

Reception Topic 5 Overview

Focus author: Ben Cort and Claire Freedman **Texts:** Aliens Love Underpants, Pirates Love Underpants, Looking After Our Planet (non-fiction)

Key events and dates: Passover, Earth Day and Reception Book Night

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Personal, Social and Emotional Development Relationships	To identify some of the jobs they do in their family	To know how to make friends to stop themselves from feeling lonely	To think of ways to solve problems and make friends	To understand the impact of unkind words	To manage their feelings	To know how to be a good friend
Vertical links	To develop their sense of responsibility and membership of a community	To become more outgoing with unfamiliar people, in the safe context of their setting To show more confidence in new social situations	To find solutions to conflict and rivalries To talk with others to solve conflicts	To increasingly follow rules, understanding why they are important To remember rules without needing an adult to remind them	To develop appropriate ways of being assertive To talk about their feelings using words like “happy”, “sad”, “angry” or “worried”	To play with one or more other children extending and elaborating play ideas To understand gradually how others might be feeling
Horizontal links	To talk about members of their immediate family To name and describe people who are familiar to them	To develop social phrases	To articulate their ideas To use talk to help to work out problems	To develop social phrases	To use new vocabulary in different contexts	To develop social phrases To collaboratively share ideas



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 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 stories to build understanding
Vertical links	To use longer sentences of 4 to 6 words To enjoy listening to longer stories To remember what happened in a story	To use longer sentences of 4 to 6 words To enjoy listening to longer stories To remember what happened in a story	To use longer sentences of 4 to 6 words To enjoy listening to longer stories To remember what happened in a story	To use longer sentences of 4 to 6 words To enjoy listening to longer stories To remember what happened in a story	To use longer sentences of 4 to 6 words To enjoy listening to longer stories To remember what happened in a story	To use longer sentences of 4 to 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	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 2</p>	<p>To be able to run in different directions with control in a team game</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 two feet to two feet in a team game</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 in a team game</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 in a team game</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 in a team game</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 gain height while jumping in a team game</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 To show a preference for a dominant hand</p>	<p>To use one-handed tools To show a preference for a dominant hand</p>	<p>To use one-handed tools To show a preference for a dominant hand</p>	<p>To use one-handed tools To show a preference for a dominant hand</p>	<p>To use one-handed tools To show a preference for a dominant hand</p>	<p>To use one-handed tools 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>To develop fine motor skills using malleable materials such as playdoh</p>



<p>Literacy</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</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 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 sequence the story of 'Pirates Love Underpants'</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 or speech bubble for the characters in a story</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 recycling</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 whole story as a class</p>
<p>Vertical links</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>	<p>To use print and letter knowledge in early writing 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 think about the perspective of others To consider the feelings of others To listen to and talk about stories to build familiarity and understanding</p>	<p>To recognise some environments which are different to the ones in which they live To explore the natural world around them</p>	<p>To think about the perspective of others To consider the feelings of others To listen to and talk about stories to build familiarity and understanding</p>



Mathematics	To recognise and name 3D shapes To create and continue a more complex pattern	To build and continue numbers patterns from 10 to 20	To build and continue numbers patterns from 10 to 20	To know how to take away numbers to 10	To know how to take away numbers to 10	To manipulate, compose and decompose shapes
Vertical links	To talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'	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 compare quantities using language: 'more than', 'fewer than'	To compare quantities using language: 'more than', 'fewer than'	To talk about and explore 2D and 3D shapes (for example, circles, rectangles and triangles)
Horizontal links						



<p>Understanding the World</p>	<p>To recognise differences between our country and others (New Zealand)</p> <p>To compare and contrast characters from stories – Peepo by Janet and Allan Ahlberg</p> <p>To recognise that people have different beliefs and celebrate special times in different ways (Eid)</p>	<p>To recognise differences between our country and others (Singapore)</p> <p>To compare and contrast characters from stories – Fatou Fetch the Water b Neil Griffiths</p>	<p>To recognise differences between our country and others (Mauritius)</p> <p>To compare and contrast characters from stories – Look Up by Nathan Byron</p>	<p>To recognise differences between our country and others (Barbados)</p> <p>To compare and contrast characters from stories – Mrs. Wobble the Waitress by Allan Ahlberg</p>	<p>To recognise differences between our country and others (Tonga)</p> <p>To compare and contrast characters from stories – Handa's Surprise by Eileen Browne</p>	<p>To recognise differences between our country and others (Bangladesh)</p> <p>To compare and contrast characters from stories – Dogger by Shirley Hughes</p>
<p>Vertical links</p>	<p>To develop their sense of responsibility and membership of a community</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>To begin to make sense of their own life-story and family's history</p>	<p>To develop their sense of responsibility and membership of a community</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>To begin to make sense of their own life-story and family's history</p>	<p>To develop their sense of responsibility and membership of a community</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>To begin to make sense of their own life-story and family's history</p>	<p>To develop their sense of responsibility and membership of a community</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>To begin to make sense of their own life-story and family's history</p>	<p>To develop their sense of responsibility and membership of a community</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>To begin to make sense of their own life-story and family's history</p>	<p>To develop their sense of responsibility and membership of a community</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>To begin to make sense of their own life-story and family's history</p>
<p>Horizontal links</p>	<p>To learn new vocabulary</p> <p>To ask questions to find out more</p> <p>To articulate their ideas and thoughts</p> <p>To listen to and talk about stories</p> <p>To engage in story times</p>	<p>To learn new vocabulary</p> <p>To ask questions to find out more</p> <p>To articulate their ideas and thoughts</p> <p>To listen to and talk about stories</p> <p>To engage in story times</p>	<p>To learn new vocabulary</p> <p>To ask questions to find out more</p> <p>To articulate their ideas and thoughts</p> <p>To listen to and talk about stories</p> <p>To engage in story times</p>	<p>To learn new vocabulary</p> <p>To ask questions to find out more</p> <p>To articulate their ideas and thoughts</p> <p>To listen to and talk about stories</p> <p>To engage in story times</p>	<p>To learn new vocabulary</p> <p>To ask questions to find out more</p> <p>To articulate their ideas and thoughts</p> <p>To listen to and talk about stories</p> <p>To engage in story times</p>	<p>To learn new vocabulary</p> <p>To ask questions to find out more</p> <p>To articulate their ideas and thoughts</p> <p>To listen to and talk about stories</p> <p>To engage in story times</p>



