

Reception Topic 3 Overview

Focus author: Sue Hendra Texts: Supertato, Norman, No Bot the Robot, Barry the fish with fingers, Cake, Gordon’s Great Escape
Key events and dates: Chinese New Year, National hot chocolate day

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Personal, Social and Emotional Development Jigsaw – Dreams and Goals	To understand that if they persevere, they can tackle challenges	To talk about a time when they didn’t give up until they achieved their goal	To set a goal and work towards it	To use kind words to encourage people	To understand the link between what they learn now and the job they might like to do when they are older	To say how they feel when they achieve a goal and know what it means to feel proud	
Vertical links			To select resources to achieve a goal they have chosen or had suggested to them	To understand gradually how others might be feeling	To show an interest in different occupations		
Horizontal links	To use talk to organise problems and activities			To develop social phrases	To describe people who are familiar to them	To develop social phrases	



<p>Communication and Language</p>	<p>To listen to and talk about stories to build understanding</p> <p>To articulate their thoughts into well-formed sentences</p>	<p>To listen to and talk about stories to build understanding</p> <p>To articulate their thoughts into well-formed sentences</p>	<p>To listen to and talk about stories to build understanding</p> <p>To listen to and talk about non-fiction books</p> <p>To articulate their thoughts into well-formed sentences</p>	<p>To listen to and talk about stories to build understanding</p> <p>To listen to and talk about non-fiction books</p> <p>To articulate their thoughts into well-formed sentences</p>	<p>To listen to and talk about stories to build understanding</p> <p>To learn and use new vocabulary</p> <p>To connect one idea or action to another</p>	<p>To listen to and talk about stories to build understanding</p> <p>To learn and use new vocabulary</p> <p>To connect one idea or action to another</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 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 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 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 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 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>Horizontal links</p>	<p>To re-read books to build up their confidence</p>	<p>To re-read books to build up their confidence</p>	<p>To re-read books to build up their confidence</p>	<p>To re-read books to build up their confidence</p>	<p>To re-read books to build up their confidence</p>	<p>To re-read books to build up their confidence</p>	



<p>Physical Development PE – Best of balls</p>	<p>To develop the ability to throw an object</p> <p>To develop fine motor skills with pencils for drawing and writing</p> <p>Dough Disco – To develop hand and finger strength for writing</p>	<p>To develop the ability to throw an object at a target</p> <p>To develop fine motor skills with pencils for drawing and writing</p> <p>Dough Disco – To develop hand and finger strength for writing</p>	<p>To develop the ability to move at speed</p> <p>To develop fine motor skills with pencils for drawing and writing</p> <p>Dough Disco – To develop hand and finger strength for writing</p>	<p>To travel confidently in a range of ways</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 learn how to jump safely</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 develop the ability to jump in different ways</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>Vertical links</p>	<p>To use one-handed tools To show a preference for a dominant hand To continue to develop their movement with ball skills</p>	<p>To use one-handed tools To show a preference for a dominant hand To continue to develop their movement with ball skills</p>	<p>To use one-handed tools To show a preference for a dominant hand To continue to develop their movement with ball skills</p>	<p>To use one-handed tools To show a preference for a dominant hand To continue to develop their movement with ball skills</p>	<p>To show a preference for a dominant hand To continue to develop their movement with ball skills</p>	<p>To show a preference for a dominant hand To continue to develop their movement with ball skills</p>	
<p>Horizontal links</p>	<p>To develop fine motor skills using malleable materials such as playdoh</p>	<p>To develop fine motor skills using malleable materials such as playdoh</p>					



