



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

Topic name		Wilderness Explorers
Big question		What would you find on a nature safari?
Linked books		The Very Hungry Caterpillar, Eric Carle The Wilderness by Steve McCarthy Jack and the Incredibly Mean Stalk, Gemma Cary Benjamin Zephaniah's Nature Trail Wilderness survival guide for kids
Memorable experience		Parent visitor to complete nature walk on school field, including pond dipping.
Outdoor learning		Den building & Wilderness Explorer badges
Reading aims		<b>Year 1:</b> Essential Letters & Sounds, Year 1 Summer 2, Phase 5 alternatives. Read phonetically decodable books to build up fluency and confidence in word reading. Make inferences on the basis of what is being said and done. Phonics Screening Check (w/b 12 <sup>th</sup> June) <b>Reception:</b> Essential Letters & Sounds, Reception Summer 2, Introduction to Phase 5. Read aloud simple sentences and books consistent with their phonic knowledge (including some exception words). Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.
Writing aims		(All) The Very Hungry Caterpillar  -story sequence  -spelling days of the week  Constructing sentences and writing an alternative version  (Reception) Fairy tales – linked to Jack and the Mean Stalk  <ul style="list-style-type: none"> <li>- Sequence the story</li> <li>- Write phonetically plausible words</li> <li>- Construct simple sentences with capital letters, full stops and finger spaces.</li> </ul> (Year 1) Alternative Fairy Tales – linked to Jack and the Mean stalk  <ul style="list-style-type: none"> <li>- Describe characters</li> <li>- Describe setting</li> <li>- Awareness of speech</li> <li>- Plan own alternative tale</li> </ul> Use conjunctions; and, but, because  (All) Descriptive Poetry – linked to Benjamin Zephaniah's Nature Trail  <ul style="list-style-type: none"> <li>- Plurals</li> <li>- Adjectives, nouns</li> <li>- Suffixes '-ing', '-er' (year 1)</li> <li>- Perform poetry</li> </ul> (All) Non-fiction writing information posters about survival in the wilderness and fact – files about minibeast
Communication & Language	Speaking & listening aims	<b>Year 1:</b> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use 'word of the week'.  <b>Reception:</b> offer explanations for why things happen, using recently introduced vocabulary when appropriate. Express ideas in full sentences, using past, present and future tenses and make use of conjunctions. Use 'word of the week'.
Maths aims		<b>Year 1:</b> Place Value within 100: count from 50 to 100, tens to 100, partition into 10s and 1s. numbers line to 100, 1 more, 1 less, compare numbers, Money: unitising, recognising coins, recognising notes, count coins. Time: before and after, days of the week, months of the year, hours, minutes and seconds, tell time to the hour, tell time to the half hour.



## Summer 2

			<b>Reception:</b> Number bonds to 5, number bonds to 10, adding and subtracting within 10, money.
Understanding the World	The Natural World	Science aims	<b>Seasonal Changes (Summer)</b> <ul style="list-style-type: none"> <li>Play and explore outside in all seasons and in different weather</li> <li>Observe living things throughout the year</li> <li>observe changes across the four seasons.</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> Animals; identify and name different types of animals, understand similarities and differences  <b>Investigation:</b> How does the weather change across the year? Compare the weather in summer to the weather in winter.  <b>Investigation:</b> Wonder Wander – walk around asking questions about the world around them
	People, Culture & Communities	Geography aims	- be able to name, locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding areas, building upon prior knowledge (KS1) - children will be able to use basic geographical vocabulary to refer to key physical and human features in the UK (KS1)
		RE aims	What times and stories are special and why? F6 Children are beginning to learn: <ul style="list-style-type: none"> <li>to talk about some religious stories</li> <li>to recognise some religious words, e.g. about God</li> <li>to identify some of their own feelings in the stories they hear</li> <li>to identify a sacred text e.g. Bible, Torah</li> <li>to talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</li> </ul>
	Past and present	History aims	N/a
		Computing aims	<b>Digital Literacy (E-Safety)</b> To discuss ways to balance time spent online and offline. (Year 1, Lesson 5 – How much time should we spend on technology?) <b>Data Handling</b> EYFS Summer 2 <i>Introduction to Data (5 lessons)</i> Sort and categorise objects. Sort themselves into groups. Respond to yes/no questions (introduction to branching databases) Branching databases through physical sorting and categorising. To interpret a basic pictogram.
Expressive Art & Design		DT aims	Children will learn to: <ul style="list-style-type: none"> <li>-explain which tools they are using and why (technical knowledge)</li> <li>- use the basic principles of a healthy and varied diet to prepare dishes</li> <li>- understand where food comes from</li> <li>- identify healthy and unhealthy meals</li> <li>- make a meal with a variety of healthy foods in</li> <li>- understand where food comes from</li> <li>- know the benefits of fruit and vegetables</li> <li>- know about basic hygiene and safety</li> </ul> Fruit kebabs- cut food safely & describe the texture of food.
		Art and design aims	3D Children will learn to: <ul style="list-style-type: none"> <li>- cut, roll and coil clay, in order to create a minibeast. textures.</li> <li>- create using a variety of materials, including fruit and vegetables.</li> </ul> Painting Children will learn to: <ul style="list-style-type: none"> <li>-experiment with mixing a wide range of colours.</li> </ul> Knowledge Children will learn to: <ul style="list-style-type: none"> <li>- describe what they can see and like in the work of another artist.</li> </ul> Through famous artists <ul style="list-style-type: none"> <li>- Giuseppe Archimboldo (making fruit portraits with actual fruit/veg)</li> <li>- Van Gogh (Sunflowers from observation)</li> </ul>
		Music aims	Listen to a range of musical styles from different periods, and express opinions about music. Including: <i>Mars from 'The Planets' (Holst – 20<sup>th</sup> Century)</i> , <i>Runaway Blues (Ma Rainey – Blues)</i> , <i>Fantarra (Sergio</i>



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			Mendes – Samba). children will listen with concentration and understanding to a range of high-quality live and recorded music
	Personal, Social & Emotional Development	PSHE aims	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>- To understand why sharing is important; To think about the perspectives of others in the class (EYFS: Building Relationships: Lesson 2 – sharing)</li> <li>- To understand the characteristics that make a good friend; To think about why it might be difficult for others to be a good friend all of the time (EYFS: Building Relationships: Lesson 3 – What makes a good friend)</li> <li>- To consider why it is important to support each other by being kind (EYFS: Building Relationships: Lesson 4 – Being a good friend)</li> <li>- To plan a party to celebrate the special friendships within the class (EYFS: Building Relationships: Lesson 6 – Celebrate friendships)</li> </ul>
	Physical Development	PE aims	<p><b>Athletics</b> Children will be able to run in different ways with confidence and control for a variety of purposes, for example slow and fast - jump in a range of ways, landing safely, for example using different foot patterns - throw underarm with some coordination and accuracy when aiming at a target. Children will be able to run with a basic technique over different distances - change speeds - develop their spatial awareness when running and control their movement.</p> <p><b>Y1 Acquiring and developing skills</b> Children will master basic movements including jumping, running, throwing and basic athletic skills.</p> <p><b>Selecting and applying skills, tactics and compositional ideas</b> Children will be able to vary their pace and speed when running. Children will be able to develop simple tactics.</p> <p><b>Knowledge and understanding of fitness and health</b> Children will be able to describe how the body feels before and after exercise. Children will be able to carry and place equipment safely.</p> <p><b>Evaluating and improving performance</b> Children will be able to compete against themselves to improve their personal best. <b>Vocabulary</b> Running, jumping, hopping, throwing, fast, slow. Sports Day</p>