

## Reception Topic 1 Overview People Who Help Us

**Focus author:** Julia Donaldson    **Texts:** The Gruffalo, Room on the Broom, Zog, A Squash and a Squeeze, Super worm, The Smartest Giant in Town  
**Key events and dates:** Police visit, Fire engine visit, Diwali  
**DEI texts:** Dival's Diwali story and We are Family by Patricia Hegarty

**Curriculum intentions:**

1. To be settled at school and be a confident learner
2. To lay the foundations to become a confident communicator
3. To attend to their own self-care needs and understand healthy living
4. To lay the foundations to become a confident reader
5. To lay the foundations to become a confident writer
6. To take care of their environment and begin to understand changes
7. To understand that they are a part of a diverse community
8. To develop number sense
9. To develop a sense of space
10. To develop skills and processes for self-expression, creating with a purpose in mind

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Curriculum Intention 1: To be settled at school and be a confident learner</b>  <b>PSED</b>	Baseline assessments  To begin to develop relationships with adults  To explore the school provision and engage in the routine  To name and express feelings	Baseline assessments  To begin to develop relationships with adults  To explore the school provision and engage in the routine  To name and express feelings	Jigsaw: To understand how it feels to belong and that they are similar and different  To take part in 'Getting to Know You' games	Jigsaw: To start to recognise and manage their feelings  To learn each other's names  To manage their own emotions and behaviour	Jigsaw: To enjoy working with others to make school a good place to be	Jigsaw: To understand why it is good to be kind and use gentle hands  To negotiate with friends	Jigsaw: To know their responsibilities in school
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<p><b>Curriculum Intention 2: To lay the foundations to become a confident communicator</b></p> <p><b>C&amp;L</b></p>	<p>Baseline assessments</p> <p>To develop trust in familiar people</p>	<p>Baseline assessments</p> <p>To develop trust in familiar people</p>	<p>To listen carefully in a range of contexts (talking about their own family)</p> <p>To talk and listen to each other and develop their ability to sustain a longer back and forth conversation (talking about their own family)</p>	<p>To listen carefully in a range of contexts</p> <p>To understand and use new vocabulary; for example, action words, descriptive, pronouns (linked to superheroes)</p>	<p>To apply new vocabulary in context (linked to people who help us)</p> <p>To develop correct grammar and syntax through adults modelling, recasting and commentary (linked to people who help us)</p>	<p>To apply new vocabulary in context (linked to people who help us)</p> <p>To engage in role-play with other children (doctors)</p>	<p>To apply new vocabulary in context (linked to people who help us)</p> <p>To engage in role-play with other children (vets)</p>
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<p><b>Curriculum Intention 3: To attend to their own self-care needs and understand healthy living</b></p> <p><b>PSSED/PD</b></p>	<p>Baseline assessments</p> <p>To begin to use the toilet independently and wash and dry hands when needed</p> <p>To manage buttons and zips</p>	<p>Baseline assessments</p> <p>P.E.</p> <p>To move around safely in space</p> <p>To begin to use the toilet independently and wash and dry hands when needed</p> <p>To manage buttons and zips</p>	<p>P.E.</p> <p>To follow instructions and stop safely</p> <p>To assess own risks and safety</p> <p>To develop postural and gross motor control (accessing Jabadao mats)</p>	<p>P.E.</p> <p>To stop safely and develop control when using equipment</p> <p>To assess own risks and safety</p>	<p>P.E.</p> <p>To follow instructions and play safely as a group</p>	<p>P.E.</p> <p>To follow a path and take turns</p> <p>To engage in dressing up (changing clothes independently)</p>	<p>P.E.</p> <p>To work co-operatively with a partner</p> <p>To engage in dressing up (changing clothes independently)</p>
