

Reception Topic 2 Overview

Focus author: Nick Sharratt **Texts:** Shark in the Park, Eat Your Peas
Key events and dates: Halloween, Bonfire Night, Diwali and the Great Gelato trip

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Personal, Social and Emotional Development Jigsaw – Celebrating Difference	To identify something they are good at and understand that everyone is good at different things	To understand that being different makes us all special	To know we are all different but in some ways the same	To know what they are good at	To know that their home is special to them	To say how they can be a kind friend	To know what words to use to stand up for themselves if someone is being unkind
Vertical links					To show confidence in social situations		To find solutions to conflicts
Horizontal links			To develop positive attitudes about differences between people	To develop positive attitudes about differences between people			To develop positive attitudes about differences between people



<p>Communication and Language</p>	<p>To describe half-term events in some detail</p> <p>To engage in story times</p> <p>To ask questions about each story</p> <p>To learn and use new vocabulary</p>	<p>To engage in story times</p> <p>To ask questions about each story</p> <p>To learn and use new vocabulary</p>	<p>To listen to and talk about non-fiction books</p> <p>To engage in story times</p> <p>To learn and use new vocabulary</p>	<p>To listen to and talk about non-fiction books</p> <p>To engage in story times</p> <p>To learn and use new vocabulary</p>	<p>To engage in story times</p> <p>To learn and use new vocabulary</p>	<p>To describe events in some detail, including Christmas and Diwali</p> <p>To engage in story times</p> <p>To learn and use new vocabulary</p>	<p>To describe events in some detail, including Christmas and Diwali</p> <p>To engage in story times</p> <p>To learn and use new vocabulary</p>
<p>Vertical links</p>	<p>To use longer sentences of 4-6 words</p> <p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use a wider range of vocabulary</p>	<p>To use longer sentences of 4-6 words</p> <p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use a wider range of vocabulary</p>	<p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use a wider range of vocabulary</p>	<p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use a wider range of vocabulary</p>	<p>To enjoy listening to longer stories.</p> <p>To remember what happened in a story.</p> <p>To use a wider range of vocabulary.</p>	<p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use a wider range of vocabulary</p> <p>To develop communication skills but errors may occur with irregular tenses</p>	<p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use a wider range of vocabulary</p> <p>To develop communication skills but errors may occur with irregular tenses</p>
<p>Horizontal links</p>							



<p>Physical Development</p> <p>PE – Gymnastics</p>	<p>To be able to run in different directions with control</p> <p>To develop fine motor skills with scissors</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To be able to jump from two feet to two feet</p> <p>To develop fine motor skills with pencils for drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To be able to hop on either foot with control</p> <p>To develop fine motor skills with pencils for writing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To gallop using preferred leg</p> <p>To develop fine motor skills with knives for cutting playdough</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To be able to skip over a rope</p> <p>To develop fine motor skills with threading and sewing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To be able to gain height whilst jumping</p> <p>To develop fine motor skills by pouring</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To be able to gain height whilst jumping</p> <p>To use one-handed tools</p> <p>Dough disco – To develop hand and finger strength for writing</p>
<p>Vertical links</p>	<p>To learn how to run in different directions safely</p> <p>To use one-handed tools</p>	<p>To learn the skills to be able to jump</p> <p>To use one-handed tools</p> <p>To use a comfortable grip with good control when holding pencils</p>	<p>To learn the skills to be able to hop</p> <p>To use one-handed tools</p> <p>To use a comfortable grip with good control when holding pencils</p>	<p>To use one handed tools.</p> <p>To show a preference for a dominant hand.</p>	<p>To use one-handed tools</p> <p>To show a preference for a dominant hand</p>	<p>To use one-handed tools</p> <p>To show a preference for a dominant hand</p>	<p>To use one-handed tools</p> <p>To use large muscle movements to wave flags</p>
<p>Horizontal links</p>	<p>To develop fine motor skills when using malleable materials</p>						<p>To explore and engage in dance</p>

Literacy	<p>RWI To recognise, write and say the set one sounds</p> <p>To be able to orally blend</p> <p>Writing To spell words by identifying the sounds.</p>	<p>RWI To recognise, write and say the set one sounds</p> <p>To be able to orally blend</p> <p>Writing To form captions about our focus text, Shark in the Park</p>	<p>RWI To recognise, write and say the set one sounds</p> <p>To be able to orally blend</p> <p>Writing To form captions about our focus text, Shark in the Park</p>	<p>RWI To recognise, write and say the set one sounds</p> <p>To be able to orally blend</p> <p>Writing To write a postcard</p>	<p>RWI To recognise, write and say the set one sounds</p> <p>To be able to orally blend</p> <p>Writing To write a postcard</p>	<p>RWI To recognise, write and say the set one sounds</p> <p>To be able to orally blend</p> <p>Writing To form captions about our focus text, Eat Your Peas</p>	<p>RWI To recognise, write and say the set one sounds</p> <p>To be able to orally blend</p> <p>Writing To form captions about our focus text, Eat Your Peas</p> <p>To write a Christmas message</p>
Vertical links	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
Horizontal links							
Mathematics	<p>To identify circles and triangles</p>	<p>To understand positional language</p>	<p>To learn about the numbers 4 and 5</p>	<p>To know one more and one less to 5</p>	<p>To know the composition of numbers to 5</p>	<p>To identify shapes with 4 sides</p>	<p>To understand day and night</p>
Vertical links	<p>To select shapes appropriately To explore 2D shapes</p>	<p>To understand position through words alone</p>	<p>To be able to link numerals and amounts up to 5</p>	<p>To be able to link numerals and amounts up to 5</p>	<p>To be able to link numerals and amounts up to 5</p>	<p>To select shapes appropriately To explore 2D shapes</p>	<p>To begin to describe a sequence of events</p>
Horizontal links							



Understanding the World	To know special places for members of the community To recognise that people have different beliefs					To know special places for members of the community To recognise that people have different beliefs To understand the different ways we might celebrate a special occasion	
Vertical links	To develop a positive attitude about the differences between people					To develop a positive attitude about the differences between people	
Horizontal links							



<p>Expressive Arts and Design</p>	<p>To develop colour mixing techniques to create a bonfire picture by working collaboratively</p> <p>To refine and use a variety of artistic effects</p> <p>To sing in a group, increasingly matching the pitch and following the melody (I'm a Little Teapot)</p>	<p>To use clay to mould and refine a diva lamp</p> <p>To refine and use a variety of artistic effects</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Not Too Difficult)</p>	<p>To sing in a group, increasingly matching the pitch and following the melody (Grand Old Duke of York)</p>	<p>To sing in a group, increasingly matching the pitch and following the melody (Ring O Roses)</p>	<p>To watch and discuss different performances</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Hickory Dickory Dock)</p>	<p>To sing in a group, increasingly matching the pitch and following the melody (ABC Song)</p>	<p>To design and make a celebration card by collaboratively sharing ideas</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Christmas songs)</p>
<p>Vertical links</p>	<p>To create collaboratively, sharing ideas, resources and skills</p> <p>To remember and sing entire songs</p>	<p>To create collaboratively, sharing ideas, resources and skills</p> <p>To remember and sing entire songs</p>	<p>To remember and sing entire songs</p>	<p>To remember and sing entire songs</p>	<p>To remember and sing entire songs</p>	<p>To remember and sing entire songs</p>	<p>To create collaboratively, sharing ideas, resources and skills</p> <p>To remember and sing entire songs</p>
<p>Horizontal links</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>	<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>	<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>	<p>To listen carefully to rhymes and songs, paying attention to how they sound</p>