



**Class Teacher**     **Alan Rix**

**Year Group R/1 - Cycle A**

To enable the children to create schemas and generate links, connecting prior knowledge with new learning, each topic has over-arching themes, which thread all topics together.

The journey through Reception and Year 1 is shown below:

Half term	Topic title	Thread themes
HT1	We all love to play!	Family and friends, toys
HT2	We're all superheroes	Toys, helping others
HT3	Home, sweet home	Helping others, animal homes
HT4	Paws and Claws	Animal homes, gardens
HT5	Extraordinary Gardens	Gardens, journeys
HT6	Let's have an adventure!	Journeys, Africa

	HT1 – We all love to play!	HT2 – We're all superheroes	HT3 – Home, sweet home	HT4 – Paws and claws	HT5 – Extraordinary gardens	HT6 – Let's go on an adventure
Subject driver	History	Why Time	Geography	History	Why Time	Geography
Theme	Change		Identity	Justice		Journeys
Value	Compassion		Courage	Responsibility		Courage
Key word	Friendship		Trust	Fairness		Adventure
Big Question	How do people play?	I wonder...			I wonder... Where does our food come from?	
Quality Texts	- Lost in the Toy Museum - Stanley's Stick - Toys in Space	Traction Man - Supertato - Superkid	- A Squash and a Squeeze - Home - The 3 little pigs - We build our homes (Non-fiction)	- The tale of Peter Rabbit - The Tale of Two Bad Mice - The Tale of Squirrel Nutkin	- Oliver's Vegetables - The Gigantic Turnip - The Extraordinary Gardener - I am the Seed that grew the tree (poems)	- Grandad's Island - African tales - All Aboard for the Bobo Road - Handa's Surprise
"WOW" moments	Autumn walk	Christmas performance Visit church for KS2 carol service		Class trip – Beatrix Potter	Trip to an allotment Planting a veg garden	



## Yearly Subject/Thread Overview 2022/23



	HT1 – We all love to play!		HT2 – We’re all superheroes		HT3 – Home, sweet home		HT4 – Paws and claws		HT5 – Extraordinary gardens		HT6 – Let’s go on an adventure	
Area of learning	Reception	Year 1	Reception	Year 1	Reception	Year 1	Reception	Year 1	Reception	Year 1	Reception	Year 1
<b>Communication and Language</b>	Listening and attention skills Asking and answering ‘what’ questions 1:1 discussions Retelling a known story		Joining in with repeated refrains in stories Asking and answering ‘who’ questions’ 1:1 discussions Retelling a known story Christmas performance		Discussing key events in a story Asking and answering ‘when’ questions Small group discussions Using present tense. Collaborative story telling		Identifying main characters in a story Asking and answering ‘where’ questions Small group discussions Using conjunctions to join ideas Collaborative story telling Class trip – Beatrix Potter		Linking events in a story to own experiences Asking and answering ‘why’ questions Whole class discussions Using past tense Creating and telling own stories		Sequence story/real life events in detail Hot seating Whole class discussions Using future tense Creating and telling own stories	
<b>Physical Development</b>	<b>Gross Motor</b> PE – Dance Different ways of moving Changing direction Moving in time to music Exploring different ways of moving  <b>Fine Motor</b> Dough Disco Tripod Grip Using cotton buds/paintbrushes to form letters		<b>Gross Motor</b> PE – Gymnastics Balancing Travelling confidently Jumping and landing  <b>Fine Motor</b> Scissor skills Using cotton buds/paintbrushes to form letters Doing up zips		<b>Gross Motor</b> PE – Small team games and Yoga Different ways of moving Changing speed and direction Throwing, catching, kicking Balancing  <b>Fine Motor</b> Stacking and balancing Using a knife and fork to cut		<b>Gross Motor</b> PE – Multi-skills Agility Rolling Throwing and catching Kicking  <b>Fine Motor</b> Weaving and wrapping Doing up buttons		<b>Gross Motor</b> PE – Athletics Running Throwing overarm/underarm Jumping  <b>Fine Motor</b> Chopping with a knife Pattern making Using small tools		<b>Gross Motor</b> PE – Tennis Throwing and catching Hand-eye co-ordination Balancing an object Hitting a ball with a racket  <b>Fine Motor</b> Sewing Doing up laces	
<b>Personal, Social and Emotional Development</b>	<b>PSHE</b> – Family and Friends Class rules Sharing interests Sharing hobbies Stranger danger		<b>PSHE</b> – Changing and Growing Importance of exercise Healthy eating Oral hygiene Importance of sleep Being unique Setting goals		<b>PHSE</b> – Emotions Identifying feelings Managing feelings Calming Techniques		<b>PSHE</b> – Fairness Effects of behaviour Perseverance and resilience Being a good friend		<b>PHSE</b> – Communication Confidence and independence Having different opinions Being kind Listening to others Problem Solving Resolving Conflicts		<b>PHSE</b> – Rules and Responsibilities Making the right choices Consequences School rules and values Internet Safety Road safety Being safe in the sun Getting ready to move up	



