



Topic overview – Reception / Year 1 (CYCLE B)

		Spring 1
Topic name		To Infinity & Beyond
Big question		How have toys changed over time?
Linked books		In the Middle of the Night, Poems from a Wide-Awake House, Laura Purdie Salas Kipper's Toybox, Mick Inkpen Naughty Bus, Jan & Jerry Oke Lost in the Toy Museum, David Lucas Toys in Space, Mini Grey
Memorable experience		Space Day
Outdoor learning Forest Schools		Exploring winter. Exploring our senses outside.
Reading aims		Year 1: Phonics – Essential Letter & Sounds Spring 1 – Phase 5 alternative graphemes. Read phonically decodable books to build up fluency and confidence in word reading. Reception: Phonics – Essential Letters & Sounds Spring 1, Phase 3. Read some letter groups that represent one sound (digraphs & trigraphs). Begin to read simple phrases and sentences, which include a few common exception words.
Writing aims		Kippers Toybox: Act out story, answer comprehension questions. Story map & innovate own version of story with own characters. Write sentences with nouns, adjectives and verbs. Edit own writing with support. <i>EYFS – sequence story, make lost poster for sock thing.</i> Toys in Space: Use conjunctions to make predictions about the story. Use expanded noun phrases to make a found poster. <i>EYFS – write speech bubbles for a variety of the toys.</i> The Naughty Bus: Identify key parts of the story. Sequence story and write about story to including nouns and verbs.
Communication & Language	Speaking & listening aims	Reception: Listen carefully to rhymes and songs. Connect one idea to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking. Explain how things work and why they might happen.
Maths aims		YR1: Addition and Subtraction within 20 – add by counting on, add using number bonds, doubles, subtract by counting back, subtract by finding the difference, related number facts, missing number problems. Place Value within 50 – count from 20 to 50, 20, 30, 40 and 50, count by making groups of ten, tens and ones, partition into tens and ones, the number line to 50, estimating on a number line, 1 more, 1 less. Length & height. EYFS: numbers to 8, compare numbers, number bonds, number facts, length & money.
Understanding the World	The Natural World	Science aims Materials <ul style="list-style-type: none"> Explore a range of materials including natural materials Make objects from different materials, including natural materials Observe, measure and record how materials change when heated and cooled Compare how materials change over time and in different conditions Distinguish between an object and the material from which it is made. (Continued in Spring 2) Forces (Reception) <ul style="list-style-type: none"> Explore how to change how things work Earth and Space (Reception) - link to Toys in Space book <ul style="list-style-type: none"> Learn about the Earth, Sun, Moon, planets and stars Learn about space travel



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People, Culture & Communities	Geography aims	None in this topic.
	RE aims	<p>Who is Jewish and how do they live? (1.7)</p> <ul style="list-style-type: none"> - to give an example of how some Jewish people might remember God in different ways (mezuzah) - to re-tell simply some stories used in Jewish celebrations (Chanukah) - to give examples of how the stories used in celebrations - (Chanukah) remind Jews about what God is like. - Give examples of how Jewish people celebrate special times – Chanukah - to make links between Jewish ideas of God found in the stories and how people live
	Past and present	<ul style="list-style-type: none"> - Children will continue to develop an awareness of the past, using common words and phrases relating to the passing of time. - Children will explore toys from within and beyond living memory and establish differences (including asking and answering questions about what they explore). - Children will learn about toys from the past and compare them to their toys now.
	Computing aims	<p>Digital Literacy (E-Safety) Safer Internet Day (February)</p> <p>Computing Systems & Networks <i>Exploring Hardware (5 lessons)</i> Explore and tinker with hardware. Identify where technology is used in familiar places. Operate a basic camera to take photos of their independent play. Take photographs of their discoveries on a walk around the school grounds. Taking selfie photographs.</p>
Expressive Art & Design	DT aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> -explore and use mechanisms (wheels) in their products (technical knowledge) -make a product that moves (technical knowledge) -say why they have chosen moving parts (technical knowledge) -know how some moving objects work. (design) -think of some ideas of their own (design) -design purposeful, functional and appealing products based on design criteria (design) -explain what they are making (make) -identify success and next steps (evaluate) -change their strategy as needed (evaluate) <p>Design and make a puppet (Textiles) Children will learn to:</p> <ul style="list-style-type: none"> - Join fabrics together using pins, staples or glue. - Design a puppet and use a template. - Join their two puppets' faces together as one. - Decorate a puppet to match their design.
	Art and design aims	<p>Painting Children will learn to:</p> <ul style="list-style-type: none"> -create moods in their paintings -experiment with mixing a wide range of colours <p>Craft & Designers Kapow Unit 4 'Woven wonders' Artist Cecelia Vicuna Kapow Spring craft: Suncatchers</p>
	Music aims	<p>Vivaldi's <i>Four Seasons</i> Bringing the rain on the Kapiti Plain by Verna Aardema - musical accompaniment using instruments</p> <p>EYFS – children will increasingly sing a range of well-known nursery rhymes and songs - children will increasingly explore and engage in music making and dance, performing solo or in groups</p> <p>Y1 – children will use their voices with increasing expression and creativity by singing songs and speaking chants and rhymes - children will play tuned and untuned instruments with increasing musicality Charanga Unit- Exploring sounds (Year 1 Unit 3)</p>
Personal, Social & Emotional Development	PSHE aims	<p>Economic Wellbeing Children will learn to:</p> <ul style="list-style-type: none"> - To discover what money is and how it helps us - To consider ways to keep coins safe - To recognise the purpose of banks and building societies - To begin to understand the differences between spending and saving money



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Physical Development	PE aims	<p>Gymnastics</p> <p>EYFS</p> <p>Children will be able to show good control and co-ordination in large and small movements.</p> <p>Children will be able to move confidently in a range of ways, safely negotiating space.</p> <p>Children will be able to handle equipment and tools effectively, including pencils for writing.</p> <p>Children will know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep physically and mentally healthy and safe.</p> <p>Children will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Year 1</p> <p>Acquiring and developing skills</p> <p>Children will be able to explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction.</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Children will be able to copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts.</p> <p>Knowledge and understanding of fitness and health</p> <p>Children will be able to know how to carry and place equipment recognise how their body feels when still and when exercising.</p> <p>Evaluating and improving performance</p> <p>Children will be able to watch, copy and describe what they and others have done.</p>
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