



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

		Autumn 2	
<b>Topic name</b>		<b>Down on the Farm</b>	
<b>Big question</b>		What would you hear on a farm?	
<b>Linked books</b>		Noisy Farm Rod Campbell What the Ladybird Heard, Julia Donaldson Farmer Duck by martin Waddell & Helen Oxenbury Rosie's Walk by Pat Hutchins	
<b>Memorable experience</b>		Visit to Stonehurst Farm	
<b>Outdoor learning</b>		Winter walk	
<b>Reading aims</b>		Reception: Essential Letters & Sounds Phase 3 – j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa  Year 1: Essential Letters & Sounds Phase 5, alternative graphemes.	
<b>Writing aims</b>		Reception: Segment sounds in simple words and blend them together. Begin to write own name, labels and captions. Create story maps and sequence stories. Year 1: Read own writing aloud clearly for others to hear and discuss. Use spaces between words. Begin to use capital letters and full stops. Write in sentences, write recount of trip. Sequence stories. Recap nouns and verbs. Introduce adjectives.	
<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, including 'word' of the week. Ask questions to find out more and check understanding. Articulate ideas and thoughts in well-formed sentences.	
<b>Maths aims</b>		Year 1: Addition & Subtraction within 10, 2D & 3D Shape, Place Value within 20  Reception: Numbers to 5, positional language, 2D shape.	
<b>Understanding the World</b>	<b>The Natural World</b>	<b>Science aims</b> <ul style="list-style-type: none"> <li>Name and describe animals that live in different habitats.</li> <li>Describe different habitats</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul> <b>Investigation:</b> investigate animal tracks.	
	<b>People, Culture &amp; Communities</b>	<b>Geography aims</b>	<b>None in this topic</b>
		<b>RE aims</b>	<b>Why does Christmas matter to Christians?</b> - begin to give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. - to recognise that stories of Jesus' life come from the Gospels. - to give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. - to decide what they personally have to be thankful for at Christmas time.
	<b>Past and present</b>	<b>History aims</b>	-Children will learn about events beyond living memory that are significant nationally or globally and they will understand why events are commemorated through festivals or anniversaries. <b>Children will be taught about Guy Fawkes &amp; bonfire night and the significance of Guy Fawkes and these events on our lives today.</b>
		<b>Computing aims</b>	<b>Digital Literacy (E-Safety) :</b> To identify how people's feelings and emotions can be affected by online content. (Year 1, Lesson 2 – Online Emotions)



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			<p><b>Programming 2</b> <i>EYFS Summer 1 Programming Bee-Bots (5 lessons)</i></p> <p>Learn the meaning of directional arrows and follow a simple sequence of instructions.</p> <p>Experiment with programming a Bee-Bot, and tinker with the hardware.</p> <p>Learn how to give simple commands.</p> <p>Follow an algorithm and learn to debug instructions.</p> <p>Program a Bee-Bot and debug when needed.</p>
Expressive Art & Design		DT aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>-plan how to best approach a task (design)</li> <li>-use their senses to explore and describe objects. (design)</li> <li>-use tools safely (make)</li> <li>-express preferences when choosing the materials (decorations) (make)</li> <li>- identify success (evaluate)</li> <li>-use simple terms to evaluate their own and others' work (evaluate)</li> </ul> <p>know about basic hygiene and safety (cooking &amp; nutrition)</p> <p><a href="#">Make and decorate gingerbread.(Food and Nutrition)</a></p> <p><a href="#">Make the 3 pigs house (Structures)</a></p> <p><u><a href="#">Down on the Farm</a></u></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>-plan how to best approach a task (design)</li> <li>-use their senses to explore and describe objects. (design)</li> <li>-use tools safely (make)</li> <li>-express preferences when choosing the materials (ingredients) (make)</li> <li>- identify success (evaluate)</li> <li>-use simple terms to evaluate their own and others' work (evaluate)</li> <li>- know about basic hygiene and safety (cooking &amp; nutrition)</li> </ul> <p><a href="#">Make a hibernation box (Structures)</a></p>
		Art and design aims	<p><b>Drawing</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>-draw using pencils and crayons, begin to look at shading to create depth of colour.</li> </ul> <p><b><u>Painting &amp; mixed media</u></b></p> <p><b>Kapow</b> Year 1 Unit 2 'Colour splash' (Focus on primary &amp; secondary colours) Artists: <a href="#">Clarice Cliff &amp; Jasper Johns</a></p>
		Music aims	<p>Music to be taught through Nativity (BOTH CYCLES)</p> <p>Objectives met:</p>



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			<p>Exploring pitch through a chosen song (one that tells a story)</p> <p>Singing Christmas songs for a performance (nativity themed)</p> <p>EYFS – - children will begin to perform songs, rhymes, poems and stories with others and try to move in time with music (Nativity songs)</p> <p>Y1 – children will begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes (Nativity songs)</p>
	<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>PSHE aims</b></p>	<p><b>Citizenship Children will learn to:</b></p> <ul style="list-style-type: none"> <li>-To understand that animals have different needs and how to care for them (Year 1: Lesson 2 – Caring for others: Animals)</li> <li>- To begin to understand the needs of babies and young children (Year 1: Lesson 3 – The Needs of Others)</li> <li>-To begin to recognise ways in which we are both the same as and different from other people (Year 1: Lesson 4 – Similar, yet different)</li> <li>- To understand the range of groups that people belong to (Year 1: Lesson 5 – Belonging)</li> <li>- To begin to understand how democracy works (Year 1: Lesson 5 – Democratic Decisions)</li> </ul> <p><b>Anti-Bullying week - PSHE lesson this week will follow the resources from the Anti-bullying Alliance.</b></p>
	<p><b>Physical Development</b></p>	<p><b>PE aims</b></p>	<p>Multi sports – games (4 weeks)</p> <p>EYFS Children will becoming confident with: Children will develop travelling skills-running, hopping, skipping Sending skills-rolling, kicking, throwing</p> <p>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.</p> <p>Children will be able to create and link simple combinations of 2 or 3 actions in ways that suit the physical activity.</p> <p>Acquiring and developing skills Children will be confident and safe in the spaces used to play games explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Tri-golf (4 weeks)</p>