



## THEMATIC OVERVIEW

Year Group(s): Reception  
 Term and Duration: Autumn 1 (7 weeks & 3 days)  
 Theme: Exciting Explorers: Christopher Columbus  
 Hook In: Who was Christopher Columbus?  
 Celebration: Sailor's Hornpipe dances  
 Geography-Make a special ( tea stained?) map  
 Construction transport- How would you get there?  
 Paint a picture of what it looks like. What will you find?  
 Have a special circle time presentation using speaking and listening/art/song/drama/dance.

### Key Questions:

What is an explorer?  
 Who was Christopher Columbus?  
 What was his ship like?  
 Where did he travel to?

**Differentiated weekly objectives are highlighted in detailed EYFS plans and in weekly Literacy and Mathematics plans**

### Literacy

- All age-related phonics objectives are overarching throughout literacy as well as in discrete phonics sessions.
- All age-related handwriting objectives are overarching throughout literacy as well as in discrete handwriting sessions.
- All age related reading objectives are overarching throughout literacy and guided and one to one reading sessions.

Hunt for letters-outdoor- satpin and develop Phase 2/3

-Explorer stories.

Mermaid /pirate stories- Little Miss and the mermaid/Night pirates/Mr Men and the Pirates

Non- fiction- what lives in the sea

Label/initial sounds for sea creatures

Literacy- non fiction about countries

Pictures of geographical landscape. Sentences I can see a...

Literacy-Lists- what would you pack for your journey? Hot/cold clothing?

Drama- mountains, desert, pirate island- descriptive words

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses some clearly identifiable letters to communicate, meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts
- **Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.**

### Mathematics

All age related number objectives run alongside the topic in areas of provision and in focused group/class work

Activities below are ones that link to the theme. Other maths will continue alongside this.

#### Number

Number-Counting 'gold' coins  
 Water Small worlds- describing qualities sea creatures-  
 sorting and counting,  
 Number- fishing game- catch and name numbers on  
 fish, Rhymes eg 5 little fish, 10 little mermaids  
 Christopher Columbus -Italian- Italian counting. Italian  
 song  
 How many pirate teddies can you fit in a boat  
**Count an irregular arrangement of up to 10 objects. Use language of more/fewer to compare two sets of objects. Count reliably with numbers from one to twenty**

#### SSM

Maths Playdough boats for teddies-ordinal number  
 Maths- positional/directional work- outside on a large  
 scale ie into the ponds ( hoops) along the logs( bench)  
 over the hill ( wooden blocks) etc

**Can describe their relative position such as 'behind' or 'next to', Orders two or three items by length or height, Orders two items by weight or capacity, Measures short periods of time in simple ways Children use everyday language to talk about size, weight, capacity, position, distance, time to compare quantities and objects and to solve problems**

**Understanding the World**

People and Communities	The World	Technology
<p>Singing –selection sea shanties and boat/pirate songs-why were they sung?                      Christopher Columbus-what he found-lifestyles of people in S. America                      They know about similarities and differences between themselves and others, and among families, communities and tradition</p>	<p>Water Small world sea creatures-describing qualities                      Outdoor shed as a marine observation centre/submarine-                      Geography Looking at maps-land and sea- make paper plate worlds/papier mache NSEW                      Equator/N.Pole S. pole. Look at atlas and globes Looking at countries and different people from around the world                      Science-Small world tray/sand tray-make landscapes- hills, cliffs etc and use water                      MAKE A CLASS VOLCANO IN SAND PIT                      Investigation corner-sand, rock. clay, wood,                      Science Floating and sinking experiments using different materials/objects – discuss material/shape etc Construction of simple boats/rafts- paper/lolly sticks, plastic tubes etc also lego etc</p> <p>Can talk about some of the things they have observed such as animals</p> <p>Looks closely at similarities, differences, patterns and change</p> <p>Talks about why things happen and how things work.</p> <p><b>They talk about how environments might vary from one another</b></p>	<p>Computer- Mouse island                      Paint Spa- paint a ship/paint a treasure island                      Bee bots journey around a treasure island</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Shows an interest in technological toys</p>

**Expressive Arts and Design**

Media and Materials ( includes music and dance)	Being Imaginative
<p>Treasure hunt- bury treasure box in gardening troughs- maps to find it. Design own treasure maps/islands Make telescopes/binoculars Junk modelling treasure plates goblets/jewellery etc to use in role play areas Paintings of sea creatures ( laminate some to hang from pillars)                      Sea collages Mermaid collage/paintings Christopher Columbus –Italian- Italian counting. Italian song Art                      Paint boats make pirate hats pirate songs                      Aztec art-masks                      Create simple representations of events, people and objects.                      Manipulates materials to achieve a planned effect.                      Explore sounds of different instruments                      Constructs with a purpose in mind, using a variety of resources</p>	<p>Paintings of Christopher Columbus                      Drama- jungle/north pole, desert, pirate island                      Under the sea music -composing                      Moving like sea creatures                      Weaving seascapes                      They represent their own ideas, thoughts and feelings through design and technology, art, music,dance, role play and stories.</p>

PSED		
Making Relationships	Self confidence and self awareness	Managing feelings and behaviour
<p>Begin role play explorers' ship ( map making etc)</p> <p>Outdoor-Desert island area role play with an explorers hut- use pillars etc as trees etc</p> <p>Giant community brick ship</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Children play co-operatively, taking turns with</p>	<p>Drama-( where the topic leads us) jungle/north pole, desert, pirate island</p> <p>Group models of ships</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p><b>Children are confident to try new activities,</b></p> <p>Confident to speak to others about own needs, wants, interests and opinions</p> <p><b>They are confident to speak in a familiar group, will talk about</b></p>	<p>Drama- jungle/north pole, desert, pirate island</p> <p><b>They work as part of a group or class, and understand and follow the rules</b></p> <p>Children play co-operatively, taking turns with others.</p>
Physical Development		
Moving and Handling	Health and self care	
<p>PE- Moving like sea creatures</p> <p>PE-Sailors' Hornpipe dance</p> <p>Port and Starboard game</p> <p>Model ships, sea collages</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Experiments with different ways of moving.</p> <ul style="list-style-type: none"> <li>Shows a preference for a dominant hand.</li> </ul> <p>They move confidently in a range of ways, safely negotiating space</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>Awareness of safety when making group models and entering role play.</p> <p>Moving appropriately in PE and negotiating space</p> <p>Shows understanding of how to transport and store equipment safely.</p>	
Communication and Language		
Listening and Attention	Understanding	Speaking
<p>-Explorer stories.</p> <p>Mermaid /pirate stories</p> <p>Non- fiction- what lives in the sea</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity</p> <p><b>Children listen attentively in a range of situations.</b></p>	<p>Following instructions for finding treasure</p> <p>Responds to instructions involving a two-part sequence or multi instructions</p>	<p>Small world sand/play tray-figures and treasure/trees etc-talk to friend about routes to get to treasure</p> <p>Begin role play explorers' ship ( map making etc)Outdoor-Desert island area role play with an explorers hut-use pillars etc as trees etc</p> <p>Literacy- non fiction- roles of people on boats –DRAMA different kinds of boats, Pirate stories Drama- jungle/north pole, desert, pirate sland</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>

