



Topic overview – Reception / Year 1 (CYCLE B)

		Autumn 1
	Topic name	People Who Help Us
	Big question	Who helps us and how?
	Linked books	My Mum and Dad Make Me Laugh, Nick Sharratt Emergency! Awesome Engines, Margaret Mayo Ness the Nurse, Nick Sharratt People Need People, Benjamin Zephaniah Real Superheroes, Julia Seal
	Memorable experience	Variety of visitors if available: Nurse Firefighter Police Officer Optician Vet Dentist
	Outdoor learning	All about Autumn
	Reading aims	Reception: Essential Letters & Sounds Phase 2 – s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll Year 1: Essential Letters & Sounds Phase 5, alternative graphemes.
	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. Introduce: nouns, verbs & adjectives. Write plurals using the suffixes -s and -es. Reception: hold a pencil effectively (using a tripod grip). Begin to write some letters (e.g. for their name).
	Communication & Language	Speaking & listening 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.
	Maths aims Year 1: Place value within 10: sort objects, count objects, represent numbers, write numbers, count forwards, count backwards, compare numbers, the number line. Addition & Subtraction to 10: the part-whole model. Reception: All about numbers 1 and 2: introduce 0, counting the number, represent the number, recognise the number. Sorting by colour, shape, size and type. AB patterns.	
Understanding The World	The Natural World	Science aims Seasonal Changes (Autumn) - 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. Investigation: What happens to plants (including trees) in Autumn? Animals, including humans - Describe people who are familiar to them Learn about how to take care of themselves Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Investigation: What senses do we use when we taste food? Sound (Reception) • Listen to sounds outside and identify the source • Make sounds
		Geography aims Whilst looking at the local area: Year 1 - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas



Autumn 1

	People, Culture & Communities		<p>Reception - begin to draw information from a simple map.</p>
		RE aims	<p>Being special: where do we belong?</p> <ul style="list-style-type: none"> - to re-tell religious stories making connections with personal experiences - to share and record occasions when things have happened in their lives that made them feel special - to recall simply what happens at a traditional Christian infant baptism and dedication - to recall simply what happens when a baby is welcomed into a religion other than Christianity
	Past and present	History aims	<p>Children will develop an awareness of their own past, using common words and phrases relating to the passing of time.</p> <ul style="list-style-type: none"> - Children will begin to develop a sense of chronology by sequencing events in their own lives. - Children will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
		Computing aims	<p>Digital Literacy (E-Safety) – To recognise what the internet is and how to use it safely (Year 1, Lesson 1 – Using the internet safely)</p> <p>Programming 1</p> <p><i>All About Instructions (5 lessons)</i></p> <p>Following instructions as part of practical activities and games.</p> <p>Develop an understanding of giving simple instructions.</p> <p>Follow instructions.</p> <p>Learn to debug instructions when things go wrong.</p> <p>Predict the outcome of instructions (algorithms).</p>
Expressive Art & Design	DT aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> -explain their ideas orally (design) -select appropriate resources and tools (design) -describe what they want to do using pictures and words (design) -make lists of materials they will need (design) -select appropriate resources and tools (make) -cut materials using scissors (make) -use tools safely (scissors, glue gun) (make) -join two materials together, often with glue (make) <p><i>Kapow – Reception – Structures: Junk modelling (6 structured lessons)</i></p>	
	Art and design aims	<p>Drawing</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -draw using pencils and crayons -draw lines of different shapes and thickness -draw objects from memory and imagination. <p>Drawing</p> <p>Kapow EYFS Unit 1 'Marvellous marks'</p> <p>Kapow extension unit (if time allows): Artist Hanoch Piven (white male Israeli, modern day)</p> <p>Assessment: HB pencil self portrait</p>	



Autumn 1

		Music aims	<p>Charanga Freestyle Unit- Our World Nursery Rhymes. <i>Exploring rhythm and pulse</i> (repeating patterns)</p> <p>EYFS – children will begin to explore and engage in music making and dance, performing solo or in groups.</p> <p>Nursery rhymes & counting songs</p> <p>EYFS – children will begin to sing a range of well-known nursery rhymes and songs (expressive arts and design)</p> <p>Y1 – 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>Family and Relationships</p> <p>Children will learn to: Understand that all families are valuable and special</p>
	Physical Development	PE aims	<p>Physical Literacy (4 weeks) Balance Bikes (3 weeks) Football- (3 weeks)</p> <p>Physical Literacy</p> <p>EYFS Children will be able to balance on both feet Children will be able travel in different ways Children will be able to use equipment in different ways Children will be able to pass objects from hand to hand/foot to foot Children will be able to pick up objects of different sizes</p> <p>Y1 Children will be able to perform fundamental movement skills at a developing level in: Travelling skills. Sending skills. Receiving skills.</p>