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Area of learning		Reception	Year 1	Reception	Year 1	Reception	Year 1	Reception	Year 1	Reception	Year 1	Reception	Year 1
Literacy	Phonics	Phase 2 Phonics Initial sounds and CV / CVC word building	Phase 5 Phonics	Phase 3 Phonics CVC/CVCC word building	Phase 5 Phonics	Phase 3/4 Phonics	Phase 5 Phonics	Phase 3/4 Phonics	Phase 5 Phonics	Phase 4 Phonics Multisyllabic words broken into ‘chunks’.	Revise Phases 2-5 Phonics	Phase 5 Phonics Multisyllabic words broken into ‘chunks’.	Revise Phases 2-5 Phonics
	Text types	Name writing Drawing and labelling	Writing fiction – Losing tale Writing non-fiction – Information Writing poetry – Free – Shape poems	Writing non-fiction - Lists Caption writing (short phrases) – e.g. a hat	Writing fiction – Conquer the monster Writing non-fiction – letter writing Writing poetry – Structured – Rhyming couplets	Caption writing (short phrases) with adjective e.g. a red hat. Orally building a simple sentence	Writing fiction – Wishing tale Writing non-fiction - Instructions Writing poetry – Free – Concrete poems	Orally building a simple sentence Simple sentences – description	Writing fiction – Warning tale Writing non-fiction - Recount Writing poetry - Structured – Question and answer poems	Orally building sequences of simple sentences Simple sentences - facts	Writing fiction – Wishing tale Writing non-fiction - Non-chronological report Writing poetry – Structured – List poems	Orally building sequences of simple sentences Simple sentences - instructions	Writing fiction – Journey tale Writing non-fiction - Explanation Writing poetry – exploring metre
	SPAG and Handwriting	Pencil grip and writing position Lower case letter formation – Phase 2 letters	Short sequences of simple sentences using phonetic knowledge and common exception words. Finger spaces. 1 <sup>st</sup> and 3 <sup>rd</sup> person Capital letters for names and I Handwriting focus – Ladder family	Pencil grip and lower case letter formation – Phase 3 letters	Extending number of related sentences using phonetic knowledge and common exception words. Capital letters and full stops to demark a sentence. Compound sentence writing using ‘and’ Handwriting focus – One-armed robot family	Simple phrases using phonetic knowledge and common exception words. Lower case letter formation – Phase 3 letters Writing lists	Compound sentence writing using ‘so’ Capital letters for names and ‘I’. Capital letters and full stops to demark a sentence. Handwriting focus – One-armed robot family	Simple sentence writing using phonetic knowledge and common exception words Full stops to demark sentences Upper case letter formation	Compound sentence writing using ‘but’ Exclamation marks Handwriting focus – Curly caterpillar family	Simple sentence writing using phonetic knowledge and common exception words. Writing simple descriptions Capital letter to start a sentence. Upper case letter formation	Compound sentence writing using ‘or’ Question marks Handwriting focus – Curly caterpillar family	Short sequences of simple sentences using phonetic knowledge and common exception words. Upper case letter formation	Compound sentence writing using ‘because’ Handwriting focus – Zigzag family
Mathematics		Counting to 5, matching, sorting and comparing objects, making simple patterns.	Sorting, counting and representing numbers. Count on or back from any number to 20, Finding one more or less, comparing numbers using inequalities, using a number line	Counting to 5 objects accurately, matching, sorting and comparing quantities, subitising to 6, 2d shape properties	Introducing the part-whole model and number sentences, number bonds within and to 10, addition and subtraction within 10.	Introducing zero, counting and comparing numbers to 8, Composition of numbers to 8, combining two groups	Place value within 20 – composition and decomposition of numbers, addition and subtraction of numbers to 20.	Composition of numbers to 10, comparing and ordering numbers to 10, number bonds to 10.	Place value within 50 – composition and decomposition of numbers, tens and ones, measures – length and height, mass and volume	Building numbers beyond 10, counting patterns beyond 10, adding and taking away to 20, shapes – match, rotate and move	Multiplication and division, fractions of quantities	Doubling, sharing and grouping, odd and even, patterns and relationships, maps and directional language	Position and direction, money, time



