

Reception Topic 6 Overview

Focus author: Kes Gray **Texts:** Oi Frog, Oi Dog
Key events and dates:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Personal, Social and Emotional Development Changing Me	To name some parts of the body	To say some of the things they can do and foods they can eat to be healthy	To understand that they grow from babies to adults	To express how they feel about moving to Year 1	To talk about how they feel about their worries and/or the things they are looking forward to about going into Year 1	To share their memories of the best bits of this year in Reception	
Vertical links		To make healthy choices about food, drink, activity and tooth-brushing		To talk about their feelings like happy, sad, angry and worried	To talk about their feelings like happy, sad, angry and worried,		
Horizontal links	To use new vocabulary in different contexts To use new vocabulary throughout the day		To describe events in some detail	To articulate their ideas and thoughts in well-formed sentences	To articulate their ideas and thoughts in well-formed sentences		



<p>Communication and Language</p>	<p>To describe some events in detail</p> <p>To learn and use new vocabulary</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 describe some events in detail</p> <p>To learn and use new vocabulary</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 describe some events in detail</p> <p>To learn and use new vocabulary</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 describe some events in detail</p> <p>To learn and use new vocabulary</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 describe some events in detail</p> <p>To learn and use new vocabulary</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 describe some events in detail</p> <p>To learn and use new vocabulary</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 describe some events in detail</p> <p>To learn and use new vocabulary</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>Vertical links</p>	<p>To use longer sentences of 4 to 6 words</p> <p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use talk to organise themselves</p>	<p>To use longer sentences of 4 to 6 words</p> <p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use talk to organise themselves</p>	<p>To use longer sentences of 4 to 6 words</p> <p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use talk to organise themselves</p>	<p>To use longer sentences of 4 to 6 words</p> <p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use talk to organise themselves</p>	<p>To use longer sentences of 4 to 6 words</p> <p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use talk to organise themselves</p>	<p>To use longer sentences of 4 to 6 words</p> <p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use talk to organise themselves</p>	<p>To use longer sentences of 4 to 6 words</p> <p>To enjoy listening to longer stories</p> <p>To remember what happened in a story</p> <p>To use talk to organise themselves</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>To re-read books to build up their confidence</p>



<p>Physical Development PE – Games – Unit 2</p>	<p>To aim when throwing and practise keeping score</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To follow instructions and move safely when playing tagging games</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To learn to play against a partner</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To develop co-ordination and play by the rules</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength</p>	<p>To explore striking a ball and keeping score</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To work co-operatively as a team</p> <p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>	<p>To develop fine motor skills for writing and drawing</p> <p>Dough disco – To develop hand and finger strength for writing</p>
<p>Vertical links</p>	<p>To develop their movement, balancing and riding</p>	<p>To develop their movement, balancing and riding</p>	<p>To develop their movement, balancing and riding</p>	<p>To develop their movement, balancing and riding</p>	<p>To develop their movement, balancing and riding</p>	<p>To develop their movement, balancing and riding</p>	<p>To develop their movement, balancing and riding</p>
<p>Horizontal links</p>							



<p>Literacy</p>	<p>RWI To read, write and say the set 1, 2 and 3 sounds</p> <p>To segment sounds for spelling</p> <p>To hold a sentence for writing</p> <p>To read red words</p> <p>Writing To write rhyming captions</p> <p>To re-read what they have written to check that it makes sense</p>	<p>RWI To read, write and say the set 1, 2 and 3 sounds</p> <p>To segment sounds for spelling</p> <p>To hold a sentence for writing</p> <p>To read red words</p> <p>Writing To form sentences using verbs</p> <p>To write short sentences using a capital letter and full stop</p> <p>To re-read what they have written to check that it makes sense</p>	<p>RWI To read, write and say the set 1, 2 and 3 sounds</p> <p>To segment sounds for spelling</p> <p>To hold a sentence for writing</p> <p>To read red words</p> <p>Writing To form sentences using adjectives</p> <p>To write short sentences using a capital letter and full stop</p> <p>To re-read what they have written to check that it makes sense</p>	<p>RWI To read, write and say the set 1, 2 and 3 sounds</p> <p>To segment sounds for spelling</p> <p>To hold a sentence for writing</p> <p>To read red words</p> <p>Writing To form sentences using verbs</p> <p>To write short sentences using a capital letter and full stop</p> <p>To re-read what they have written to check that it makes sense</p>	<p>RWI To read, write and say the set 1, 2 and 3 sounds</p> <p>To segment sounds for spelling</p> <p>To hold a sentence for writing</p> <p>To read red words</p> <p>Writing To form sentences to write a postcard</p> <p>To write short sentences using a capital letter and full stop</p> <p>To re-read what they have written to check that it makes sense</p>	<p>RWI To read, write and say the set 1, 2 and 3 sounds</p> <p>To segment sounds for spelling</p> <p>To hold a sentence for writing</p> <p>To read red words</p> <p>Writing To form sentences to write a postcard</p> <p>To write short sentences using a capital letter and full stop</p> <p>To re-read what they have written to check that it makes sense</p>	<p>RWI To read, write and say the set 1, 2 and 3 sounds</p> <p>To segment sounds for spelling</p> <p>To hold a sentence for writing</p> <p>To read red words</p> <p>Writing To write about their year</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>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 To listen carefully to rhymes, paying attention to how they sound</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>	<p>To listen to and talk about stories to build familiarity and understanding</p>