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<p><b>Curriculum Intention 4: To lay the foundations to become a confident reader</b></p> <p>L</p>	<p>Baseline assessments</p> <p>RWI: To recognise set 1 sounds To orally blend (Fred games)</p> <p>To enjoy listening to longer stories (Julia Donaldson texts)</p>	<p>Baseline assessments</p> <p>RWI: To recognise set 1 sounds To orally blend (Fred games)</p> <p>To enjoy listening to longer stories (Julia Donaldson texts)</p>	<p>RWI: To recognise set 1 sounds To orally blend (Fred games)</p> <p>To make links with own experiences and the story (<i>We are Family</i> by Patricia Hegarty)</p>	<p>RWI: To recognise set 1 sounds To orally blend</p> <p>To make up their own stories (<i>Superheroes</i>)</p>	<p>RWI: To recognise set 1 sounds To orally blend</p> <p>To engage with and respond to stories, pictures and characters, predicting what might happen next</p> <p>To join in with some repeated refrains (Julia Donaldson texts)</p>	<p>RWI: To recognise set 1 sounds To orally blend</p> <p>To engage with and respond to stories, pictures and characters, predicting what might happen next</p> <p>To join in with some repeated refrains (Julia Donaldson texts)</p>	<p>RWI: To recognise set 1 sounds To orally blend</p> <p>To engage with and respond to stories, pictures and characters, predicting what might happen next</p> <p>To join in with some repeated refrains (Julia Donaldson texts)</p>
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<p><b>Curriculum Intention 5: To lay the foundations to become a confident writer</b></p> <p><b>L</b></p>	<p>Baseline assessments</p> <p>To mark-make with a range of resources</p> <p>To identify their name card and make marks to represent their own name</p> <p>Dough Disco: Squeezing, pinching, rolling, moulding with playdough</p>	<p>Baseline assessments</p> <p>To mark-make with a range of resources</p> <p>To identify their name card and make marks to represent their own name</p> <p>To engage with painting, refining their grip on a range of paintbrushes (self-portrait painting)</p> <p>Dough Disco: Squeezing, pinching, rolling, moulding with playdough</p>	<p>To make controlled marks which carry meaning (drawing their family)</p> <p>To write some letters accurately from their name or meaningful words (family picture)</p> <p>To use a developing pencil grip through adult modelling</p> <p>Dough Disco: Squeezing, pinching, rolling, moulding with playdough</p>	<p>To write some letters accurately from meaningful words (labelling superheroes)</p> <p>To use tools with increasing precision (scissors for cutting out superheroes)</p> <p>Dough Disco: Squeezing, pinching, rolling, moulding with playdough</p>	<p>To write some letters accurately from their name (police officer badges)</p> <p>To write some letters accurately from meaningful words (labelling people who help us)</p> <p>Dough Disco: Squeezing, pinching, rolling, moulding with playdough</p>	<p>To write some letters accurately from meaningful words (labelling people who help us)</p> <p>To incorporate mark-making into play (role-play – doctors)</p> <p>Dough Disco: Squeezing, pinching, rolling, moulding with playdough</p>	<p>To write some letters accurately from meaningful words (labelling people who help us)</p> <p>To incorporate mark-making into play (role-play – vets)</p> <p>Dough Disco: Squeezing, pinching, rolling, moulding with playdough</p>
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<p><b>Curriculum Intention 6. To take care of their environment and begin to understand changes</b></p> <p><b>UTW</b></p>	<p>Baseline assessments</p> <p>To engage appropriately with school resources</p> <p>To put things back where they belong</p>	<p>Baseline assessments</p> <p>To engage appropriately with school resources</p> <p>To put things back where they belong</p>	<p>To take pride of their environment</p>	<p>To take pride of their environment</p>	<p>To take pride of their environment</p>	<p>To take pride of their environment</p>	<p>To take pride of their environment</p>
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<p><b>Curricular Intention 7: To understand that they are part of a diverse community</b></p> <p>UTW</p>	<p>Baseline assessments</p>	<p>Baseline assessments</p> <p>To identify themselves in a mirror, taking note of facial features (self-portrait painting)</p>	<p>To begin to use vocabulary to describe family events</p> <p>To talk about differences and similarities with peers</p>	<p>To notice different languages that are spoken</p>	<p>To share experiences of people who help us</p> <p>To comment on people in the community (people who help us, PCSO, police officers)</p> <p>To make links to the past: the differences between past and present (transport)</p>	<p>To share experiences of people who help us</p> <p>To comment on people in the community (people who help us, PCSO, fire fighters)</p> <p>To make links to the past: the differences between past and present (homes)</p>	<p>To share experiences of people who help us</p> <p>To comment on people in the community (people who help us, doctors, vets)</p> <p>To make links to the past: the differences between past and present (schools)</p> <p>To talk about and use vocabulary associated with cultural events and stories: Diwali (Dipal's Diwali)</p>
