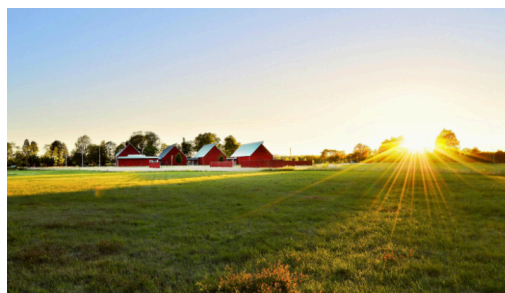


## Reception and Year 1 Thematic Map, Summer Term 2026

### On the Farm



### Our Theme Based Curriculum

Our themes run for a term and we try to teach as many subjects as we can through this theme. For Maths, we adopt a blocked and interleaved approach and we also repeat learning frequently to ensure better retention of knowledge.

Subject	How We Teach It	This term children will learn:
<p><b>PRIMES:</b></p> <ul style="list-style-type: none"> <li>- <b>Communication and Language (C&amp;L)</b></li> <li>- <b>Personal, Social and Emotional Development (PSED)</b></li> <li>- <b>Physical Development (PD)</b></li> </ul>	<p>We teach the PRIMES throughout our curriculum, setting tasks which give children the opportunities they need to improve these skills.</p>	<p><b>C&amp;L:</b> Children will be exposed to a range of new vocabulary each week. Some examples of key vocabulary are highlighted in <b>BOLD</b> in this document.</p> <p><b>PSED:</b></p> <ul style="list-style-type: none"> <li>● To be able regulate their emotions and get back to the green zone</li> <li>● To be able to identify emotions in other people</li> <li>● To understand that their actions have consequences</li> </ul> <p><b>Summer 1</b> Week 1 - Recap the zones of regulation Week 2 - learn about the blue zone Week 3 - Learn about the red zone Week 4 - Learn about the green zone Week 5 - Learn about the yellow zone Week 6 - Stories to consolidate the understanding of the zones</p> <p><b>Summer 2</b> Weeks 1 - 7 - Consistently teach about the zones of regulation in the continuous provision.</p> <p><b>PD:</b> Physical skills are taught in two ways in Reception and Year 1. Some skills can be taught through environment and play. Some are ongoing and will not require direct teaching. Some will require a teaching input and can be delivered as an ongoing focus activity throughout the day or across a week. Children will also have further opportunity to practise these skills using equipment and apparatus in the environment and also during PE sessions, so once something has been taught, it can be revisited and practised over time. Fine motor skills are also developed alongside gross motor skills. Children in Reception are working towards mastering these skills by</p>

		<p>the end of their reception year:</p> <ul style="list-style-type: none"> <li>● Hold a pencil effectively in preparation for fluent writing</li> <li>● Using the tripod grip in almost all cases</li> <li>● Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>● Begin to show accuracy and care when drawing and writing</li> <li>● To form most letters correctly</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<p>We set tasks which enhance children’s imaginations, creativity and their ability to use media and materials. We do this in a range of ways: singing songs, making music, dancing, through roleplay, playing with colours, textures and design.</p>	<p><b><u>EAD:</u></b>  Children will be using a variety of materials, including thick felt tip pens/chalks/charcoal/wax crayon/pastel/paints to create simple drawings from observations. They will be learning primary colours and mixing them to make the secondary colours. Children will use a range of materials to create collages.  Children will create the following as part of our continuous provision:</p> <ul style="list-style-type: none"> <li>● Exploring textures</li> <li>● Wire models</li> <li>● Clay sculptures</li> <li>● Still life drawings</li> <li>● Using natural resources</li> <li>● Learning dances</li> <li>● Colour mixing</li> </ul> <p><b><u>Summer 1</u></b>  Week 1 - Animal patterns  Week 2 - Patterns on minibeasts, fur and other animals zooming in to focus on detail  Week 3 - Extend and explore patterns from different cultures  Week 4 - Create a setting for the 3 little pigs  Week 5 - Building houses with junk modelling  Week 6 - Printing in various ways</p> <p><b><u>Summer 2</u></b>  Week 1 - Self portraits and how the children see themselves  Week 2 - Creating paper mache bones  Week 3 - Wire sculptures  Week 4 - Farm exploration e.g grass, hay and other natural resources  Week 5 - Clay animals  Week 6 - Whole class junk modelling  Week 7 - Painting and mixing colours. Painting what we see ourselves like in the future</p>
<p><b>Understanding the World</b></p>	<p>We guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment. Each theme includes content in History, Science, Geography or RE.</p>	<p><b><u>History:</u></b>  Our focus for history will be changed within living memory. We will be looking at and comparing changes in farm machinery from the past to the present.  We will also look at how the children have changed from a baby to now. We will get the children to explore what they could do at 0, 1, 2 and so on up until the age they are now. We will think about what they think they will be able to do next year.</p> <p><b><u>Geography:</u></b>  This term we will be revisiting the children's prior knowledge to extend and deepen their understanding. We will be looking at:</p>