Mathematics	To create and explore patterns	To describe position	To understand and create maps	To deepen understanding of relationships between shapes and number To consolidate their learning of numbers up to 20	To consolidate their learning of numbers up to 20	To deepen their understanding of what has been learnt this year	To deepen their understanding of what has been learnt this year
Vertical links	To know simple patterns To extend and create patterns using familiar objects, shapes, or movements	To use positional language such as 'in', 'on', 'under', 'next to', 'behind' and 'in front of' when talking about where things are	To use positional language such as 'in', 'on', 'under', 'next to', 'behind' and 'in front of' when talking about where things are	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		
Horizontal links			To talk about what they see using a wide vocabulary				



<p>Understanding the World</p>	<p>To explore the natural world around them – natural paintbrushes</p> <p>To describe and feel what they hear outside</p>	<p>To explore the natural world around them – natural art</p>	<p>To explore the natural world around them - bug hotels</p> <p>To draw information from a simple map (use of Beebots)</p>	<p>To explore the natural world around them – leaf rubbings</p>	<p>To explore the natural world around them – nature world detective</p> <p>To describe and feel what they hear outside</p>	<p>To explore the natural world around them – rock pets</p>	<p>To explore the natural world around them</p> <p>To describe and feel what they hear outside</p>
<p>Vertical links</p>	<p>To begin to understand the need to respect and care for the natural environment and all living things To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials</p>	<p>To begin to understand the need to respect and care for the natural environment and all living things To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials</p>	<p>To begin to understand the need to respect and care for the natural environment and all living things To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials</p>	<p>To begin to understand the need to respect and care for the natural environment and all living things To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials</p>	<p>To begin to understand the need to respect and care for the natural environment and all living things To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials</p>	<p>To begin to understand the need to respect and care for the natural environment and all living things To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials</p>	<p>To begin to understand the need to respect and care for the natural environment and all living things To talk about what they see using a wide vocabulary To use all their senses in hands-on exploration of natural materials</p>
<p>Horizontal links</p>	<p>To use new vocabulary in different contexts To ask questions to find out more</p>	<p>To use new vocabulary in different contexts To ask questions to find out more</p>	<p>To use new vocabulary in different contexts To ask questions to find out more</p>	<p>To use new vocabulary in different contexts To ask questions to find out more</p>	<p>To use new vocabulary in different contexts To ask questions to find out more</p>	<p>To use new vocabulary in different contexts To ask questions to find out more</p>	<p>To use new vocabulary in different contexts To ask questions to find out more</p>



<p>Expressive Arts and Design</p>	<p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (create digital art using natural resources)</p>	<p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses (William Tell Overture by Rossini)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Pat-a-Cake)</p> <p>To explore and engage in music making (body percussion)</p>	<p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (art linked to Dance of the Sugarplum Fairy)</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses (Dance of the Sugarplum Fairy)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Five Little Ducks)</p>	<p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (art sculpture of landmarks in commonwealth countries)</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses (Flight of the Bumblebee by Rimsky Korsakov)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (The Grand Duke of York)</p> <p>To explore and engage in music making (percussion instruments)</p>	<p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (draw henna hand patterns)</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses (Jupiter the Bringer of Jollity by Holst)</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 explore and engage in music making (glockenspiels)</p>	<p>To develop storylines in pretend play</p> <p>To refine and use a variety of artistic effects (art gallery)</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses (Fantasia on a Theme by Thomas Tallis)</p> <p>To sing in a group, increasingly matching the pitch and following the melody (Old MacDonald Had a Farm)</p> <p>To explore and engage in music making (percussion instruments)</p>	<p>To develop storylines in pretend play</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses (Flying Theme by John Williams)</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 (percussion and glockenspiels)</p>
<p>Vertical links</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 materials freely in order to develop their</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</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</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</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</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</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</p>



	ideas	small world equipment	small world equipment To use drawing to represent ideas To draw with increasing complexity and detail	small world equipment	small world equipment To use drawing to represent ideas To draw with increasing complexity and detail	small world equipment To use drawing to represent ideas To draw with increasing complexity and detail	small world equipment
Horizontal links	To describe what they see, hear and feel outside	To describe what they see, hear and feel outside	To develop their small motor skills so they can use a range of tools competently, safely and confidently	To recognise some similarities and differences between life in other countries (landmarks)	To develop their small motor skills so they can use a range of tools competently, safely and confidently To recognise that people have different beliefs and celebrate special times in different ways	To develop their small motor skills so they can use a range of tools competently, safely and confidently To recognise that people have different beliefs and celebrate special times in different ways	