Reception Topic 4 Overview
Healthy Me

Focus author: Eric Carle Texts: The Very Hungry Caterpillar; Brown Bear, Brown Bear, What do you See?
Key events: Lunar New Year, World Book Day, Easter, Holi
Drawing Club texts: The Tiger Who Came to Tea, The Enormous Turnip, Bananaman, The Diddle that Dummed, The Magic Roundabout

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
Curriculum Intention 1: To be settled at school and be a confident learner **PSED** **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, which are not so healthy and how to make healthy eating choices	To know how to help themselves go to sleep and why sleep is good for them	To know how to wash their hands thoroughly and why this is important, especially before they eat and after they go to the toilet
Vertical links					
Horizontal links	Link to CI 3 – healthy living Link to CI 4 – writing a healthy living leaflet	Link to CI 3 – healthy living Link to CI 4 – writing a healthy living leaflet	Link to CI 3 – healthy living Link to CI 4 – writing a healthy living leaflet	Link to CI 3 – healthy living Link to CI 4 – writing a healthy living leaflet	Link to CI 3 – healthy living Link to CI 4 – writing a healthy living leaflet

Curriculum Intention 2: To lay the foundations to become a confident communicator **C&L**	To engage in story times To listen and talk about stories to build familiarity and understanding To retell the story, once they have developed a deep familiarity with the text Linked to The Very Hungry Caterpillar and The Tiger Who Came to Tea	To engage in story times To listen and talk about stories to build familiarity and understanding To retell the story, once they have developed a deep familiarity with the text Linked to The Very Hungry Caterpillar and The Enormous Turnip	To engage in story times To listen and talk about stories to build familiarity and understanding To retell the story, once they have developed a deep familiarity with the text Linked to Brown Bear, Brown Bear, What do you See?	To engage in story times To listen and talk about stories to build familiarity and understanding To retell the story, once they have developed a deep familiarity with the text Linked to The Diddle that Dummed	To engage in non-fiction books To listen to and talk about selected non-fiction to develop a deep familiarity with the text Linked to healthy eating non-fiction texts
Vertical links					
Horizontal links					Link to CI 1, CI 3 and CI 4 - healthy living

Curriculum Intention 3: To attend to their own self-care needs and understand healthy living **PSED/PD** **P.E. Dance Unit 2**	P.E. To copy, repeat and explore actions in response to a theme To combine different movements with ease and fluency To develop overall body strength, balance, coordination and agility To draw freely and engage in structured writing and drawing activities (Drawing Club)	P.E. To explore and remember actions considering level, shape and direction To combine different movements with ease and fluency To develop overall body strength, balance, coordination and agility To draw freely and engage in structured writing and drawing activities (Drawing Club)	P.E. To explore actions with a prop To combine different movements with ease and fluency To develop overall body strength, balance, coordination and agility To draw freely and engage in structured writing and drawing activities (Drawing Club)	P.E. To move with control and co-ordination, expressing ideas through movement To combine different movements with ease and fluency To develop overall body strength, balance, coordination and agility To draw freely and engage in structured writing and drawing activities (Drawing Club) To identify and explain healthy and unhealthy food and why keeping healthy is important	P.E. To remember and repeat actions moving in time with the music To combine different movements with ease and fluency To develop overall body strength, balance, coordination and agility To draw freely and engage in structured writing and drawing activities (Drawing Club) To identify and explain healthy and unhealthy food and why keeping healthy is important
Vertical links					
Horizontal links				Link to CI 1 - Healthy Me Jigsaw	Link to CI 1 - Healthy Me -Jigsaw
Curriculum Intention 4: To lay the foundations to become a confident reader **L**	RWI: To read set 1 and 2 sounds To read a few common exception words (red words linked to RWI) To read simple phrases and sentences made up of words with known letter-sound correspondence	RWI: To read set 1 and 2 sounds To read a few common exception words (red words linked to RWI) To read simple phrases and sentences made up of words with known letter-sound correspondence	RWI: To read set 1 and 2 sounds To read a few common exception words (red words linked to RWI) To read simple phrases and sentences made up of words with known letter-sound correspondence	RWI: To read set 1 and 2 sounds To read a few common exception words (red words linked to RWI) To read simple phrases and sentences made up of words with known letter-sound correspondence	RWI: To read set 1 and 2 sounds To read a few common exception words (red words linked to RWI) To read simple phrases and sentences made up of words with known letter-sound correspondence
Vertical links					
Horizontal links					