		<ul style="list-style-type: none"> <li>● Maps</li> <li>● The world around us</li> <li>● Directions</li> <li>● How to use a compass</li> <li>● Landmarks</li> <li>● The United Kingdom</li> <li>● The 7 continents</li> <li>● The 5 oceans</li> </ul> <p><b>RE:</b> Children will think about the different celebrations and festivals that are important to different families, for example Eid.</p> <p><b>Science:</b> Children will learn about:</p> <ul style="list-style-type: none"> <li>● Animals including humans.</li> <li>● How to care for our teeth and the importance of teeth.</li> </ul> <p><b>Children will recap:</b></p> <ul style="list-style-type: none"> <li>● Identify and name a variety of common animals including <b>fish, amphibians, reptiles, birds and mammals</b></li> <li>● describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>
<p><b>Writing</b></p>	<p>We teach writing in two ways: either through a weekly writing cycle or through 'Talk for Writing'. For each cycle, the children produce a significant piece of writing. Where possible, we try to link writing to another subject, such as History, Geography, RE or Science. Opportunities for writing are included throughout our continuous provision.</p>	<p><b>Our writing focus areas:</b></p> <ul style="list-style-type: none"> <li>● Name marking</li> <li>● Pencil Control &amp; grip</li> <li>● Letter &amp; number formation</li> <li>● Label parts of a shark.</li> <li>● Non fiction writing about penguins</li> <li>● Story maps</li> <li>● Story writing</li> <li>● Caption writing</li> <li>● Write clues for identifying an animal / sea creature</li> <li>● Save the oceans poster</li> <li>● Sustainability rules</li> <li>● Descriptive writing - description of a coral reef/under the ocean scene</li> <li>● Comparative writing about habitats</li> </ul> <p><b>Summer 1</b>  Week 1 - The tiger who came to tea (Writing about a meal they have eaten)  Week 2 - You can't fit an elephant on the bus (Describing a bus journey)  Week 3 - Handa's surprise (Writing a story about the journey they would have)  Week 3 - Three little pigs (Talk for writing)  Week 5 - Three little pigs (Talk for writing)  Week 6 - Farmer Duck (writing the order of how vegetables grow)</p> <p><b>Summer 2</b>  Week 1 - Oliver's Vegetables (Plurals and conjunctions)  Week 2 - Funny bones (Verbs)  Week 3 - On the farm ( Adjectives)  Week 4 - Farmyard Hullabaloo (Prefixes)</p>

