Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements. -Children will learn about the Coronation of King Charles III.
		Computing aims	<p>Digital Literacy (E-Safety) To recognise the importance of being careful when posting and sharing online.</p> <p>Creating Media, Digital Imagery Understand and create a sequence of pictures. Take clear photos. Edit photos. Search for and import images. Create a photo collage.</p>
Expressive Art & Design		DT aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> -plan how to best approach a task (design) -think of some ideas of their own (design) -generate, develop, model and communicate their ideas through talking and drawing. (design) -explain what they are making (make) -select from a range of construction materials (make) <p>Design and make a model castle (using lego or junk)</p>
		Art and design aims	<p>Knowledge</p> <ul style="list-style-type: none"> -Respond and compare portrait artists e.g, Picasso, Freda Khalo, Kehinde Whiley -Focus on use of colour, pattern & line
		Music aims	<p>Learning of National Anthem</p> <p>Exploration of medieval music that would have been played in castles – how would children describe it and what do they think of it?</p> <p>KS1 – children will use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>KS1 – children will listen with concentration and understanding to a range of high-quality live and recorded music</p>
Personal, Social & Emotional Development		PSHE aims	<p>Health and Wellbeing</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - To describe and understand their feelings; To develop simple strategies for managing them - To explore different coping strategies to help regulate our emotions; To identify our own feelings; To consider the reasons behind our emotions -To learn about the importance of exercise, To explore how exercise affects different parts of the body -To understand the benefits of physical activity and rest -To learn how yoga can help our bodies to stretch, relax and stay healthy; -To explore guided meditation and relaxation -To know how to relax in different ways
Physical Development		PE aims	<p>Mini Tennis</p> <p>Children will be able to focus on throwing and catching.</p> <p>Children will play games based on net games (like tennis and badminton). Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3.</p> <p>Children will be able to send an object with increased confidence using a hand or bat.</p> <p>Children will play running and avoiding games.</p> <p>Children will be able to pass and receive a ball in different ways with control and increased accuracy.</p> <p>Children will be able to perform fielding techniques with increased control and co-ordination.</p>