



## Reception Topic 6 Overview – Down On The Farm

Focus author: Kes Gray, Claire Gray    Texts: Oi Frog! Oi Dog!

Key events and dates: Visit to Curly Tails, Science Week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Personal, Social and Emotional Development</b> Jigsaw - Changing me	To name some parts of the body	To say some of the things they can do and foods they can eat to be healthy	To understand that they grow from babies to adults	To express how they feel about moving to Year 1	To talk about how they feel about their worries and/or the things they are looking forward to about going into Year 1	To share their memories of the best bits of this year in Reception	
<b>Vertical links</b>		To make healthy choices about food, drink, activity and tooth brushing		To talk about their feelings like happy, sad, angry and worried	To talk about their feelings like happy, sad, angry and worried		
<b>Horizontal links</b>	To use new vocabulary in different contexts To use new vocabulary throughout the day		To describe events in some detail	To articulate their ideas and thoughts in well-formed sentences	To articulate their ideas and thoughts in well-formed sentences	To articulate their ideas and thoughts in well-formed sentences	



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<b>Communication and Language</b>	To describe some events in detail  To learn and use new vocabulary  To listen to and talk about stories to build understanding  To listen to and talk about non-fiction books	To describe some events in detail  To learn and use new vocabulary  To listen to and talk about stories to build understanding  To listen to and talk about non-fiction books	To describe some events in detail  To learn and use new vocabulary  To listen to and talk about stories to build understanding  To listen to and talk about non-fiction books	To describe some events in detail  To learn and use new vocabulary  To listen to and talk about stories to build understanding  To listen to and talk about non-fiction books	To describe some events in detail  To learn and use new vocabulary  To listen to and talk about stories to build understanding  To listen to and talk about non-fiction books	To describe some events in detail  To learn and use new vocabulary  To listen to and talk about stories to build understanding  To listen to and talk about non-fiction books	To describe some events in detail  To learn and use new vocabulary  To listen to and talk about stories to build understanding  To listen to and talk about non-fiction books
<b>Vertical links</b>	To use longer sentences of 4 to 6 words To enjoy listening to longer stories To remember what happened in a story To use talk to organise themselves	To use longer sentences of 4 to 6 words To enjoy listening to longer stories To remember what happened in a story To use talk to organise themselves	To use longer sentences of 4 to 6 words To enjoy listening to longer stories To remember what happened in a story To use talk to organise themselves	To use longer sentences of 4 to 6 words To enjoy listening to longer stories To remember what happened in a story To use talk to organise themselves	To use longer sentences of 4 to 6 words To enjoy listening to longer stories To remember what happened in a story To use talk to organise themselves	To use longer sentences of 4 to 6 words To enjoy listening to longer stories To remember what happened in a story To use talk to organise themselves	To use longer sentences of 4 to 6 words To enjoy listening to longer stories To remember what happened in a story To use talk to organise themselves
<b>Horizontal links</b>	To reread books to build up their confidence To listen attentively to music To sing in a group or on their own following a melody	To reread books to build up their confidence To listen attentively to music To sing in a group or on their own following a melody	To reread books to build up their confidence To listen attentively to music To sing in a group or on their own following a melody	To reread books to build up their confidence To listen attentively to music To sing in a group or on their own following a melody	To reread books to build up their confidence To listen attentively to music To sing in a group or on their own following a melody	To reread books to build up their confidence To listen attentively to music To sing in a group or on their own following a melody	To reread books to build up their confidence To listen attentively to music To sing in a group or on their own following a melody



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<p><b>Physical Development</b></p> <p>PE - Athletics</p>	<p>To be able to run with control</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To be able to change speed when running</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To be able to jump forwards from 2 feet to 2 feet</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To be able to jump in different ways</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To be able to throw objects forwards</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To throw underarm towards a target</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To work with a partner to complete a challenge</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>
<p><b>Vertical links</b></p>	<p>To develop their movement, balancing and riding</p>	<p>To develop their movement, balancing and riding</p>	<p>To develop their movement, balancing and riding</p>	<p>To develop their movement, balancing and riding</p>	<p>To develop their movement, balancing and riding</p>	<p>To develop their movement, balancing and riding</p>	<p>To develop their movement, balancing and riding</p>
<p><b>Horizontal links</b></p>							