		<p>Week 5 - The enormous turnip ( Suffix)</p> <p>Week 6 - What the ladybird heard ( Describing the order of the story)</p> <p>Week 7 - Writing about their new class.</p>
<b>Key Texts</b>	Children will read high quality texts and these texts will be linked to their learning.	<p><b><u>Our focus texts include:</u></b></p> <ul style="list-style-type: none"> <li>● On the farm by Axel Scheffler.</li> <li>● Farmer duck by Martin Waddell.</li> <li>● What the ladybird heard by Julia Donaldson.</li> <li>● Three Little Pigs</li> <li>● Billy Goats Gruff</li> <li>● The Greedy Goat</li> <li>● Farmyard Hullabaloo by Giles Andreae.</li> <li>● Funnybones by Allan Ahlberg.</li> <li>● The Couch Potato by Jory John</li> <li>● Give Me Back my Bones! By Kim Norman</li> </ul>
<b>Maths</b>	Maths is not linked to our topic. We use White Rose Maths as a guide to ensure full curriculum coverage and progression of skills. Children will study these topics:	<p><b>Year 1:</b></p> <p><b><u>Place Value (to 20 and then 50):</u></b>  Count within 20, Understand numbers 10-20, 1 more and 1 less up to 20, The number line to 20, Use a number line to 20, Estimate on a number line to 20, Compare numbers to 20, Order numbers to 20, Count from 20 to 50, Count by making groups of tens, 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 up to 50.</p> <p><b><u>Addition and Subtraction:</u></b>  Add by counting on within 20, Add ones using number bonds, Find and make number bonds to 20, Doubles, Near doubles, Subtract ones using number bonds, Subtraction - counting back, Subtraction - finding the difference, Related facts, Missing number problems</p> <p><b><u>Measurement:</u></b>  Compare lengths and heights, Measure length using objects, Measure length in centimetres, Heavier and lighter, Measure mass, Compare mass, Full and empty, Compare volume, Measure capacity, Compare capacity.</p> <p><b><u>Reception:</u></b>  The children will continue to learn about numbers to 10 and secure their knowledge of counting forwards and backwards.  The children will explore 2d shapes and start to learn how to describe them.</p>
<b>Design and Technology</b>	We teach DT in an integrated way. We ensure all pupils learn to create savoury and sweet dishes, developing a range of cookery knowledge and skills over time.	We will focus on how to join a range of resources in the provision. We will encourage the children to learn the names of different materials and what would be the most effective way to join them.
<b>Cooking and Nutrition</b>		Children will cut and prepare vegetables to taste. We will focus on the textures, taste, smell using our 5 senses. This will encourage children to explore a range of foods, some of which may be new to them.
<b>Music</b>	Children learn to perform, compose and appreciate	<p>Children will learn to</p> <ul style="list-style-type: none"> <li>● Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>

	music. We offer separate instrument tuition.	<ul style="list-style-type: none"> <li>● Create, respond to, place and change vocal sounds</li> <li>● Sing a song together as a group</li> </ul>
<b>Computing</b>	Children learn to use technology effectively and safely, to enhance their learning experiences.	<p><b><u>Information Technology- Data and Creative multimedia</u></b> Children will learn how they can use mathematics, expressive arts and designs on a computer.</p> <p><b><u>Children will learn:</u></b></p> <ul style="list-style-type: none"> <li>● To use technology to organise objects into groups (pictogram)</li> <li>● To show the value (amount) of objects (data) using technology</li> <li>● To interpret greater or less from looking at graphs (data)</li> <li>● To use a computer independently to paint a picture</li> <li>● To explain why they chose the tools they used</li> <li>● To compare painting a picture on a computer and on paper</li> </ul> <p><b><u>Computing</u></b> During the continuous provision children will have opportunities to access age appropriate technology like BeeBots, Busythings and Interactive games. Children will also learn the following skills:</p> <ul style="list-style-type: none"> <li>● To change the way things sound using technology</li> <li>● To use technology to listen to different sounds, music and audio books (Press play, pause and stop)</li> <li>● To use spacebar and backspace</li> <li>● To add and remove text on a computer</li> <li>● To use their finger and a mouse to control devices (input)</li> </ul>
<b>Subjects outside the National Curriculum</b>	We listened to our students and we decided to enrich our curriculum by incorporating these elements which sit outside of the National Curriculum.	<p><b><u>Physical health</u></b></p> <ul style="list-style-type: none"> <li>- Children will engage in P.E sessions and engage in varied sessions to improve their gross motor skills.</li> <li>- Children will explore how to eat a varied and balanced diet and why this is important to our health.</li> <li>- We will have visits from drama and cricket teachers this term too.</li> </ul> <p><b><u>Mental health</u></b></p> <ul style="list-style-type: none"> <li>- Children will learn how to label their emotions using the zones of regulation and mindfulness. Here are some links you can use to find out more about this.</li> </ul> <p><b><u>Outdoor learning</u></b></p> <ul style="list-style-type: none"> <li>- Children will be reminded about how to stay safe when playing and exploring outside.</li> <li>- Children will begin to do planting sessions with different members of staff. They will explore how and why plants need different things.</li> </ul>
<b>Cultural Enrichment</b>	We include at least one culturally enriching trip or visitor to the school.	In the Summer term we will continue to go on our weekly trips to the library where children get a story read to them and they get to choose a book. The classes will go on an orienteering walk in Highbury fields to look at maps and how to use them.