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<b>Understanding of the World</b>	<p>Old and new toy exploration. Timeline Past - Present</p> <p><b>People, Culture and Communities</b> Families and communities</p> <p><b>The Natural World</b> Autumn</p> <p><b>Technology</b> Using iPads and laptops</p>	<p><b>History</b> <i>Changes within living memory.</i> Toys</p> <p><b>Computing</b> Technology around us</p>	<p><b>Past and Present</b> Christmas story</p> <p><b>People, Culture and Communities</b> Stories from other cultures – Diwali Remembrance day</p> <p><b>The Natural World</b> Autumn/Winter Our bodies Our senses Oral hygiene</p> <p><b>Technology</b> Digital painting</p>	<p><b>Science</b> <i>Animals including humans - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</i></p> <p><b>Computing</b> Digital Painting</p>	<p><b>Past and Present</b> Old buildings, new buildings.</p> <p><b>People, Culture and Communities</b> New Year Chinese New Year Where we live. Local area walk.</p> <p><b>The Natural World</b> – Winter/Spring Identifying materials. Using magnets</p> <p><b>Technology</b> Keyboard skills - Type my name</p>	<p><b>Geography</b> <i>‘Study a small area of the UK – Kendal. Locate and name countries in the UK. Compass directions.’</i></p> <p><b>Science</b> Use of everyday materials- identify, name, describe and compare everyday materials</p> <p><b>Computing</b> Digital Writing</p>	<p><b>Past and Present</b> Famous people from the past – Beatrix Potter. Class trip to Beatrix Potter World.</p> <p><b>People, Culture and Communities</b> Pancake Day Easter Mother’s Day</p> <p><b>The Natural World</b> Spring Animal diets Families of animals.</p> <p><b>Technology</b> Move a Beebot</p>	<p><b>History</b> <i>‘significant historical events, people and places in their own locality.’</i> - Beatrix Potter, Hill Top</p> <p><b>Science</b> <i>Animals including humans - identify and name a variety of common animals. Classify by diet. Describe the structures of different animals.</i></p> <p><b>Computing</b> Programming - Moving a robot</p>	<p><b>Past and Present</b> Traditional tales</p> <p><b>People, Culture and Communities</b> St George’s Day</p> <p><b>The Natural World</b> Summer Lifecycle of plants Growing plants</p> <p><b>Technology</b> Keyboard skills – Type numbers</p>	<p><b>Science</b> <i>Plants - identify and name a variety of common plants. Describe the structures of flowering plants.</i></p> <p><b>Geography</b> <i>‘Use maps, atlases and globes.’</i> – Where does our food come from?</p> <p><b>Computing</b> Data and information – Grouping Data</p>	<p><b>Past and Present</b> Holidays and transport, past and present</p> <p><b>People, Culture and Communities</b> Holidays Comparing UK with Kenya</p> <p><b>The Natural World</b> Summer Materials - Floating and sinking</p> <p><b>Technology</b> Simple stop frame animation</p>	<p><b>Geography</b> <i>‘compare Cumbria with a non-European country. Use maps, atlases and globes. Identify seasonal weather patterns.’</i></p> <p><b>Science</b> <i>Seasonal Changes - observe and describe changes across the 4 seasons (weather and day length)</i></p> <p><b>Computing</b> Programming – Introduction to animation</p>
