



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

		Summer 1
<b>Topic name</b>		<b>Hubble Bubble</b>
<b>Big question</b>		What would it be like to live in a castle?
<b>Linked books</b>		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.
<b>Memorable experience</b>		Visit to a Castle
<b>Outdoor learning</b>		Science objectives will be covered in outdoor learning.
<b>Reading aims</b>		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
<b>Writing aims</b>		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.
<b>Communication &amp; Language</b>	<b>Speaking &amp; listening aims</b>	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.
<b>Maths aims</b>		Year 1: multiplication, division, fractions, position & direction and place value to 100 Reception: one more, one less, subtraction, 'teen numbers' sharing, odd and even, doubling.
<b>Understanding the World</b>	<b>The Natural World</b>	<b>Science aims</b> 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. <b>Investigation:</b> What part of a vegetable can you eat?
	<b>People, Culture &amp; Communities</b>	<b>Geography aims</b> Whilst discussing our Kings and Queens of England: - children will 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 (KS1) (positioning & settlements of castles)
		<b>RE aims</b> <b>What places are special and why? F5</b> Children are beginning to learn: <ul style="list-style-type: none"> <li>to talk about somewhere that is special to themselves, saying why</li> <li>to recognise that some religious people have places which have special meaning for them</li> <li>to talk about the things that are special and valued in a place of worship</li> <li>to begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> <li>to get to know and use appropriate</li> </ul>



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			<p>words to talk about their thoughts and feelings when visiting a church</p> <ul style="list-style-type: none"> <li>Express a personal response to the natural world</li> </ul>
	Past and present	History aims	<ul style="list-style-type: none"> <li>children will start to consolidate their understanding of Queen Elizabeth II and her importance in society, and the legacy that is continued by King Charles III</li> <li>children will begin to understand significant events in the Queen's rule e.g. her coronation and jubilee and discuss their experience of King Charles III's coronation celebrations.</li> <li>children will begin to recognise that we have had other kings and queens in our history too</li> <li>children will begin to understand the similarities and differences between things in the past and now through settings, characters and events encountered in books and story telling.</li> </ul>
		Computing aims	<p><b>Digital Literacy (E-Safety)</b> Children will learn how to communicate online safely.</p> <p><b>Creating Media</b> Year 1 Summer 1 <i>Digital Imagery (5 lessons)</i> 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"> <li>-plan how to best approach a task (design)</li> <li>-think of some ideas of their own (design)</li> <li>-generate, develop, model and communicate their ideas through talking and drawing. (design)</li> <li>-explain what they are making (make)</li> <li>-select from a range of construction materials (make)</li> <li>Design and make a model castle (using lego or junk)</li> </ul>
		Art and design aims	<p><b>Painting</b> (portraits of ourselves/ the King) Children will learn to:</p> <ul style="list-style-type: none"> <li>- communicate something about themselves in their painting.</li> <li>- create lines of different shapes and thickness.</li> <li>- paint a picture of something they can see.</li> </ul> <p>Through famous artist: Paul Klee- (create a cityscape/castle)</p>
		Music aims	<p>Learning of National Anthem Exploration of medieval music that would have been played in castles – how would children describe it and what do they think of it? KS1 – children will use their voices expressively and creatively by singing songs and speaking chants and rhymes 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><b>Health and Wellbeing</b> <b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>- To describe and understand their feelings; To develop simple strategies for managing them</li> <li>- To explore different coping strategies to help regulate our emotions; To identify our own feelings;</li> <li>To consider the reasons behind our emotions</li> <li>-To learn about the importance of exercise.</li> <li>- To explore how exercise affects different parts of the body</li> <li>-To understand the benefits of physical activity and rest</li> <li>-To learn how yoga can help our bodies to stretch, relax and stay healthy;</li> <li>-To explore guided meditation and relaxation</li> <li>-To know how to relax in different ways</li> </ul>
Physical Development		PE aims	<p><b>Continuation of cricket skills with coach</b> <b>Dance (3 weeks) with Class Teacher</b> Children will be able to choose appropriate movements for different dance ideas and repeat short dance phrases. Explore movement ideas and respond imaginatively to a range of stimuli safely in their own and general space, using changes of speed, level and direction.</p> <p><b>Mini Tennis (4 weeks)</b> Children will be able to focus on throwing and catching. 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. Children will be able to send an object with increased confidence using a hand or bat. Children will play running and avoiding games. Children will be able to pass and receive a ball in different ways with control and increased accuracy.</p>



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			Children will be able to perform fielding techniques with increased control and co-ordination.
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