



Topic overview – Reception / Year 1 (Summer 2)

Topic name		Wilderness Explorers
Big question		What would you find on a nature safari?
Linked books		The Very Hungry Caterpillar, Eric Carle The Wilderness by Steve McCarthy Jack and the Incredibly Mean Stalk, Gemma Cary Benjamin Zephaniah's Nature Trail The Very Lazy Ladybird Wilderness survival guide for kids
Memorable experience		Wilderness Explorer badges and camp out
Outdoor learning		Den building
Reading aims		Year 1: Essential Letters & Sounds, Year 1 Summer 2, Phase 5 alternatives. Read phonetically decodable books to build up fluency and confidence in word reading. Make inferences on the basis of what is being said and done. Phonics Screening Check (w/b 12 th June) Reception: Essential Letters & Sounds, Reception Summer 2, Introduction to Phase 5. Read aloud simple sentences and books consistent with their phonic knowledge (including some exception words). Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.
Writing aims		(All) The Very Hungry Caterpillar -story sequence -spelling days of the week Constructing sentences and writing an alternative version (Reception) Fairy tales – linked to Jack and the Mean Stalk - Sequence the story - Write phonetically plausible words - Construct simple sentences with capital letters, full stops and finger spaces. (Year 1) Alternative Fairy Tales – linked to Jack and the Mean stalk - Describe characters - Describe setting - Awareness of speech - Plan own alternative tale Use conjunctions; and, but, because (All) Descriptive Poetry – linked to Benjamin Zephaniah's Nature Trail - Plurals - Adjectives, nouns - Suffixes '-ing', '-er' (year 1) - Perform poetry (All) Non-fiction writing information posters about survival in the wilderness and fact – files about minibeast
Communication & Language	Speaking & listening aims	Year 1: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use 'word of the week'. Reception: offer explanations for why things happen, using recently introduced vocabulary when appropriate. Express ideas in full sentences, using past, present and future tenses and make use of conjunctions. Use 'word of the week'.
Maths aims		Year 1: continue to develop fluency in addition and subtraction facts within 20, time, money. Reception: counting beyond 20, noticing patterns in 10s, sharing fairly, capacity, symmetry/reflections.



Summer 2

Understanding the World	The Natural World	Science aims	<p>Seasonal Changes (Summer)</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>Animals: identify and name different types of animals, understand similarities and differences</p> <p>Investigation: How does the weather change across the year? Compare the weather in summer to the weather in winter.</p> <p>Investigation: Wonder Wander – walk around asking questions about the world around them</p>
	People, Culture & Communities	Geography aims	n/a
		RE aims	<p>What times and stories are special and why? F6 Children are beginning to learn:</p> <ul style="list-style-type: none"> to talk about some religious stories to recognise some religious words, e.g. about God to identify some of their own feelings in the stories they hear to identify a sacred text e.g. Bible, Torah to talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.
	Past and present	History aims	- children will begin to be able to talk about things that happened when they were little (this may include how they have changed since they were born)
		Computing aims	<p>Digital Literacy (E-Safety) To discuss ways to balance time spent online and offline. (Year 1, Lesson 5 – How much time should we spend on technology?)</p> <p>Data Handling EYFS Summer 2 <i>Introduction to Data (5 lessons)</i> Sort and categorise objects. Sort themselves into groups. Respond to yes/no questions (introduction to branching databases) Branching databases through physical sorting and categorising. To interpret a basic pictogram.</p>
Expressive Art & Design	DT aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> -explain which tools they are using and why (technical knowledge) - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from - identify healthy and unhealthy meals - make a meal with a variety of healthy foods in - understand where food comes from - know the benefits of fruit and vegetables - know about basic hygiene and safety Fruit kebabs- cut food safely & describe the texture of food. 	
	Art and design aims	<p>3D Children will learn to:</p> <ul style="list-style-type: none"> - cut, roll and coil clay, in order to create a minibeast. textures. - create using a variety of materials, including fruit and vegetables. <p>Painting Children will learn to:</p> <ul style="list-style-type: none"> -experiment with mixing a wide range of colours. <p>Knowledge Children will learn to:</p> <ul style="list-style-type: none"> - describe what they can see and like in the work of another artist. <p>Through famous artists</p> <ul style="list-style-type: none"> - Giuseppe Archimboldo (making fruit portraits with actual fruit/veg) - Van Gogh (Sunflowers from observation) 	
	Music aims	Listen to a range of musical styles from different periods, and express opinions about music. Including; Mars from 'The Planets' (Holst – 20 th Century), Runaway Blues (Ma Rainey – Blues), Fantarra (Sergio Mendes – Samba). children will listen with concentration and understanding to a range of high-quality live and recorded music	



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	<p>Personal, Social & Emotional Development</p>	<p>PSHE aims</p>	<p>Health & Wellbeing</p> <p>- To describe and understand their feelings; To develop simple strategies for managing them (Year 1: Lesson 1 – Understanding my emotions)- To explore different coping strategies to help regulate our emotions; To identify our own feelings; To consider the reasons behind our emotions (EYFS: Self-regulation: My Feelings: Lesson 3 – Coping strategies)-To learn about the importance of exercise.- To explore how exercise affects different parts of the body (EYFS: Managing Self: My Wellbeing: Lesson 1 – What is exercise? - To understand the benefits of physical activity and rest (Year 1: Lesson 3 – Ready for bed)- To learn how yoga can help our bodies to stretch, relax and stay healthy; To explore guided meditation and relaxation (EYFS: Managing Self: My Wellbeing: Lesson 2 – Yoga and relaxation)- To know how to relax in different ways (Year 1: Lesson 4 – Relaxation) about transitioning to a new class/ year group</p>
	<p>Physical Development</p>	<p>PE aims</p>	<p>Athletics Children will be able to run in different ways with confidence and control for a variety of purposes, for example slow and fast - jump in a range of ways, landing safely, for example using different foot patterns - throw underarm with some coordination and accuracy when aiming at a target. Children will be able to run with a basic technique over different distances - change speeds - develop their spatial awareness when running and control their movement. Y1Acquiring and developing skills Children will master basic movements including jumping, running, throwing and basic athletic skills.</p> <p>Selecting and applying skills, tactics and compositional ideas Children will be able to vary their pace and speed when running. Children will be able to develop simple tactics.</p> <p>Knowledge and understanding of fitness and health Children will be able to describe how the body feels before and after exercise. Children will be able to carry and place equipment safely.</p> <p>Evaluating and improving performance Children will be able to compete against themselves to improve their personal best. Vocabulary Running, jumping, hopping, throwing, fast, slow. Sports Day</p>