Curriculum Intention 5: To lay the foundations to become a confident writer **L**	RWI: To write and set 1 and 2 sounds To segment words for spelling To write short sentences with words with known sound-letter correspondence using a capital letter and full stop To use adjectives to describe objects (The Very Hungry Caterpillar)	RWI: To write and set 1 and 2 sounds To segment words for spelling To write short sentences with words with known sound-letter correspondence using a capital letter and full stop To use adjectives to describe objects (The Very Hungry Caterpillar)	RWI: To write and set 1 and 2 sounds To segment words for spelling To write short sentences with words with known sound-letter correspondence using a capital letter and full stop To use adjectives to describe animals (Brown Bear, Brown Bear, What do you See?)	RWI: To write and set 1 and 2 sounds To segment words for spelling To write short sentences with words with known sound-letter correspondence using a capital letter and full stop To form a sentence (Being Healthy leaflet)	RWI: To write and set 1 and 2 sounds To segment words for spelling To write short sentences with words with known sound-letter correspondence using a capital letter and full stop To form a sentence (Being Healthy leaflet)
Vertical links					
Horizontal links	Link to CI 1 – Healthy Me Jigsaw Link to CI 3 –-understand healthy living (foods the caterpillar eats) Link to CI 6 – lifecycle of a butterfly	Link to CI 1 – Healthy Me Jigsaw Link to CI 3 – understand healthy living (food the caterpillar eats) Link to CI 6 – lifecycle of a butterfly		Link to CI 1 – Healthy Me Jigsaw Link to CI 3 –-understand healthy living	Link to CI 1 – Healthy Me Jigsaw Link to CI 3 –-understand healthy living

Curriculum Intention 6. To take care of their environment and begin to understand changes **UTW**	To describe their immediate environment using knowledge from observation, discussion, stories To explain the understanding of lifecycles using correct vocabulary (butterfly link to The Very Hungry Caterpillar)	To describe their immediate environment using knowledge from observation, discussion, stories To explain the understanding of lifecycles using correct vocabulary (butterfly link to The Very Hungry Caterpillar)	To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps (where animals in the book Brown Bear, Brown Bear What do you See? come from)	To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps (where animals in the book Brown Bear, Brown Bear What do you See? come from)	To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps (where animals in the book Brown Bear, Brown Bear What do you See? come from)
Vertical links					
Horizontal links	CI 4 and 5 – Reading and writing about The Very Hungry Caterpillar	CI 4 and 5 – Reading and writing about The Very Hungry Caterpillar	CI 4 and 5 – Reading and writing about the animals in Brown Bear, Brown Bear, What do you See? CI 7 – To recognise some similarities and differences between life in this country and life in other countries CI7 – To recognise some environments that are different from the one in which they live	CI 4 and 5 – Reading and writing about the animals in Brown Bear, Brown Bear, What do you See? CI 7 – To recognise some similarities and differences between life in this country and life in other countries CI7 – To recognise some environments that are different from the one in which they live	CI 4 and 5 – Reading and writing about the animals in Brown Bear, Brown Bear, What do you See? CI 7 – To recognise some similarities and differences between life in this country and life in other countries CI7 – To recognise some environments that are different from the one in which they live
Curricular Intention 7: To understand that they are part of a diverse community **UTW**	To recognise that people have different beliefs and celebrate special times in different ways – Lunar New Year	To recognise that people have different beliefs and celebrate special times in different ways – Holi	To understand the effect of changing seasons on the natural world around them – signs of spring To recognise some environments that are different from the one in which they live	To describe what they see, hear and feel whilst outside To recognise some environments that are different from the one in which they live	To recognise that people have different beliefs and celebrate special times in different ways – Easter To recognise some environments that are different from the one in which they live
Vertical links					
Horizontal links					

Curricular Intention 8: To develop number sense M	Mastering Number: Subitising	Mastering number: Counting, cardinality and ordinality White Rose - Building 9 and 10	Mastering Number: Composition White Rose – Building 9 and 10	Mastering Number: Composition White Rose – Building 9 and 10	Mastering Number: Comparison White Rose – Building 9 and 10
Vertical links					
Horizontal links					
Curricular Intention 9: To develop a sense of space M	White Rose – Length, height and time				White Rose – To explore 3D shapes
Vertical links					
Horizontal links					

Curricular Intention 10: To develop skills and processes for self-expression, creating with a purpose in mind **EAD**	To make use of props and materials when role playing characters in in narratives and stories (The Very Hungry Caterpillar) To refine and use a variety of artistic effects – colour mixing to paint fruit Charanga: Our World To listen and respond to a variety of musical stimuli (Lovely Day by Bill Withers) To develop an auditory memory for rhymes and songs (Old Macdonald had a farm)	To make use of props and materials when role playing characters in in narratives and stories (The Enormous Turnip) Charanga: Our World To listen and respond to a variety of musical stimuli (Beyond the Sea by Robbie Williams) To develop an auditory memory for rhymes and songs (Incy Wincy Spider)	To watch and talk about performance art, expressing their feelings and responses (Preacher storytelling visit) Charanga: Our World To listen and respond to a variety of musical stimuli (Mars from The Planets by Gustav Holst) To develop an auditory memory for rhymes and songs (The Wheels on the Bus)	To safely use and explore a variety of materials, tools and techniques (sculpting fruit with clay) Charanga: Our World To listen and respond to a variety of musical stimuli (Frog Legs and Dragon Teeth by Bellowhead) To develop an auditory memory for rhymes and songs (Row Row Row Your Boat)	To create with a purpose in mind using chosen forms of media and demonstrate refinement in associated skills (Easter) Charanga: Our World To listen and respond to a variety of musical stimuli (Ain't No Mountain High Enough) To develop an auditory memory for rhymes and songs (The Hokey Cokey)
Vertical links					
Horizontal links	CI 2 ,4,5 – Retelling, reading and writing about The Very Hungry Caterpillar	CI 2 and 4 – Retelling the story of The Enormous Turnip		CI 3 – Healthy Living - fruits	CI7 – Easter