<b>Expressive Arts and Design</b>	<p><b>Creating with materials</b> Mixing primary colours to make secondary colours. Draw a person. Attachment techniques – glue, tape</p> <p><b>Being imaginative</b> Retell known stories. Nursery rhymes/songs Performing a simple dance. Creating own dance moves.</p>	<p><b>Art</b> Drawing portraits and a significant artist – Picasso.</p> <p><b>Music</b> Rhythm in the way we walk, banana rap.</p>	<p><b>Creating with materials</b> Making a moving part. Attachment techniques – treasure tag, split pin</p> <p><b>Being imaginative</b> Retell known stories. Christmas performance. Perform songs with others. Tap out repeated patterns.</p>	<p><b>DT</b> Mechanisms- Sliders and levers- Moving pictures</p> <p><b>Music</b> Hey You!</p>	<p><b>Creating with materials</b> 3D sculptures – design a home. Attachment techniques – tab, flange</p> <p><b>Being imaginative</b> Create and perform group stories. Perform songs with others. Try to move in time to music.</p>	<p><b>DT</b> Make a structure – Houses</p> <p><b>Music</b> In the groove.</p>	<p><b>Creating with materials</b> Observational drawings. Using watercolours Attachment techniques – L-brace, slot</p> <p><b>Being imaginative</b> Create and perform group stories. Call and response with percussion instruments.</p>	<p><b>Art</b> Water colour. Art inspired by Beatrix Potter.</p>	<p><b>Creating with materials</b> Using malleable materials to make models. Attachment techniques – tie, fold</p> <p><b>Being imaginative</b> Create and perform own stories. Using percussion instruments to mark the beat. Singing - Matching a pitch</p>	<p><b>DT</b> Food technology – fruit kebab/ fruit salad.</p> <p><b>Music</b> – Your imagination</p>	<p><b>Creating with materials</b> Collage – African animals Attachment techniques – sew</p> <p><b>Being imaginative</b> Create and perform own stories. Experiment with percussion and tuned musical instruments to create a soundscape Create simple dance routines</p>	<p><b>Art</b> Edward Tinga Tinga. Pattern in Art.</p> <p><b>Music</b> Reflect, Rewind, Replay.</p>
<b>RE</b>	<p><b>Special People</b> What is a role model? Who are the people that are special to you?</p>	<p><b>Special People</b> Who is Jesus? Why is he inspiring for some people?</p>	<p><b>Special Places</b> Where is your special place? Why is it special? Does everyone have the same special place?</p>	<p><b>Special places</b> What are some special places around the World? What places are special to Christians? Why are they special?</p>	<p><b>Special People</b> Who was Mohammed? Who is he special to?</p>	<p><b>Special People</b> Different beliefs around the World – Islam. Why is the prophet Muhammad an inspiration to Muslims?</p>	<p><b>Signs and Symbols</b> What logos do you recognise? What do they mean to you? What Christian signs and symbols do you recognise?</p>	<p><b>Signs and Symbols</b> What do they mean to a believer? Why do Christians celebrate Easter?</p>	<p><b>Prayer</b> Who do you like to talk to? Why do you talk to them? Who would you talk to if you had a problem or worry?</p>	<p><b>Prayer</b> Who? What? Where? Why?</p>	<p><b>Belonging</b> Different groups and communities.</p>	<p><b>Belonging</b> What does it mean to belong to Christianity?</p>