



Topic overview – Reception / Year 1 (CYCLE B)

Summer 2		
	Topic name	Ocean Commotion
	Big question	Which sea creature would you like to be?
	Linked books	Sunk!, Rob Biddulph Meet the Oceans, Caryl Hart Ten Jolly Pirates, Emily Ford The Snail and the Whale, Julia Donaldson Tiddler, Julia Donaldson Commotion in the ocean Curious Questions and answers about the ocean
	Memorable experience	Pirate day – linked to book 'Pirates in Classroom 3'
	Outdoor learning	Forest Schools at Ab Kettleby Explore how shadows are formed. How can the wind move things? Seasonal changes How do objects move in water?
	Reading aims	Reception: Phonics – Essential Letters & Sounds Summer 2 (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	<u>Poetry: Ten Jolly Pirates:</u> <ul style="list-style-type: none"> Learn and act out the song, beginning to add expression and intonation Explore repeated refrains. <u>The Snail and the Whale:</u> <u>Recount:</u> Sequence story map/postcard <u>Descriptive writing</u> linked to Geography, places the whale swam to. <ul style="list-style-type: none"> 1st person Informal language Use adjectives <u>Fish</u> by Brendan Kearney <u>Persuasive writing</u> Create an environmental poster to protect sea creatures <ul style="list-style-type: none"> Arguments – points with supporting evidence or reasons Year 1: join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because) Reception: write simple phrases and sentences that can be read by others.
	Communication & Language	Speaking & listening aims
	Maths aims	YR1: Place Value within 100 – count from 50 to 100, tens to 100, partition into 10s and 1s, the number line to 100, 1 more and 1 less, compare numbers with the same number of 10s, compare numbers. Money – unitising, recognise coins, recognise notes, count in coins. Time – before and after, days of the week, months of the year, hours, minutes and seconds, tell the time to the hour, tell the time to the half hour. EYFS: Number bonds to 5, number bonds to 10, money, patterns, adding and subtracting to 10.
Understanding the world	The Natural World	Science aims
		Seasonal Changes (Summer) <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 Investigation: How does the weather change across the year? Compare the weather in summer to the weather in winter. Plants continued from Summer 1 Investigation: Wonder Wander – walk around asking questions about the world around them Light (Reception)



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			<ul style="list-style-type: none"> Explore shadows and rainbows Forces (Reception) <ul style="list-style-type: none"> Explore how the wind can move objects Explore how objects move in water
	People, Culture & Communities	Geography aims	- children will be able to name and locate the world's five oceans, building upon previous knowledge (KS1)
		RE aims	How should we care for the world and others? Why does it matter? Children are beginning to learn: <ul style="list-style-type: none"> to identify a story or text that says something about each person being unique and valuable to give an example of a key belief some people find in one of these stories (e.g. that God loves all people) to give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world to give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories to give examples of how Christians and Jews can show care for the natural earth to say why Christians and Jews might look after the natural world Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
	Past and present	History aims	Should we call Grace O'Malley a pirate? -Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
		Computing aims	Digital Literacy (E-Safety) To discuss ways to balance time spent online and offline. Skills Showcase To recognise that digital content can be represented in many forms. To design a rocket using a graphics editing programme. To sequence a set of instructions. To build a rocket. To test a design and record data.
Expressive Art & Design		DT aims	Children will learn to: <ul style="list-style-type: none"> -explain which tools they are using and why (technical knowledge) -explore and use mechanisms (levers, sliders) in their products (technical knowledge) -describe what they want to do using pictures and words (design) -plan an outcome through pictures with labels. (design) -explain what they are making (design) -select from and use a range of tools and equipment to perform practical tasks (for example, cutting, joining, shaping and finishing) (make) -make simple models (make) -arrange the pieces of the construction before building (make) -evaluate ideas and products against design criteria (evaluate) -use simple terms to talk about their own and others' work (evaluate) Underwater diorama (using levers and sliders) Fruit kebabs- cut food safely & describe the texture of food. (Cooking and nutrition)
		Art and design aims	3D Children will learn to: <ul style="list-style-type: none"> - add texture by using tools - make different kinds of shapes (thumb pots and models) - cut, roll and coil materials such as clay, dough and plasticine. Summer Craft – Kapow: salt painting -to experiment with painting using salt and colour mixing.
		Music aims	<u>Ocarina unit - part 2</u> – children will play tuned and untuned instruments musically with increasing accuracy, fluency, control and expression - children will experiment with, create, select, combine, improvise and compose sounds using the inter-related dimensions of music, and they will use musical notation. Focus this half term on composition, including performance and evaluation Key skills Recognise phrase lengths and know when to breathe Recall and remember short songs and sequences/patterns of sounds Begin to internalise and create rhythmic patterns Contribute to the creation of a class composition Create and choose sounds in response to a given stimulus Perform long and short sounds in response to symbols Choose sounds carefully and make improvements to their own and other's work



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	Personal, Social & Emotional Development	PSHE aims	Safety and the Changing Body Children will learn: <ul style="list-style-type: none"> - To know how to respond to adults in a safe and familiar context - To understand how to respond to adults in a range of situations - To understand what to do if you get lost - To know what an emergency is and how to make a phone call if needed - To begin to understand the difference between acceptable and unacceptable physical contact - To begin to understand what is safe to put into or onto our bodies - To understand that there are dangers at home and how these can be avoided
	Physical Development	PE aims	Athletics (6 weeks) (Games 2 weeks) EYFS 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. Y1 Children will master basic movements including jumping, running, throwing and basic athletic skills. Children will be able to vary their pace and speed when running Children will be able to develop simple tactics. Children will be able to describe how the body feels before and after exercise. Children will be able to carry and place equipment safely. Children will be able to compete against themselves to improve their personal best.