

Reception Topic 1 Overview

Focus author: Julia Donaldson Texts: The Gruffalo, Room on the Broom, Zog, A Squash and a Squeeze, Supper worm, The Smartest Giant in Town
Key events and dates: Police visit

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Personal, Social and Emotional Development Jigsaw – Being Me	Home visits and staggered starts	Staggered starts and Baseline assessments	To understand how it feels to belong and that they are similar and different To take part in getting to know you games	To start to recognise and manage their feelings To learn each other's names	To enjoy working with others to make school a good place to be	To understand why it is good to be kind and use gentle hands	To know their responsibilities in school
Vertical links			To become more outgoing with unfamiliar people To show more confidence in social situations	To develop a sense of responsibility and membership in a community	To find solutions to conflicts To play with other children	To talk with others to solve conflicts	
Horizontal links				To learn new vocabulary To articulate ideas and thoughts		To use talk to help work out problems	



Communication and Language	Home visits and staggered starts	Staggered starts and Baseline assessments	To understand how to listen carefully and why listening is important To engage in story times	To understand how to listen carefully and why listening is important To engage in story times	To learn and use new vocabulary	To learn and use new vocabulary To listen to and talk about non-fiction books	To learn and use new vocabulary To listen to and talk about non-fiction books
Vertical links			To use large muscle movement safely	To use and remember sequences of movement to music To use one handed equipment	To use and remember sequences of movements to music To use one handed equipment	To use and remember sequences of movements to music To use one handed equipment	To use and remember sequences of movements to music
Horizontal links					To find solutions to conflicts	To find solutions to conflicts	



<p>Physical Development PE – Dance</p>	<p>Home visits and staggered starts</p>	<p>Staggered starts and Baseline assessments</p>	<p>To develop an understanding of spatial awareness</p> <p>To develop an awareness of safe use of classroom equipment (large construction inside and out)</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To develop the ability to adapt a known dance</p> <p>To develop use of one-handed tools such as spoons and scissors</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To develop the ability to share ideas about how to adapt a dance</p> <p>To develop use of one-handed tools such as spoons and scissors</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To develop the ability to change movements and adapt a simple dance</p> <p>To develop use of one-handed tools such as spoons and scissors</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To develop the ability to change movements and adapt a simple dance</p> <p>Dough disco – To develop hand and finger strength for writing</p>
<p>Vertical links</p>			<p>To continue to develop their movement and balancing</p> <p>To use large scale movements to wave flags and streamers</p> <p>To skip, hop, stand on one leg and hold a pose for a game like musical statues</p>	<p>To continue to develop their movement and balancing</p> <p>To use large scale movements to wave flags and streamers</p> <p>To skip, hop, stand on one leg and hold a pose for a game like musical statues</p>	<p>To continue to develop their movement and balancing</p> <p>To use large scale movements to wave flags and streamers</p> <p>To skip, hop, stand on one leg and hold a pose for a game like musical statues</p>	<p>To continue to develop their movement and balancing</p> <p>To use large scale movements to wave flags and streamers</p> <p>To skip, hop, stand on one leg and hold a pose for a game like musical statues</p>	<p>To continue to develop their movement and balancing</p> <p>To use large scale movements to wave flags and streamers</p> <p>To skip, hop, stand on one leg and hold a pose for a game like musical statues</p>
<p>Horizontal links</p>			<p>To understand how to listen and why listening is important</p> <p>To progress towards a fluent style of moving, with developing control and grace</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p>To understand how to listen and why listening is important</p> <p>To progress towards a fluent style of moving, with developing control and grace</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p>To understand how to listen and why listening is important</p> <p>To progress towards a fluent style of moving, with developing control and grace</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p>To understand how to listen and why listening is important</p> <p>To progress towards a fluent style of moving, with developing control and grace</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p>To understand how to listen and why listening is important</p> <p>To progress towards a fluent style of moving, with developing control and grace</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently</p>



Literacy	Home visits and staggered starts	Staggered starts and Baseline assessments	RWI To begin to recognise, write and say the set 1 sounds Writing To spell words by identifying the sounds	RWI To begin to recognise, write and say the set 1 sounds. Writing To spell words by identifying the sounds	RWI To begin to recognise, write and say the set 1 sounds To begin to blend sounds into words Writing To spell words by identifying the sounds To begin to form a sentence	RWI To begin to recognise, write and say the set 1 sounds To begin to blend sounds into words Writing To spell words by identifying the sounds To begin to form a sentence	RWI To begin to recognise, write and say the set 1 sounds To begin to blend sounds into words Writing To spell words by identifying the sounds To begin to form a sentence
Vertical links				To recognise words with the same initial sound To use some of their print and letter knowledge in early writing To write some letters accurately	To recognise words with the same initial sound To use some of their print and letter knowledge in early writing To write some letters accurately	To recognise words with the same initial sound To use some of their print and letter knowledge in early writing To write some letters accurately	To recognise words with the same initial sound To use some of their print and letter knowledge in early writing To write some letters accurately
Horizontal links							
Mathematics	Home visits and staggered starts	Staggered starts and Baseline assessments	To be able to match, sort and compare	To be able to match, sort and compare	To be able to talk about measure and patterns	To be able to represent numbers 1, 2 and 3	To be able to represent numbers 1, 2 and 3
Vertical links			To compare qualities using 'more than' and 'fewer than'	To compare qualities using 'more than' and 'fewer than'		To be able to link numerals and amounts up to 5	To be able to link numerals and amounts up to 5
Horizontal links							



Understanding the World	Home visits and staggered starts	Staggered starts and Baseline assessments	To describe who is in their family and ask questions	To understand there are many different types of families	To express what they have experienced in the past with their family	To understand how homes, schools and transport were different in the past	To understand how homes, schools and transport were different in the past
Vertical links				To develop a positive attitude about the differences between people	To begin to make sense of their own life story and family history		
Horizontal links			To ask questions to understand	To ask questions to understand	To describe events in some detail		



<p>Expressive Arts and Design</p>	<p>Home visits and staggered starts</p>	<p>Staggered starts and Baseline assessments</p>	<p>To develop storylines in pretend play</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Pat a Cake, Name Song)</p>	<p>To develop storylines in pretend play</p> <p>To sing in a group, increasingly matching the pitch and following the melody (1,2,3,4,5)</p>	<p>To understand how colours can be mixed</p> <p>To use a variety of materials to construct with</p> <p>To know different techniques for joining materials</p> <p>To sing in a group, increasingly matching the pitch and following the melody (This Old Man)</p>	<p>To understand how colours can be mixed</p> <p>To use a variety of materials to construct with</p> <p>To know different techniques for joining materials</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Five Little Ducks)</p>	<p>To explore different music from around the world</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Things for Fingers)</p>
<p>Vertical links</p>			<p>To begin to develop complex stories using different equipment</p> <p>To remember and sing entire songs</p>	<p>To begin to develop complex stories using different equipment</p> <p>To remember and sing entire songs</p>	<p>To explore colour and colour mixing</p> <p>To explore different materials freely</p> <p>To remember and sing entire songs</p>	<p>To explore colour and colour mixing</p> <p>To explore different materials freely</p> <p>To remember and sing entire songs</p>	<p>To listen and respond to what we have heard</p> <p>To remember and sing entire songs</p>
<p>Horizontal links</p>			<p>To become more outgoing with unfamiliar people</p> <p>To show more confidence in social situations</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>To ask questions to understand</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>To use one handed equipment</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>To use one handed equipment</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>To listen carefully to rhymes and songs, paying attention to how they sound</p>