Literacy	<p>RWI To recognise, write and say the set 1 and 2 sounds</p> <p>To segment words for spelling</p> <p>Writing To form sentences to create speech bubbles for a character</p>	<p>RWI To recognise, write and say the set 1 and 2 sounds</p> <p>To segment words for spelling</p> <p>Writing To form sentences to create a thought bubble for the evil pea</p>	<p>RWI To recognise, write and say the set 1 and 2 sounds</p> <p>To segment words for spelling</p> <p>Writing To sequence the story of 'Keith the Cat and the Magic Hat'</p>	<p>RWI To recognise, write and say the set 1 and 2 sounds</p> <p>To segment words for spelling</p> <p>Writing To form sentences to describe a character or setting</p>	<p>RWI To recognise, write and say the set 1 and 2 sounds</p> <p>To segment words for spelling</p> <p>Writing To form sentences to create a fact file about the seasons</p>	<p>RWI To recognise, write and say the set 1 and 2 sounds</p> <p>To segment words for spelling</p> <p>Writing To form sentences to create a fact file about the seasons</p>	
Vertical links	<p>To use print and letter knowledge in early writing To write some letters accurately</p>	<p>To use print and letter knowledge in early writing To write some letters accurately</p>	<p>To use print and letter knowledge in early writing To write some letters accurately</p>	<p>To use print and letter knowledge in early writing To write some letters accurately</p>	<p>To use print and letter knowledge in early writing To write some letters accurately</p>	<p>To use print and letter knowledge in early writing To write some letters accurately</p>	
Horizontal links	<p>To listen to and talk about stories to build familiarity and understanding</p>	<p>To listen to and talk about stories to build familiarity and understanding</p>	<p>To retell the story once they have developed a deep familiarity with the text To listen to and talk about stories to build familiarity and understanding</p>	<p>To retell the story once they have developed a deep familiarity with the text To listen to and talk about stories to build familiarity and understanding</p>	<p>To understand the effects of changing seasons on the natural world around them</p>	<p>To understand the effects of changing seasons on the natural world around them</p>	
Mathematics	<p>To subitise and represent the numbers 0 to 5</p>	<p>To know one more and one less to 5</p>	<p>To explore capacity and mass</p>	<p>To find and represent numbers 6, 7 and 8</p>	<p>To know one more and one less to 8 To understand the composition of 6, 7 and 8</p>	<p>To understand odd and even To know how to double to 8</p>	<p>To explore length and height To know how to sequence time</p>
Vertical links	<p>To link numerals and amounts up to 5</p>	<p>To link numerals and amounts up to 5</p>	<p>To compare quantities using language</p>	<p>To recite numbers past 5</p>	<p>To recite numbers past 5</p>	<p>To recite numbers past 5</p>	<p>To begin to describe a sequence of events</p>
Horizontal links							



Understanding the World		To compare and contrast characters from stories, including figures from the past	To compare and contrast characters from stories, including figures from the past		To understand the effects of changing seasons	To understand the effects of changing seasons	
Vertical links		To continue to develop positive attitudes about the differences between people	To continue to develop positive attitudes about the differences between people		To talk about what they see, using a wide vocabulary	To talk about what they see, using a wide vocabulary	
Horizontal links		To ask questions to understand	To ask questions to understand		To ask questions to understand	To ask questions to understand	



<p>Expressive Arts and Design</p>	<p>To sing in a group, increasingly matching the pitch and following the melody (Wind the Bobbin Up)</p>	<p>To refine and use a variety of artistic effects</p> <p>To develop storylines in pretend play</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 refine and use a variety of artistic effects</p> <p>To develop storylines in pretend play</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Rock a Bye Baby)</p>	<p>To make music</p> <p>To sing in a group, increasingly matching the pitch and following the melody (5 Little Monkeys)</p>	<p>To sing in a group, increasingly matching the pitch and following the melody (Twinkle Twinkle Little Star)</p>	<p>To sing in a group, increasingly matching the pitch and following the melody (Head, Shoulders, Knees and Toes)</p>	
<p>Vertical links</p>	<p>To remember and sing entire songs</p>	<p>To explore different materials freely</p> <p>To develop their own ideas and then decide which materials to use to express them</p> <p>To explore colour and colour mixing</p> <p>To take part in simple pretend play</p> <p>To begin to develop complex stories using small world equipment</p> <p>To remember and sing entire songs</p>	<p>To explore different materials freely</p> <p>To develop their own ideas and then decide which materials to use to express them</p> <p>To explore colour and colour mixing</p> <p>To take part in simple pretend play</p> <p>To begin to develop complex stories using small world equipment</p> <p>To remember and sing entire songs</p>	<p>To play instruments with increasing control to express their feelings and ideas</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>Horizontal links</p>	<p>To listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>To create collaboratively, sharing ideas, resources and skills</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>To create collaboratively, sharing ideas, resources and skills</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>	