



Topic overview – Reception / Year 1 (CYCLE B)

			Spring 2
Topic name		Into the Woods	
Big question		What can we see in the woods?	
Linked books		Owl Babies, Martin Waddell The Gruffalo, Julia Donaldson Goldilocks and the 3 bears (Nick Sharratt) Non-fiction books about owls and bears The Leaf Thief, Alice Hemming	
Memorable experience			
Outdoor learning		Maps (maths/geography) of school field Science objectives (see below)	
Reading aims		Reception: Phase 3 (ELS). Read some letter groups that represent one sound (digraphs & trigraphs). Read simple phrases and sentences, which include a few common exception words. Begin to re-read books independently. Year 1: Phase 5 (ELS), alternative spellings for previously taught sounds. Begin Guided reading for comprehension.	
Writing aims		<p>The Gruffalo: Familiarise with story and create story map. Identify beginning, middle and end.</p> <p>Year 1: Sequence story. Use the suffix -ed for past tense. Join sentences using and, but, then, so.</p> <p>Reception: Story writing. Sequence story. Begin to write phonetically decodable sentences with capital letters and full stops.</p> <p>Owl Babies: Owl non-fiction</p> <p>Identify fact & fiction, look at non-fiction books (contents, photos with labels, glossary). Write own non-fiction book about owls.</p> <p>EYFS – stringing words together to create sentences, beginning to use capital letters, full stops and finger spaces.</p> <p>Year 1 – Using exclamation marks, question marks and full stops. Joining sentences with and, but, because.</p>	
Communication & Language	Speaking & listening aims	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.	
Maths aims		<p>Year 1</p> <p>Measurement, length & height</p> <ul style="list-style-type: none"> • Compare lengths & heights • Measure length using objects • Measure length in centimetres <p>Measurement, mass & volume</p> <ul style="list-style-type: none"> • Heavier and lighter • Measure mass • Compare mass • Full and empty • Compare volume • Measure capacity • Compare capacity <p>EYFS</p> <p>Number 10</p> <ul style="list-style-type: none"> • Introduce with Numberblocks • Representations of number • Part-whole • One more, one less <p>Length & Height Capacity & Weight</p>	
Understanding	The Natural World	Science aims	<p>Seasonal Changes (Winter & Spring)</p> <ul style="list-style-type: none"> • 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. <p>Investigation: What baby animals do we see in the spring? Materials: patterns investigation</p>
			Sound (Reception)



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		<ul style="list-style-type: none"> Listen to sounds outside and identify the source <p>Make sounds</p>	
People, Culture & Communities	Geography aims	<ul style="list-style-type: none"> children will begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (KS1) children will develop their use of world maps, atlases and globes to identify continents. (KS1) children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos, building upon previous knowledge children will begin to recognise some similarities and differences between life in this country and life in other countries. children will be able to recognise some environments that are different to the one in which they live. (EYFS) <p>Looking at different bears from around the world and studying their environments.</p>	
	RE aims	<p>Why does Easter matter to Christians? Children are beginning to learn:</p> <ul style="list-style-type: none"> to recognise that Incarnation and Salvation are part of a 'big story' of the Bible. to tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). to recognise that Jesus gives instructions about how to behave. to give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <p>to think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas</p>	
	Past and present	History aims	In another topic
		Computing aims	<p>Improving Mouse Skills</p> <ul style="list-style-type: none"> Log in to a computer and access a website. Develop mouse skills. Use mouse skills to draw and edit shapes. Draw a scene from a story using digital tools. <p>Create a self-portrait using digital techniques.</p>
	Expressive Art & Design	DT aims	<p>Mechanisms: Making a moving story book Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. Clearly label drawings to show which parts of their design will move and in which direction. Make a picture, which meets the design criteria, with parts that move purposefully as planned. Evaluate the main strengths and weaknesses of their design and suggest alterations.</p>
Art and design aims		<p>Drawing Children will learn to:</p> <ul style="list-style-type: none"> Draw lines of different shapes and thickness. Draw objects from memory and imagination. <p>Through famous artists: - Picasso (Owl drawing) Sculpture & 3D Kapow Year 1 Unit 3 'Paper play' Artist Louise Bourgeois</p> <p>Assessment: daffodil drawing</p>	
Music aims		<p>Creating a sound story (Big Bear Funk)</p> <p>Ocarina unit - part 1 – children will play tuned and untuned instruments musically in solo and ensemble contexts with increasing accuracy, fluency, control and expression.</p> <p>Focus this half term on breathing technique, fingering notes correctly, producing quality sounds, then progress to diatonic scale (up and down) followed by songs from the scheme.</p>	



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			<p>Key skills</p> <p>Sing with a sense of awareness of pulse and control of rhythm</p> <p>Accompany a song by clapping or playing the pulse or rhythm</p> <p>Handle and play instruments with some control</p> <p>Create long and short sounds on instruments</p> <p>Perform together and follow instructions that combine the musical elements</p> <p>ELG – children will explore and engage in music making, performing solo or in groups.</p>
	Personal, Social & Emotional Development	PSHE aims	<p>Economic Well-being</p> <p>Enterprise challenge</p>
	Physical Development	PE aims	<p>Tag Rugby</p> <p>EYFS</p> <p>Children will move confidently in a range of ways and safely negotiate space.</p> <p>Children will successfully negotiate space when playing chase games and changing speed and direction.</p> <p>Children will show good control and coordination when forming large and small movements.</p> <p>Y1</p> <p>Acquiring and developing skills</p> <p>Children will be able to perform fundamental movement skills at a developing level in:</p> <ul style="list-style-type: none"> • Travelling skills. • Sending skills-passing <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Children will be able to apply a simple tactic in a 1V1 or 2V2 game.</p> <p>Children will be able to engage in simple competitive and cooperative activities.</p> <p>Mini Cricket</p> <p>EYFS</p> <p>Children will be able to control a medium size ball and will be introduced to basic throwing and catching.</p> <p>Children will be able to follow basic rules of games.</p> <p>Children will be able to move safely, and with confidence at different speeds, whilst handling equipment.</p> <p>Children will be able to throw accurately and confidently.</p> <p>Children will explore striking a ball with a bat.</p> <p>Year 1</p> <p>Acquiring and developing skills</p> <p>Children will be able to use basic underarm, rolling and hitting skills accurately.</p> <p>Children will be able to hit a ball in a variety of ways.</p> <p>Track, intercept, stop and catch balls and small equipment consistently.</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Children will be able to describe some basic rules, simple tactics and the way to score.</p> <p>Children will be able to show good awareness of space and the actions of others.</p> <p>Children will compete in small, sided games.</p>