		The children will also go to London Zoo to explore animals, how they live, patterns, groups of animals and so much more. We can't wait!
<b>Vocational Experience</b>	We learn about the world of work and about the wide range of choices available to children in their future.	We will discuss and focus on sustainability, how we can look after the world and explore what the children's thoughts and views are on this.
<b>Cultural Competence</b>	Our themes involve learning to live well in a diverse society.	We will continue to explore a range of books this term that focus on the world around us and how we can help to protect the future of our planet. We will explore the oceans and how we can keep the animals safe, explore further into recycling and discuss the idea that what we do impacts our world.

### Vocabulary:

Vocabulary linked to our theme and their definitions:

#### **Science:**

Season – One of the four parts of the year (spring, summer, autumn, winter) that each have different weather, daylight hours, and changes in plants and animals.

Weather – The condition of the air outside at a certain time, including sunshine, rain, wind, clouds, or snow.

Temperature – A measure of how hot or cold something is, often shown using a thermometer.

Animal – A living thing that can move, needs food and water to survive, and can grow and reproduce.

Human – A person; a type of animal that can think, speak, and make choices.

Body – All the parts that make up a person or animal, including the head, limbs, and organs, which work together to keep it alive.

Growth – The process of getting bigger, stronger, or changing as a living thing gets older.

**Geography:** Hot – Having a high temperature, often found in places near the equator where the sun is strongest.

Cold – Having a low temperature, often found in places near the North and South Poles where there is less heat from the sun.

Farm – An area of land used to grow crops and raise animals to produce food such as milk, eggs, meat, fruit, and vegetables.

Location – The place where something is found, which can be described using maps or directions.

Direction – The way something moves or is positioned, such as left, right, forwards, backwards, north, or south.

Map – A drawing or picture that shows where places are and helps people find their way.

#### **History:**

Past – The time before now; things that have already happened and cannot be changed.

Present – The current time; what is happening now.

Change – When something becomes different over time, such as how people live or work.

Old – Something that has been around for a long time and may be different from how it is today. New – Something that has been made or happened recently.

Machine – A tool or piece of equipment that helps people do jobs more easily or quickly, often using power.

Tractor – A powerful farm vehicle used to pull heavy tools and help farmers with jobs like ploughing fields and planting crops.

#### **Art:**

Pattern – A design that repeats in a regular way, such as stripes, spots, or shapes.

Print – To create a picture or design by pressing paint, ink, or objects onto a surface.

Texture – The way something feels or looks like it would feel, such as rough, smooth, bumpy, or soft.

Sculpture – A piece of art that is three-dimensional, meaning it has height, width, and depth and can be viewed from different sides.

Wire – A thin, flexible piece of metal that can be bent and shaped to make structures or art.

Puppet – A model or figure that can be moved by hands, rods, or strings to act out stories.

Clay – A soft, natural material that can be shaped into objects and then hardened by drying or heating.

**Music:**

Song – A piece of music with words that are sung, often telling a story or expressing feelings.

Story – A sequence of events that are told through words, sounds, or actions.

Beat – The steady, regular pulse in music that you can clap or tap along to.

Rhythm – The pattern of long and short sounds in music that fits with the beat.

Body sounds – Sounds made using the body, such as clapping hands, stamping feet, or tapping knees.

**RE (Religious Education):**

Care – Looking after people, animals, and the world by meeting their needs and keeping them safe.

World – The Earth and everything in it, including people, animals, plants, and natural places.

Kindness – Being friendly, helpful, and thoughtful towards others through words and actions.

Respect – Treating people, animals, and the environment in a way that shows you value and care for them.

**Design and Technology (DT):**

Cook – To prepare food by mixing ingredients and often using heat to make it safe and enjoyable to eat.

Bread – A common food made by mixing flour, water, and sometimes yeast, then baking it in an oven.

Seeds – Small parts of plants that can grow into new plants when given water, soil, and sunlight.

Fruit – The part of a plant that contains seeds and is often sweet, such as apples or bananas.

Vegetables – Edible parts of plants such as roots, stems, or leaves, like carrots, potatoes, and broccoli.

Ingredients – The different foods or materials used to make a dish or product.

**Physical Health:**

Healthy – Having a body and mind that are working well, often by eating well, exercising, and resting.

