



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

Autumn 1		
	Topic name	Superheroes
	Big question	What does it mean to be super?
	Linked books	Supertato, Sue Hendra My Mum is a Supermum, Angela McAllister Super Daisy, Nick Sharratt
	Memorable experience	Superhero day
	Outdoor learning	Forest School, exploring the change from Summer to Autumn at Ab Kettleby School
	Reading aims	Year 1: ELS Phase 5 – revision of previously taught GPCs, 2 new GPCs and 16 new HRS words Reception: ELS Phase 2 – oral blending, sounding out and blending with 23 new GPCs (grapheme-phoneme correspondences), 12 new HRSW (harder to read and spell words)
	Writing aims	Year 1: Form most lower case letters correctly. Say out loud what they are going to write about. Write labels. Create story maps. Write single sentences using capital letters and full stops. Write short story narratives. Write descriptions. Write single sentences using capital letters and full stops. Write plurals using the suffixes -s and -es. Introduce: nouns, verbs & adjectives.  Reception: hold a pencil effectively (using a tripod grip). Begin to write some letters (e.g. for their name).
	Communication & Language	Speaking & listening aims
	Maths aims	Year 1: participate in discussions, take turns to listen to others. Reception: Understand how to listen carefully and why listening is important. Develop social phrases. Engage in story times. Learn new vocabulary & use it throughout the day/week.
	Maths aims	<b>Year 1:</b> Place value within 10: sort objects, count objects, represent objects, recognise numbers as words, count on from any number, 1 more, 1 less, count backwards within 10, compare groups, fewer, more, same, less than, greater than, equal to, compare numbers, order numbers, the number line. Addition & subtraction within 10: parts and wholes, part-whole model, write number sentences, fact families, number bonds within 10, number bonds to 10, systematic number bonds. <b>Reception:</b> baseline, counting rhymes, numbers 1, 2 & 3, comparing, sorting, matching, AB patterns, 2d shape: circle, triangle(see EYFS LTP)
Understanding the World	The Natural World	<b>Science aims</b> <b>Seasonal Changes (Autumn)</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> <b>Investigation:</b> What happens to plants (including trees) in Autumn? <b>Making observations</b> <b>Animals, including humans</b> <ul style="list-style-type: none"> <li>Describe people who are familiar to them</li> <li>Learn about how to take care of themselves</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <b>Investigation:</b> What senses do we use when we taste food? <b>Recording and presenting evidence</b> <b>Sound (Reception)</b> <ul style="list-style-type: none"> <li>Listen to sounds outside and identify the source</li> <li>Make sounds</li> </ul>



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	People, Culture & Communities	Geography aims	<ul style="list-style-type: none"> <li>- children will begin to be able to use basic geographical vocabulary to refer to key physical and human features.</li> <li>- children will begin to be able to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>- children will begin to be able to use aerial photographs to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key.</li> <li>- children will begin to draw information from a simple map.</li> </ul> <p><b>Looking at the local area, its natural and manmade features saying what they like/don't like about their locality. Using words and pictures to name key features, whilst asking and answering questions about the locality. Begin to understand maps by looking at maps of classroom Knowing their own address and finding this on Google maps.</b></p>
		RE aims	<p><b><u>What does it mean to belong to a faith community?</u></b></p> <p>Children are beginning to learn:</p> <ul style="list-style-type: none"> <li>-to recognise that loving others is important in lots of communities</li> <li>- to say simply what Jesus and one other religious leader taught about loving other people</li> <li>- to give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li> <li>- to identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</li> <li>- to give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</li> <li>- to talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</li> </ul>
	Past and present	History aims	Geography focus
		Computing aims	<p>Digital Literacy (E-Safety)</p> <ul style="list-style-type: none"> <li>• – To recognise what the internet is and how to use it safely</li> </ul>
	Expressive Art & Design	DT aims	<p><u>Superheroes – Textiles</u></p> <p><b>Design and make a superhero cape.</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>-explain their ideas orally (design)</li> <li>- select appropriate resources and tools (design)</li> <li>-describe what they want to do using pictures and words (design)</li> <li>-make lists of materials they will need (design)</li> <li>-select appropriate resources and tools (make)</li> <li>-cut materials using scissors (make)</li> <li>-use tools safely (scissors, glue gun) (make)</li> <li>-join two materials together, often with glue (make)</li> </ul> <p>Say what they like and dislike about a product / design (Evaluate)</p> <p>Identify if a product works or not (Evaluate)</p> <p>Identify the materials a design / product is made from (Evaluate)</p>
		Art and design aims	<p><b><u>Painting &amp; mixed media (continuous provision)</u></b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>-experiment with mixing a wide range of colours</li> <li>-name the primary colours</li> <li>-apply paint in different ways (e.g. flick painting, potato printing)</li> <li>-choose to use thick and thin brushes as appropriate</li> </ul> <p><b><u>Painting &amp; mixed media</u></b></p> <p><b>Kapow</b> Unit 1 'Paint my world'</p> <p>Artist Megan Coyle (white American/ Modern day)</p> <p><b>Kapow</b> Autumn craft: Autumn wreath</p> <p>Artist Mondrian linked to primary colours (Dutch/Historical/white male)</p>



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			Assessment: HB pencil self portrait
		Music aims	<p>Charanga Unit- My Musical Heartbeat</p> <p>EYFS: Children will begin to sing a range of well-known nursery rhymes and songs. EYFS: Children will begin to explore performance by singing songs and nursery rhymes as a class.</p> <p>National Curriculum objectives (Y1): Children will listen to with concentration and understanding to a range of high-quality music and nursery rhymes. Children will begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>
	Personal, Social & Emotional Development	PSHE aims	<p><b>Family and Relationships</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>-name and describe different members of their families (EYFS: Building Relationships, Special Relationships: Lesson 1 – My Family)</li> <li>-understand that families look after us</li> <li>-To know some words to describe people who are related</li> <li>-know that some information about me and my family is personal (Kapow Year 1, Lesson 1: What is family?)</li> <li>-To see themselves as a valuable individual.</li> <li>-To understand that it is ok to like different things. (EYFS: Building Relationships, Special Relationships: Lesson 4 – I am Unique)</li> <li>-To see themselves as valuable individuals.</li> <li>-To share their interests with the group (EYFS: Building Relationships, Special Relationships: Lesson 5 – My Interests)</li> <li>-To explore diversity through thinking about similarities and differences (EYFS: Building Relationships, Special Relationships: Lesson 6 – Similarities and Differences)</li> <li>-To begin to understand what is meant by a stereotype (Year 1: Lesson 7 – Gender Stereotypes)</li> </ul>
	Physical Development	PE aims	<p>Physical literacy (4 weeks) and Balance bike ability (3 weeks)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- balance on both feet</li> <li>- able travel in different ways</li> <li>- use equipment in different ways</li> <li>- pass objects from hand to hand/foot to foot</li> <li>pick up objects of different sizes</li> </ul> <p>Football (3 weeks) Children will be able to perform fundamental movement skills at a developing level in:</p> <ul style="list-style-type: none"> <li>-Travelling skills</li> <li>-Sending skills.</li> <li>-Receiving skills.</li> </ul> <p>digital cameras, video recorders to record and evaluate performance Videos of professional teams, training videos, to improve understanding of team play and tactics.</p>