



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

			Autumn 2
<b>Topic name</b>		<b>Once Upon a Time</b>	
<b>Big question</b>		Which character would you be and why?	
<b>Linked books</b>		The Gingerbread Man The 3 Little Pigs Nativity Story	
<b>Memorable experience</b>		Pantomime and The Nativity Performance	
<b>Outdoor learning</b>		Forest School – This may include: - We're Going on a Bear Hunt - Fairy ladders/Christmas trees.	
<b>Reading aims</b>		Genre: Traditional tales. The Gingerbread Man The 3 Little Pigs Nativity Story <u>Reading:</u> Year 1: Phonics – ELS Phase 5a. Read unfamiliar words by blending sounds together. Read some common exception words. Reception: Phonics - ELS Phase 3. Blend sounds into words to read short words. Begin to read a few common exception words.	
<b>Writing aims</b>		Year 1: Saying out loud what they are going to write about. Compose a sentence orally before writing it. Begin to write more than one sentence. Reread what they have written to check it makes sense. Use spaces between words. Creating story maps, writing labels and captions. Begin to recount events. Punctuation and Grammar: Identify nouns, adjectives and verbs. Introduce conjunction 'and' Introduce question and exclamation marks. Reception: begin to spell words by identifying the sounds and then writing the sounds with letters. Begin to form lower-case correctly. Handwriting: Follow Nelson Year 1: Robot arm letters, zigzag letters, capital letters and numbers in words EYFS: Letter formation following ELS	
<b>Communication &amp; Language</b>	<b>Speaking &amp; listening aims</b>	Year 1: Explain their understanding of what is read to them. Reception: Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Ask questions to find out more and check understanding. Articulate ideas and thoughts in well-formed sentences.	
<b>Maths aims</b>		Year 1: Addition and Subtraction within 10: find a part, subtraction, the eight facts (fact families), take away by crossing out, subtraction on a number line, add or subtract 1 or 2. 2D and 3D shapes: recognise and name 3D shapes, sort 3D shapes, recognise and name 2D shapes, sort 2D shapes, patterns with 2D and 3D shapes. Place value within 20: Understand 20, 1 more and 1 less, the number line to 20, estimate on a number line, compare numbers to 20, order numbers to 20. Reception: 2D shapes. Numbers 3-5. Ordering numbers. More and less, Number bonds to 5.	
<b>Understanding the World</b>	<b>The Natural World</b>	<b>Science aims</b>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Explore a range of materials including natural materials.</li> <li>• Make objects from different materials, including natural materials.</li> <li>• Observe, measure and record how materials change when heated and cooled.</li> <li>• Compare how materials change over time and in different conditions.</li> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple properties of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Investigations:</b> test materials and their usefulness for predetermined purposes (e.g.a waterproof wrapper for the gingerbread man / the best material for a house for the 3 little pigs).</p>
	<b>People, Culture &amp; Communities</b>	<b>Geography aims</b>	When using the journeys of the Gingerbread Man: - children will begin to use world maps, atlases and globes (KS1) - children will begin to understand geographical similarities and differences through studying the human and physical geography of the UK and a contrasting non-European country (China) (KS1) - children will begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - children will begin to recognise some similarities and differences between life in this country and life in other countries.



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	Past and present	RE aims	<p>- children will begin to recognise some environments that are different to the one in which they live. (EYFS)</p> <p><b>Why is Christmas special for Christians?</b> Children are beginning to learn: - to talk about people who are special to them - to say what makes their family and friends special to them - to recall simply what happens at a traditional Christian festival (Christmas) - to begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus - to retell religious stories, making connections with personal experiences.</p>
		History aims	None in this topic
		Computing aims	<p><b>Digital Literacy (E-Safety)</b> To identify how people's feelings and emotions can be affected by online content. <b>Computing Systems &amp; Networks</b> Learning what a keyboard is and how to locate relevant keys. Learning to log in and out. Learning what a mouse is and developing control when using a mouse. Developing basic mouse skills, including moving and clicking, and using an online paint tool. Further developing mouse skills, to include the ability to click and drag.</p>
Expressive Art & Design		DT aims	<p>-plan how to best approach a task (design) -use their senses to explore and describe objects. (design) -use tools safely (make) -express preferences when choosing the materials (decorations) (make) - identify success (evaluate) -use simple terms to evaluate their own and others' work (evaluate) - know about basic hygiene and safety (cooking &amp; nutrition) Make and decorate ginger bread.(Food and Nutrition)</p>
		Art and design aims	<p><b>Drawing</b> Children will learn to: -communicate something about themselves in their drawing -create moods in their drawings -draw lines of different shapes and thickness -draw objects from memory and imagination. <b>Kapow Year 1 Unit 1 'Make your mark'</b> Artists Bridget Riley &amp; Zaria Forman <b>Kapow Winter craft:</b> Threaded snowflakes.</p>
		Music aims	<p>Exploring pitch through a chosen song (one that tells a story) Singing Christmas songs for a performance (nativity themed) EYFS – - children will begin to perform songs, rhymes, poems and stories with others and try to move in time with music (Nativity songs) Y1 – children will begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes (Nativity songs)</p>
Personal, Social & Emotional Development		PSHE aims	<p><b>Citizenship</b> Children will learn to: - To understand why we have rules - To begin to understand the importance of rules - To understand the importance of persistence in the face of challenges. - To develop confidence in their own ability to solve problems - To work together as a group to overcome challenges. - To communicate effectively with others -To learn and practise 'grounding' coping strategies</p> <p><b>Anti-Bullying week –</b> PSHE lesson this week will follow the resources from the Anti-bullying Alliance - to identify what bullying could be - stand up for themselves by expressing their opinion</p>
Physical Development		PE aims	<p><b>Multi sports- Games (x 4 weeks) Tri -Golf (x 4 weeks)</b> EYFS Children will becoming confident with: Children will develop travelling skills-running, hopping, skipping Sending skills-rolling, kicking, throwing Y1 Children will be able to perform fundamental skills with confidence and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills. Children will be able to create and link simple combinations of 2 or 3 actions in ways that suit the physical activity.</p>



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