Exercise – Physical activity that helps keep the body strong, fit, and healthy.

Hygiene – Keeping clean to prevent illness, such as washing hands, brushing teeth, and bathing.

Rest – Time spent sleeping or relaxing so the body can recover and stay healthy.

**Outdoor Learning:**

Nature – Everything in the natural world, including plants, animals, weather, and landscapes.

Habitat – The natural place where a plant or animal lives, where it can find food, water, and shelter.

Environment – The surroundings in which people, animals, and plants live and interact.

**Mental Health:**

Feelings – The different emotions people experience, such as happiness, sadness, anger, or calmness.

Relax – To become calm and less worried by resting or doing peaceful activities.

Wellbeing – A state of feeling healthy, safe, and happy in both mind and body.

**Sustainability:**

Forest – A large area of land filled with trees and wildlife.

Deforestation – The action of cutting down large areas of trees, which can harm animals and the environment.

Farming – The practice of growing crops and raising animals to produce food and other products.

Sustainable – Using natural resources in a careful way so they are not used up and can be enjoyed in the future.

**Weekly Home Learning:**

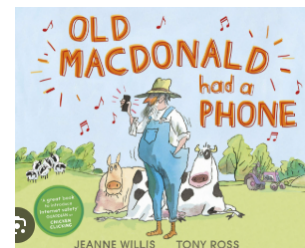
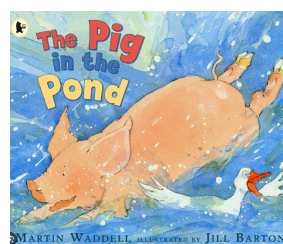
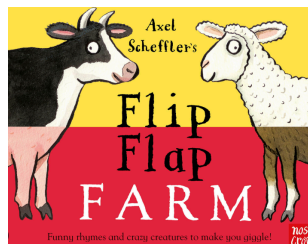
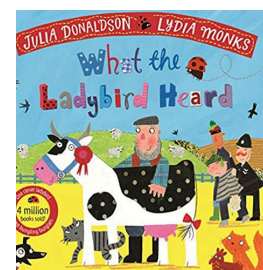
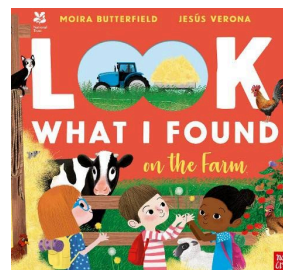
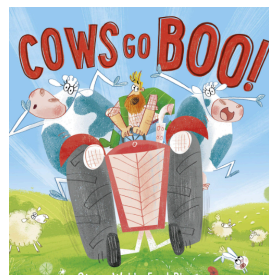
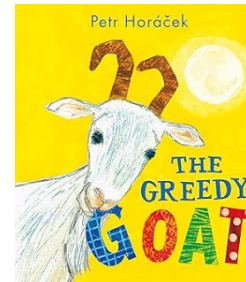
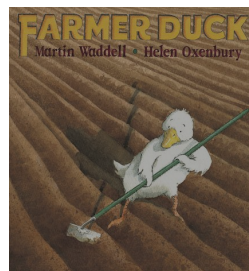
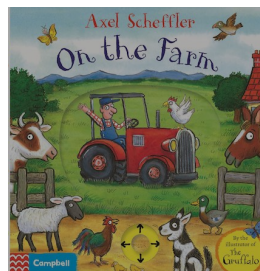
- Weekly reading books and reading journals are to be completed by an adult as well as comments from the child about how they found the book. We suggest that the books that are sent home are read at least 3 times per week to increase fluency. Your child will be sent home with 2 books every week: One that they have read in their phonics group that week and another book they have not read linked to their current reading level. There will also be yellow boxes outside of the classrooms for parents to swap a book each week that they can read to their child for pleasure.



**Reading recommendations:**  
We advise our students to borrow and read these books at home

We highly recommend that you read texts linked to our topic as well as any texts that are of interest to the children. If you come across any great books, we would love to hear about them.

Here are some recommended books for you to explore:



We strongly advise you to join your local library so that you can access high quality texts for your child.

You can apply for a library card by following this link:

<https://www.islington.gov.uk/libraries-arts-and-heritage/libraries/join-islington-libraries/join-now/librarymembership?status=inprogress&ps=&ref=>