



Topic overview – Reception / Year 1 (CYCLE B)

		Summer 1
	Topic name	Beats and Boogies
	Big question	How does music make you feel?
	Linked books	The Whales on the Bus, Katrina Charman Giraffes Can't Dance, Giles Andreae Carnival of the Animals, Jack Prelutsky The Story Orchestra - Four Seasons in One Day, Jessica Courtney-Tickle The Happy Hedgehog Band by Jill Barton & Martin Waddell Doing the animal bop by Jan Ormerod & Lindsey Gardiner
	Memorable experience	
	Outdoor learning	Countryside walk Music in nature (birdsong, using natural materials to make music) Rain dance.
	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 4. Read and understand simple sentences. Read some common irregular words.
	Writing aims	The Whales on the Bus – writing nursery rhymes/poetry. Year 1: Perform poetry, including using voice and actions. Play around with words to make silly rhymes and funny sentences. Use simple repeating patterns. Reception: Perform poetry, including using actions. Recreate shared experiences of creating funny rhymes and silly sentences. Giraffes Can't Dance Familiarise with story and create story map. Identify beginning, middle and end. Year 1: Sequence story. Use the suffix -ed for past tense. Join sentences using and, but, then, so and because Reception: Story writing. Sequence story. Begin to write phonetically decodable sentences with capital letters and full stops. Year 1: Poster/advert for Giraffe's disco. Think about how a poster can persuade someone to do something. Discuss features of an effective poster.
	Communication & Language	Speaking & listening aims
		Re-tell a familiar story. Learn rhymes, poems and songs. Perform poetry/nursery rhymes using actions and voice. Listen to classical music (Carnival of the Animals, Four Seasons in One Day) and consider how it makes them feel.
	Maths aims	<u>Year 1</u> Fractions (2 weeks): Recognise a half of an object or shape. Find a half of an object or shape. Recognise a half of a quantity. Find a half of a quantity. Recognise a quarter of an object or shape. Find a quarter of an object or shape. Recognise a quarter of a quantity. Find a quarter of a quantity. Geometry – Position & Direction (1 week): Describe turns. Describe position, left and right, forwards and backwards, above and below. Ordinal numbers. Place Value to 100 (1 week): count from 50 to 100. Tens to 100. Partition into tens and ones. <u>EYFS</u> Teen numbers. Sharing. Odd and even. Positional language. Doubles.



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Understanding the World	The Natural World	Science aims	<p>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.</p> <p>Sound (Reception)</p> <ul style="list-style-type: none"> Listen to sounds outside and identify the source Make sounds
	People, Culture & Communities	Geography aims	<p>Exploring music from around the world finding out about the locations of the various countries</p> <ul style="list-style-type: none"> children will build on previous knowledge to be able to name and locate the world's seven continents (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. children will begin to recognise some environments that are different to the one in which they live. (EYFS)
		RE aims	<p><u>Who do Christians say made the world?</u> Children are beginning to learn: - to retell the story of creation from Genesis 1:1–2.3 simply. - to recognise that 'Creation' is the beginning of the 'big story' of the Bible. -to say what the story tells Christians about God, Creation and the world. -to give at least one example of what Christians do to say thank you to God for the Creation. -Think, talk and ask questions about living in an amazing world.</p>
	Past and present	History aims	No History in this topic.
		Computing aims	<p>Digital Literacy (E-Safety) To recognise the importance of being careful when posting and sharing online. (Year 1, Lesson 4 – Posting and sharing online)</p> <p>Data Handling - Introduction to Data Represent data in different ways. Use technology to represent data. Collect and record data. Sort data. Design an invention to gather data.</p>
	Expressive Art & Design	DT aims	<p>Structures: Design and create a musical instrument Children will learn to:</p> <ul style="list-style-type: none"> make observations about the features of objects (design) use their senses (hearing) to explore and describe objects (design) describe what they want to do using pictures and words (design) use tools to manipulate materials (make) express preference when choosing materials (make) identify success (evaluate) describe the materials using different words (evaluate) use simple terms to talk about their own and others' work (evaluate) explore and evaluate a range of existing products (evaluate) describe how their product works (evaluate)
Art and design aims		<p>Painting Children will learn to:</p> <ul style="list-style-type: none"> Paint pictures using skills taught so far, using different brushes, colour mixing <p>Knowledge:</p> <ul style="list-style-type: none"> Children will learn to express opinions and respond to music through art e.g Rock music: painting 	



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			<ul style="list-style-type: none"> • Classical: chalk or pastels • Jazz: charcoal
		Music aims	<p>-</p> <p>Performing with instruments (chance to consolidate learning from Autumn 1 on rhythm/pulse – linked to topic theme) Easter songs</p> <p>ELGs – explore and engage in music making and dance, performing solo or in groups. – perform songs, rhymes, poems and stories with others, and try to move in time with music (when appropriate).</p> <p>KS1 – use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically</p>
	Personal, Social & Emotional Development	PSHE aims	<p><u>Health and Wellbeing</u> Children will learn to:</p> <ul style="list-style-type: none"> - To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene; To know and discuss the factors that support their overall health and well-being - To understand what it means to be a safe pedestrian - To understand what it means to eat healthily - To understand the importance of healthy food choices; to explore what it means to have a balanced diet - begin to understand how germs are spread and how we can stop them spreading - To begin to understand the risks associated with the sun - To begin to understand allergies
	Physical Development	PE aims	<p>Mini Tennis</p> <p>EYFS Demonstrate increasing control over objects. Move confidently. Use safety measures without direct supervision.</p> <p>Y1 Acquiring and developing skills Children will be able to focus on throwing and catching. Children will play games based on net games. Children will be able to send an object with increased confidence using a hand or bat.</p> <p>Knowledge and understanding of fitness and health Children will be able to explain how practicing skills can help you feel warmer and why is it good to play and get out of breath.</p> <p>Evaluating and improving performance Children will be taught about how to give feedback to their peers Children will be able to watch others and describe what is happening.</p> <p>Vocabulary Net, bounce, ball, racket,</p>