

Reception Topic 4 Overview

Focus author: Eric Carle Texts: The Very Hungry Caterpillar, The Bad-Tempered Ladybird
Key events and dates: Holi, Easter

	Week 1	Week 2	Week 3	Week 4	Week 5
Personal, Social and Emotional Development Jigsaw – Healthy Me	To understand that they need to exercise to keep their body healthy	To understand how moving and resting are good for their body	To know which foods are healthy and not so healthy To know how to make healthy eating choices	To know how to help themselves go to sleep To understand why sleep is good for them	To know how to wash their hands thoroughly To understand why this is important, especially before they eat and after they go to the toilet
Vertical links			To make healthy choices about food, drink, activity and toothbrushing		To be increasingly independent in meeting their own care needs
Horizontal links					
Communication and Language	To learn and use new vocabulary To listen to and talk about stories to build understanding	To learn and use new vocabulary To listen to and talk about stories to build understanding	To learn and use new vocabulary To listen to and talk about stories to build understanding	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 learn and use new vocabulary To listen to and talk about stories to build understanding
Vertical links	To use longer sentences of 4 –6 words To enjoy listening to longer stories To remember what happened in a story	To use longer sentences of 4 –6 words To enjoy listening to longer stories To remember what happened in a story	To use longer sentences of 4 –6 words To enjoy listening to longer stories To remember what happened in a story	To use longer sentences of 4 –6 words To enjoy listening to longer stories To remember what happened in a story	To use longer sentences of 4 –6 words To enjoy listening to longer stories To remember what happened in a story
Horizontal links	To re-read books to build up their confidence	To re-read books to build up their confidence	To re-read books to build up their confidence	To re-read books to build up their confidence	To recognise some environments which are different to the ones in which they live To re-read books to build up their confidence



<p>Physical Development PE – Invasion unit 1 – Animal Magic</p>	<p>To be able to run in different directions with control</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 be able to jump forwards from 2 feet to 2 feet</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 be able to hop on either foot with control</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 gallop using preferred leg</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 be able to skip over a rope</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>Vertical links</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 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>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>	<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>	<p>To develop fine motor skills using malleable materials such as playdoh</p>
<p>Literacy</p>	<p>RWI</p> <p>To recognise, write and say the set 1, 2 and 3 sounds</p> <p>To segment words for spelling</p> <p>Writing</p> <p>To use adjectives to describe objects (The Very Hungry Caterpillar)</p>	<p>RWI</p> <p>To recognise, write and say the set 1, 2 and 3 sounds</p> <p>To segment words for spelling</p> <p>Writing</p> <p>To use adjectives to describe objects (The Very Hungry Caterpillar)</p>	<p>RWI</p> <p>To recognise, write and say the set 1, 2 and 3 sounds</p> <p>To segment words for spelling</p> <p>Writing</p> <p>To use verbs to show characters movement (The Bad-Tempered Ladybird)</p>	<p>RWI</p> <p>To recognise, write and say the set 1, 2 and 3 sounds</p> <p>To segment words for spelling</p> <p>Writing</p> <p>To use adjectives to describe characters (The Bad-Tempered Ladybird)</p>	<p>RWI</p> <p>To recognise, write and say the set 1, 2 and 3 sounds</p> <p>To segment words for spelling</p> <p>Writing</p> <p>To write in complete sentences (Being Healthy leaflet)</p>
<p>Vertical links</p>	<p>To use print and letter knowledge in early writing</p> <p>To write some letters accurately</p>	<p>To use print and letter knowledge in early writing</p> <p>To write some letters accurately</p>	<p>To use print and letter knowledge in early writing</p> <p>To write some letters accurately</p>	<p>To use print and letter knowledge in early writing</p> <p>To write some letters accurately</p>	<p>To use print and letter knowledge in early writing</p> <p>To write some letters accurately</p>
<p>Horizontal links</p>	<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 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 listen to and talk about stories to build familiarity and understanding</p>



Mathematics	To understand, compare and represent numbers to ten	To subitise numbers to ten To know one more and one less to ten	To understand the composition of numbers to ten To know number bonds to ten	To know number bonds to ten To know doubles to ten	To explore odd and even numbers to ten
Vertical links	To recite numbers past 5 To link numerals and amounts up to 5	To recite numbers past 5 To link numerals and amounts up to 5	To link numerals and amounts up to 5	To recite numbers past 5	To recite numbers past 5
Horizontal links					
Understanding the World	To understand and create a simple map	To understand and create a simple map	To recognise some environments are different to their own (link to hot and cold countries and The Bad-Tempered Ladybird)	To understand the story of Holi	To understand the story of Easter
Vertical links				To continue to develop a positive attitude about the differences between people	To continue to develop a positive attitude about the differences between people
Horizontal links	To ask questions to understand	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 listen attentively, move to and talk about music, expressing their feelings and responses (Lovely Day by Bill Withers)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Old MacDonald had a Farm)</p> <p>To develop story lines in pretend play</p> <p>To refine and use a variety of artistic effects – symmetrical paintings</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses (Beyond the Sea by Robbie Williams)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Incy Wincy Spider)</p> <p>To develop story lines in pretend play</p> <p>To refine and use a variety of artistic effects - colour mixing</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses (Mars from The Planets by Gustav Holst)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (The Wheels on The Bus)</p> <p>To develop story lines in pretend play</p> <p>To refine and use a variety of artistic effects - colour mixing</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses (Frog Legs and Dragon Teeth by Bellowhead)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Baa Baa Black Sheep)</p> <p>To develop story lines in pretend play</p> <p>To refine and use a variety of artistic effects – sculpting</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses (Ain't No Mountain High Enough)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Row, Row, Row Your Boat)</p> <p>To develop story lines in pretend play</p> <p>To refine and use a variety of artistic effect – sculpting</p>
<p>Vertical links</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</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</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</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</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</p>
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