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<b>Literacy</b>	RWI To read, write and say the set 1, 2 and 3 sounds  To segment sounds for spelling  To hold a sentence for writing  To read red words  To write rhyming captions  To re-read what they have written to check that it makes sense	RWI To read, write and say the set 1, 2 and 3 sounds  To segment sounds for spelling  To hold a sentence for writing  To read red words  To form sentences using verbs  To write short sentences using a capital letter and full stop  To re-read what they have written to check that it makes sense	RWI To read, write and say the set 1, 2 and 3 sounds  To segment sounds for spelling  To hold a sentence for writing  To read red words  To form sentences using adjectives  To write short sentences using a capital letter and full stop  To re-read what they have written to check that it makes sense	RWI To read, write and say the set 1, 2 and 3 sounds  To segment sounds for spelling  To hold a sentence for writing  To read red words  To form sentences using verbs  To write short sentences using a capital letter and full stop  To re-read what they have written to check that it makes sense	RWI To read, write and say the set 1, 2 and 3 sounds  To segment sounds for spelling  To hold a sentence for writing  To read red words  To form sentences to write a postcard  To write short sentences using a capital letter and full stop  To re-read what they have written to check that it makes sense	RWI To read, write and say the set 1, 2 and 3 sounds  To segment sounds for spelling  To hold a sentence for writing  To read red words  To form sentences to write a postcard  To write short sentences using a capital letter and full stop  To re-read what they have written to check that it makes sense	RWI To read, write and say the set 1, 2 and 3 sounds  To segment sounds for spelling  To hold a sentence for writing  To read red words  To write about their year
<b>Vertical links</b>	To use print and letter knowledge in early writing To write some letters accurately	To use print and letter knowledge in early writing To write some letters accurately	To use print and letter knowledge in early writing To write some letters accurately	To use print and letter knowledge in early writing To write some letters accurately	To use print and letter knowledge in early writing To write some letters accurately	To use print and letter knowledge in early writing To write some letters accurately	To use print and letter knowledge in early writing To write some letters accurately
<b>Horizontal links</b>	To listen to and talk about stories to build familiarity and understanding To listen carefully to rhymes, paying attention to how they sound	To listen to and talk about stories to build familiarity and understanding	To listen to and talk about stories to build familiarity and understanding	To listen to and talk about stories to build familiarity and understanding	To listen to and talk about stories to build familiarity and understanding	To listen to and talk about stories to build familiarity and understanding	To listen to and talk about stories to build familiarity and understanding



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<b>Mathematics</b>	To understand how to double numbers up to 10	To know how to share and group numbers up to 20	To know which numbers are odd and even and why	To know how to visualise shapes in different positions	To know how to create a more complex pattern	To read a map and use positional language	To consolidate our number skills
<b>Vertical links</b>	To solve real world mathematical problems with numbers up to 5	To solve real world mathematical problems with numbers up to 5		To talk about and explore 2D and 3D shapes using informal and mathematical language	To talk about and identify patterns around them To extend and create ABAB patterns To notice and correct an error in a repeating pattern		
<b>Horizontal links</b>						To draw information from a simple map	
<b>Understanding the World</b>	To explore the natural world around them  To describe and feel what they hear outside	To explore the natural world around them	To explore the natural world around them	To explore the natural world around them	To explore the natural world around them  To describe and feel what they hear outside	To explore the natural world around them	To explore the natural world around them
<b>Vertical links</b>	To begin to understand the need to respect and care for the natural environment and all living things To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials	To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials	To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials	To begin to understand the need to respect and care for the natural environment and all living things To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials	To begin to understand the need to respect and care for the natural environment and all living things To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials	To begin to understand the need to respect and care for the natural environment and all living things To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials	To begin to understand the need to respect and care for the natural environment and all living things To talk about what they see using a wide vocabulary.
<b>Horizontal links</b>	To use new vocabulary in different contexts To ask questions to find out more	To use new vocabulary in different contexts To ask questions to find out more	To use new vocabulary in different contexts To ask questions to find out more	To use new vocabulary in different contexts To ask questions to find out more	To use new vocabulary in different contexts To ask questions to find out more	To use new vocabulary in different contexts To ask questions to find out more	To use new vocabulary in different contexts To ask questions to find out more