<p>Expressive Arts and Design</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses (Big Bear Funk)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Big Bear Funk)</p> <p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (observational drawings and paintings of daffodils)</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses (I Feel Good by James Brown)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Hickory Dickory Dock)</p> <p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (junk modelling alien characters and space settings)</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses (Don't You Worry about a Thing by Incognito)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Twinkle, Twinkle, Little Star)</p> <p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (collaborative collage of the sea)</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses (My Promise by Earth, Wind and Fire)</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 and dance (Big Bear Funk)</p> <p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (observational drawings with pencils of our friends)</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses (Superstition by Stevie Wonder)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (The Wheels on the Bus)</p> <p>To explore and engage in music making and dance (The Wheels on the Bus)</p> <p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (junk modelling)</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses (Pick up the Pieces by Average White Band)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Row Your Boat)</p> <p>To explore and engage in music making, performing in groups (Big Bear Funk)</p> <p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects</p>
<p>Vertical links</p>	<p>To listen with increased attention to sounds</p> <p>To respond to what they have heard, expressing their thoughts and feelings</p> <p>To remember and sing entire songs</p> <p>To take part in simple pretend play</p> <p>To begin to develop complex stories using small world equipment</p> <p>To make imaginative and complex small worlds with blocks and construction kits</p> <p>To explore different</p>	<p>To listen with increased attention to sounds</p> <p>To respond to what they have heard, expressing their thoughts and feelings</p> <p>To remember and sing entire songs</p> <p>To take part in simple pretend play</p> <p>To begin to develop complex stories using small world equipment</p> <p>To make imaginative and complex small worlds with blocks and construction kits</p> <p>To explore different</p>	<p>To listen with increased attention to sounds</p> <p>To respond to what they have heard, expressing their thoughts and feelings</p> <p>To remember and sing entire songs</p> <p>To take part in simple pretend play</p> <p>To begin to develop complex stories using small world equipment</p> <p>To make imaginative and complex small worlds with blocks and construction kits</p> <p>To explore different</p>	<p>To listen with increased attention to sounds</p> <p>To respond to what they have heard, expressing their thoughts and feelings</p> <p>To remember and sing entire songs</p> <p>To take part in simple pretend play</p> <p>To begin to develop complex stories using small world equipment</p> <p>To make imaginative and complex small worlds with blocks and construction kits</p> <p>To explore different</p>	<p>To listen with increased attention to sounds</p> <p>To respond to what they have heard, expressing their thoughts and feelings</p> <p>To remember and sing entire songs</p> <p>To take part in simple pretend play</p> <p>To begin to develop complex stories using small world equipment</p> <p>To make imaginative and complex small worlds with blocks and construction kits</p> <p>To explore different</p>	<p>To listen with increased attention to sounds</p> <p>To respond to what they have heard, expressing their thoughts and feelings</p> <p>To remember and sing entire songs</p> <p>To take part in simple pretend play</p> <p>To begin to develop complex stories using small world equipment</p> <p>To make imaginative and complex small worlds with blocks and construction kits</p> <p>To explore different</p>



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Horizontal links	<p>To develop their small motor skills so they can use a range of tools competently, safely and confidently</p>	<p>To develop their small motor skills so they can use a range of tools competently, safely and confidently</p>	<p>To develop their small motor skills so they can use a range of tools competently, safely and confidently</p>	<p>To develop their small motor skills so they can use a range of tools competently, safely and confidently</p>	<p>To develop their small motor skills so they can use a range of tools competently, safely and confidently</p>	<p>To develop their small motor skills so they can use a range of tools competently, safely and confidently</p>