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<p><b>Curricular Intention 8: To develop number sense</b></p> <p>M</p>	<p>Baseline assessment</p> <p>To join in with number rhymes and show quantities on fingers</p> <p>To recite stable number strings (up to 5)</p>	<p>Baseline assessments</p> <p>To join in with number rhymes and show quantities on fingers</p> <p>To recite stable number strings (up to 10)</p>	<p>Mastering Number: Subitising</p> <p>To identify quantities of objects without counting (up to 3)</p>	<p>Mastering Number: Counting, cardinality and ordinality</p> <p>To engage with cardinality through counting</p>	<p>Mastering Number: Composition</p> <p>To explore the composition of number using subitising knowledge</p>	<p>White Rose: To be able to represent numbers 1, 2 and 3</p> <p>Mastering Number: Subitising</p> <p>To identify quantities of objects without counting (up to 5)</p>	<p>White Rose: To be able to represent numbers 1, 2 and 3</p> <p>Mastering Number: Comparison</p>
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<p><b>Curricular Intention 9: To develop a sense of space</b></p> <p>M</p>	<p>Baseline assessment</p>	<p>Baseline assessment</p>	<p>White Rose: To be able to match, sort and compare</p> <p>To distinguish between different sizes (<i>sorting and classifying</i>)</p>	<p>White Rose: To be able to match, sort and compare</p> <p>To distinguish between different sizes (<i>sorting and classifying</i>)</p>	<p>White Rose: To be able to talk about measure and patterns</p> <p>To engage with and explore patterns</p> <p>To create a repeating pattern</p>		
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<p><b>Curricular Intention 10: To develop skills and processes for self-expression, creating with a purpose in mind</b></p> <p>EAD</p>	<p>Baseline assessments</p> <p>To experiment with different media and tools: playdough (rolling pins, cutters)</p>	<p>Baseline assessments</p> <p>To experiment with different media and tools: playdough (<i>rolling pins, cutters</i>)</p> <p>To explore colour mixing and watercolour paints (<i>self-portrait painting</i>)</p> <p>Charanga: Me! To listen and respond to a variety of musical stimuli (<i>Celebration by Kool and the Gang</i>)</p> <p>To develop an auditory memory for rhymes and songs (<i>Pat a Cake</i>)</p>	<p>To explore different mark-making techniques through drawing (<i>drawing family</i>)</p> <p>Charanga: Me! To listen and respond to a variety of musical stimuli (<i>Happy by Pharrell Williams</i>)</p> <p>To develop an auditory memory for rhymes and songs (<i>The name Song</i>)</p>	<p>To explore colour mixing (Superhero masks)</p> <p>Charanga: Me! To listen and respond to a variety of musical stimuli (<i>Sing by The Carpenters</i>)</p> <p>To develop an auditory memory for rhymes and songs (<i>1, 2, 3, 4, 5</i>)</p>	<p>To experiment with different media and tools (<i>recycled boxes, junk modelling, making a police van</i>)</p> <p>Charanga: Me! To listen and respond to a variety of musical stimuli (<i>Sing a Rainbow by Peggy Lee</i>)</p> <p>To develop an auditory memory for rhymes and songs (<i>Five Little Ducks</i>)</p>	<p>To experiment with different media and tools (<i>collage: fire engine picture</i>)</p> <p>Charanga: Me! To listen and respond to a variety of musical stimuli (<i>Happy Birthday by Stevie Wonder</i>)</p> <p>To develop an auditory memory for rhymes and songs (<i>Things for Fingers</i>)</p>	<p>To respond to a variety of artistic stimuli involving different techniques (<i>drawing and painting animals: vet link</i>)</p> <p>To experiment with different media and tools (<i>clay: Diva lamps</i>)</p> <p>Charanga: Me! To listen and respond to a variety of musical stimuli (<i>Our House by Madness</i>)</p> <p>To develop an auditory memory for rhymes and songs (<i>Pat-a-Cake</i>)</p>
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