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<p><b>Expressive Arts and Design</b></p>	<p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (create digital art using natural resources)</p>	<p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (create digital art using natural resources)</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses (William Tell Overture by Rossini)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Pat a Cake)</p> <p>To explore and engage in music making (body percussion)</p>	<p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (art linked to Dance of the Sugarplum Fairy)</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses (Dance of the Sugarplum Fairy)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Five Little Ducks)</p>	<p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (art sculpture of landmarks in commonwealth countries)</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses (Flight of the Bumblebee by Rimsky Korsakov)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (The Grand Duke of York)</p> <p>To explore and engage in music making (percussion instruments)</p>	<p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (draw henna hand patterns)</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses (Jupiter the Bringer of Jollity by Holst)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (If You're Happy and You Know It)</p> <p>To explore and engage in music making (glockenspiels)</p>	<p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects. (art gallery)</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses (Fantasia on a Theme by Thomas Tallis)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Old MacDonald Had a Farm)</p> <p>To explore and engage in music making (percussion instruments)</p>	<p>To develop storylines in pretend play</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses (Flying Theme by John Williams)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Big Bear Funk)</p> <p>To explore and engage in music making (percussion and glockenspiels)</p>
<p><b>Vertical links</b></p>	<p>To take part in simple pretend play To begin to develop complex stories using small world equipment To make imaginative and complex small worlds with blocks and construction kits To explore different materials freely in order to develop their</p>	<p>To listen with increased attention to sounds To respond to what they have heard, expressing their thoughts and feelings To remember and sing entire songs To take part in simple pretend play To begin to develop complex stories using</p>	<p>To listen with increased attention to sounds To respond to what they have heard, expressing their thoughts and feelings To remember and sing entire songs To take part in simple pretend play To begin to develop complex stories using</p>	<p>To listen with increased attention to sounds To respond to what they have heard, expressing their thoughts and feelings To remember and sing entire songs To take part in simple pretend play To begin to develop complex stories using</p>	<p>To listen with increased attention to sounds To respond to what they have heard, expressing their thoughts and feelings To remember and sing entire songs To take part in simple pretend play To begin to develop complex stories using</p>	<p>To listen with increased attention to sounds To respond to what they have heard, expressing their thoughts and feelings To remember and sing entire songs To take part in simple pretend play To begin to develop complex stories using</p>	<p>To listen with increased attention to sounds To respond to what they have heard, expressing their thoughts and feelings To remember and sing entire songs To take part in simple pretend play To begin to develop complex stories using</p>



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	ideas	small world equipment	small world equipment. To use drawing to represent ideas To draw with increasing complexity and detail	small world equipment	small world equipment To use drawing to represent ideas To draw with increasing complexity and detail	small world equipment To use drawing to represent ideas To draw with increasing complexity and detail	small world equipment
<b>Horizontal links</b>	To describe what they see, hear and feel outside	To describe what they see, hear and feel outside	To develop their small motor skills so they can use a range of tools competently, safely and confidently	To recognise some similarities and differences between life in other countries (landmarks)	To develop their small motor skills so they can use a range of tools competently, safely and confidently To recognise that people have different beliefs and celebrate special times in different ways	To develop their small motor skills so they can use a range of tools competently, safely and confidently	