



Topic overview – Reception / Year 1 (CYCLE A)

Spring 1		
	Topic name	Wonderful Weather
	Big question	Why is weather wonderful?
	Linked books	Noah's Ark, Lucy Cousins Percy the park keeper, One Snowy Night Blown Away, Rob Biddulph Meet the Weather, Caryl Hart
	Memorable experience	Storytelling through drama.
	Outdoor learning	Forest School (sticks) <ul style="list-style-type: none"> - Read Stick Man story, find stick, identify own stick - Stick Man story – make own stick man, take stick for a walk - Build a shelter for your stick man - Sticks & leaves – leaf sewing, mosaics, amazing mazes - Sticks & Wool – wool weaving, letters, stars - Celebrate sticks – noughts & crosses, stick towers, drum sticks.
	Reading aims	Year 1: Phonics – ELS Phase 5. Read phonetically decodable books to build up fluency and confidence in word reading Reception: Phonics - ELS Phase 3. Read some letter groups that represent one sound (digraphs & trigraphs). Begin to read simple phrases and sentences, which include a few common exception words.
	Writing aims	Year 1: spell some Y1 HRSW and the days of the week. Join words and clauses with the conjunction 'and'. Use the prefix un- in their writing. Reception: begin to form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letters. -fact files on weather -weather report -weather surveys -weather diaries -poetry - stories -scientific writing (experiments) -story sequencing -news report
	Communication & Language	Speaking & listening aims
	Maths aims	Year 1: ask relevant questions to extend their understanding and knowledge Reception: Listen carefully to rhymes and songs. Connect one idea to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking. Explain how things work and why they might happen.
Understanding the World	The Natural World	Science aims
		<p>Seasonal Changes (Winter)</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 is the weather like in Winter?</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> • Name and describe animals that live in different habitats. • Describe different habitats • Explore animals in the surrounding environment • Explore animals in a contrasting natural environment • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). <p>Investigation focus / skill: investigate animal tracks.</p> <p>Light (Reception)</p> <ul style="list-style-type: none"> • Explore shadows and rainbows <p>Forces (Reception)</p> <ul style="list-style-type: none"> • Explore how to change how things work • Explore how the wind can move objects



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			<ul style="list-style-type: none"> Explore how objects move in water
	People, Culture & Communities	Geography aims	<p>Wonderful Weather - Fieldwork</p> <ul style="list-style-type: none"> - children will be able to identify seasonal and daily weather patterns in the UK and hot and cold areas of the world in relation to the Equator and the North and South Poles, building upon previous learning (KS1) - children will build upon their knowledge and understanding of the effect of changing seasons on the natural world around them. <p>EYFS</p> <p>Looking at weather asking and answering questions about the weather they experience and that is experienced by others. Keeping a weather chart and discussing what they see and feel.</p>
		RE aims	<p>Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> -give an example of how some Jewish people might remember God in different ways (mezuzah) -give examples of how Jewish people celebrate special times (Shabbat) -give examples of how the stories used in celebrations (Shabbat) remind Jews what God is like. -give an example of how some Jewish people might remember God in different ways (on Shabbat)
	Past and present	History aims	None in this topic
		Computing aims	<p>Digital Literacy (E-Safety)</p> <p>Safer Internet Day (February)</p> <p>Programming</p> <p>Year 1 Autumn 2</p> <p>Commands Unplugged (5 lessons)</p> <p>Explore commands through games.</p> <p>Design commands for others to follow.</p> <p>Explore the order and structure of instructions through play.</p> <p>Create ordered, precise instructions that complete a task.</p> <p>Fix instructions using logical thinkings</p>
	Expressive Art & Design	DT aims	<p>Design, make and evaluate a class boat.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -identify the key features of an existing product (design) -make observations about the features of objects (design) - build structures, exploring how they can be made stronger, stiffer and more stable (make) - select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics. (make) -make a structure/model using different materials. (make) -join textiles together (make) -identify success and next steps (evaluate) -change their strategy as needed (evaluate)
		Art and design aims	<p>Sculpture 3D</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -add texture by using tools -make different types of shapes -use printing techniques to share ideas. <p>Through famous artists:</p> <p>Knowledge</p> <p>Children will learn to question, respond and compare works of art on a theme 'weather' e.g Looking at Turner 'Snow storm', Hockney 'Rain' and 'Wind' Katsushika Hokusai 'Wind'</p> <p>Kapow Easter craft: Egg threading</p>
		Music aims	<p>Vivaldi's Four Seasons</p> <p>Bringing the rain on the Kapiti Plain by Verna Aardema</p> <ul style="list-style-type: none"> - musical accompaniment using instruments <p>EYFS – children will increasingly sing a range of well-known nursery rhymes and songs</p> <ul style="list-style-type: none"> - children will increasingly explore and engage in music making and dance, performing solo or in groups <p>Y1 – children will use their voices with increasing expression and creativity by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> - children will play tuned and untuned instruments with increasing musicality
	Personal, Social & Emotional Development	PSHE aims	<p>Economic Wellbeing</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - know that adults have jobs to help others and earn money - To identify the different job roles adults have in school - To identify and describe different jobs - To understand that there are people in the local community who help to keep us healthy - To understand that there are people in the local community who help to keep us safe



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	Physical Development	PE aims	<p>Gymnastics</p> <p>EYFS</p> <p>Children will be able to show good control and co-ordination in large and small movements.</p> <p>Children will be able to move confidently in a range of ways, safely negotiating space.</p> <p>Children will be able to handle equipment and tools effectively, including pencils for writing.</p> <p>Children will know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</p> <p>Children will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Year 1</p> <p>Acquiring and developing skills</p> <p>Children will be able to explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction.</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Children will be able to copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts.</p> <p>Knowledge and understanding of fitness and health</p> <p>Children will be able to know how to carry and place equipment recognise how their body feels when still and when exercising.</p> <p>Evaluating and improving performance</p> <p>Children will be able to watch, copy and describe what they and others have done.</p>
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