



Topic overview – Reception / Year 1 (CYCLE A)

| | | Spring 2 | |
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| Topic name | | Dastardly Dinosaurs | |
| Big question | | How do you look after a dinosaur? | |
| Linked books | | How to Look After Your Dinosaur, Jason Cockcroft Curious Questions & Answers about Dinosaurs Meet the Dinosaurs, Caryl Hart Happy Hatchday, Rob Biddulph Dear Dinosaur, Chae Strathie | |
| Memorable experience | | Dinosaur Egg discovery | |
| Outdoor learning | | Forest School Spring senses walk | |
| Reading aims | | Year 1: show understanding of what has been read by making predictions about what might happen next. Reception: 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. | |
| Writing aims | | Year 1: use a capital letter and a full stop, question mark or exclamation mark. Orally rehearse sentences and sequence them to form short texts. Use the suffixes – ed and –ing in their writing. Write instructions/Non-fiction report/descriptions & recount Reception: begin to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check it makes sense. | |
| Communication & Language | Speaking & listening aims | Year 1: participate in presentations, performances and role play. Reception: re-tell a familiar story (some as exact repetition). Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about non-fiction to become familiar with new knowledge and vocabulary. | |
| Maths aims | | Year 1: Place Value within 50: count by making groups of 10, groups of tens and ones, partition into tens and ones, the number line to 50, estimate on a number line to 50, 1 more, 1 less. Measurement, Length & Height: compare lengths and heights, measure length using objects, measure length in centimetres. Measurement, Mass & Volume: Heavier & lighter, measure mass, compare mass, full and empty, capacity & volume, measure capacity, compare capacity. Multiplication & Division: count in 2s, count in 10s, count in 5s, recognise equal groups, add equal groups, make arrays. Reception: numbers 1-10, ordering numbers, using a number line, number bonds to 10, maps, numerical patterns, doubles, length and height. | |
| Understanding the World | The Natural World | Science aims | <p>Seasonal Changes (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?</p> <p>Animals, including humans continued from Spring 1 plus:</p> <p>Earth and Space (Reception)</p> <ul style="list-style-type: none"> Learn about the Earth, Sun, Moon, planets and stars Learn about space travel |
| | People, Culture & Communities | Geography aims | n/a |
| | | RE aims | Why is Easter special to Christians? (F3) Children are beginning to learn: - to recognise and retell stories connected with celebration of Easter - to say why Easter is a special time for Christians |



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| | | | <p>- Talk about ideas of new life in nature – to recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</p> <p>- to talk about some ways Christians remember these stories at Easter</p> <p>- Children will develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>- The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Children will learn about significant individual Mary Anning.</p> |
| | Past and present | History aims | |
| | | Computing aims | <p>Digital Literacy (E-Safety)</p> <p>To recognise how to treat others, both online and in person.</p> <p>Programming Bee-Bots (5 lessons)</p> <p>Children will learn to:</p> <p>Explore a new device. Create a demonstration video.</p> <p>Plan and follow a precise set of instructions.</p> <p>Program a device.</p> <p>Create a program that tells a story.</p> |
| Expressive Art & Design | | DT aims | n/a |
| | | Art and design aims | <p>Drawing</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -draw using pencils, pastels and crayons. -draw lines of different shapes and thickness. <p>3D</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -create using a variety of materials, including natural materials. <p>Through famous artists - Rob Biddulph (draw with Rob)</p> |
| | | Music aims | <p>Exploring pulse and rhythm</p> <p>Theme from Jurassic Park – begin to find the pulse and maintain it.</p> <p>Experiment with speed of the pulse – starting very slow, gradually speeding up (e.g. link to T-Rex hunting its prey).</p> <p>Create rhythmic chants for different dinosaurs (different rhythm patterns) on un-tuned instruments.</p> <p>EYFS – children will increasingly explore and engage in music making and dance, performing solo or in groups</p> <p>Y1 – children will increasingly play tuned and untuned instruments musically – children will increasingly experiment with, create, select and combine sounds using the inter-related dimensions of music</p> |
| Personal, Social & Emotional Development | | PSHE aims | Enterprise Challenge |
| Physical Development | | PE aims | <p>Mini Cricket (3 weeks) & Tag Rugby (3 weeks)</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> |