



THEMATIC OVERVIEW

Year Group(s): Reception

Term and Duration: Spring 2 2017 5 ½ weeks

Theme: **Heroes Who Heal/Easter (Fairytales running alongside)**
As a normal feature of EYFS, this topic may branch in different directions and themes, according to the interests of the children.

Hook In: **Looking at Florence Nightingale video-Discussion of who, what and where**

Celebration: **Drama/History visit in role as Florence Nightingale**

Key Questions:

- Who was Florence Nightingale?
- How do we care for soldiers today?
- What do doctors, nurses, paramedics do?
- Good diet, exercise and lifestyle -are they important?
- Parts of the body- heart health, muscles and bones
- (Fairytale storytelling, drama and story writing)

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.

Literacy

Reading

Non fiction books about doctors and hospitals

Selection of traditional Fairytales

40-60 months Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

Writing stories based on fairytales, story sequencing, soldiers' diaries, prescriptions, patient symptoms, instructions for healthy living, posters, Easter/Spring poetry, Easter story sequencing

40-60months Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. 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

Early Learning Goal

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

Mathematics is linked to Topic where appropriate

Mathematics: Numbers

Shape, Space and Measures
 Money- Fruits and Veg shop
 Length- comparing hand/shoe size, measuring with standard and non standard measures
 PE Positional language

40 - 60 months

- Recognise some numerals of personal significance.
- Estimates how many objects they can see and checks by counting them.
 - Uses the language of 'more' and 'fewer' to compare two setsof objects.
 - Finds the total number of items in two groups by counting allof them.
 - Says the number that is one more than a given number.
 - Finds one more or one less from a group of up to five objects,then ten objects.
 - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
 - Records, using marks that they can interpret and explain.
 - Begins to identify own mathematical problems based on own interests and fascinations.

Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number

40 - 60 months

- Can describe their relative position such as 'behind' or 'next to'.
- Uses everyday language related of money and length
- Measures short periods of time in simple ways.

Early Learning Goal

Children use everyday language to talk about position, length and money

Understanding the World

People and Communities

Christian Value- Justice
 People are all different with different appearances, likes, dislikes, abilities, disabilities

Differences and similarities between family traditions and customs
 Easter Why do we celebrate? Who celebrates this? Why is Easter special?

British values through GoGivers

GoGivers unit- More than one friend/Our Community/You scratch my back (looking after each other)

The World

Our bodies
 What keeps us healthy?
 Bones, muscles
 Heart health
 Circuit training, keep fit drill

Technology

Interactive games- My Maths, Shape and Space, Paint Spa pictures and writing- Easter Bunny pictures, Bee Bot-programme instructions aroudh Bee Bot boards PhonicsPlay
 Using cameras

40-60 months Enjoys joining in with family customs and routines.

Early Learning Goal

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

40-60 months

Talks about why things happen and how things work.Looks closely at similarities, differences, patterns and change

Early Learning Goal

**Talk about similarities and differences in relation to places
 Talk about features of their own immediate and how environments might vary from one another**

40-60 months

40-60 months Uses ICT hardware to interact with age-appropriate computer software.
 Knows that information can be retrieved from computers

Early Learning Goal

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design		
<p>Media and Materials (includes music and dance) Exploring, investigating and describing sounds- shaking, tapping, scraping sounds, vocal and body sounds. Being a conductor Keeping a steady pulse- playing, singing and dancing to topic related and seasonal songs Colour mixing- camouflage Spring blossom collage Still life flower pictures Fairytale wands Fairytale paintings</p>	<p>Being Imaginative Role play at the army base, doctor surgery Puppets, outdoor role play for fairytale- developing narrative, using storybook language Making up musical compositions based on word rhythms and techniques of playing percussion Scenery outdoors- backdrop on stage for Fairytales</p>	
<p>40-60 months Understands how different media can be combined to create new effects Constructs with a purpose in mind Explores the sounds of different instruments Uses simple tools and techniques competently and appropriately. Explores themes through movement and drama Early Learning Goal Explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function. Sing songs, make music and dance and experiment with ways of changing them.</p>	<p>40-60 months 1 Capture a range of experiences and responses with a range of media. 2 Create simple representation of events, people, and objects Explore the different sounds of instruments. Play cooperatively in a group and act out a narrative. Early Learning Goal Represent their own ideas, thoughts and feelings in role-play., DT, art, music, dance and stories Begin to build a repertoire of songs and dances. Use what they have learnt about media and materials in original ways, thinking about uses and purpose.</p>	
PSED		
<p>Making Relationships Teamwork- army Valuing our differences- links to Justice theme British Values/GoGivers unit- More than one friend/Our Community</p>	<p>Self confidence and self awareness Being prepared to challenge oneself Determination and focus Being willing to 'have a go' Asserting oneself appropriately</p>	<p>Managing feelings and behaviour Adapting to changes in routine Discipline- army links Teamwork Listening to others' opinions and sharing each others' ideas British Values/GoGivers-Our Community</p>
<p>40-60 months 40-60 months Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>40-60 months 40-60 months Shows confidence in asking adults for help. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities Early Learning Goal I can say when I do or do not need help. Confident to try new activities and say why they like some more than others. Confident to speak in a group and will talk about ideas and resources.</p>	<p>40-60 months 40-60 months Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>

Physical Development		
<p>Moving and Handling Fine motor skills- using pencils, scissors, paint brushes- junk modelling, collage, Forest school craft, P.E. dance- developing a range of movement, using PE equipment- bats and balls- aiming, catching , throwing, simple team races</p>	<p>Health and self care Dressing and undressing for P.E. Confidence using toilet hand washing routines Use of large scale outdoor equipment- safe handling</p>	
<p>40-60 months Handles tools, objects, construction and malleable materials safely and with increasing control. Constructs with a purpose in mind, using a variety of resources. Jumps off an object and lands appropriately Experiments with different ways of moving. They move confidently in a range of ways, safely negotiating space Early Learning Goal Children show good control and co-ordination in large and small movements. (athletic skills)They move confidently in a range of ways, safely negotiating space. They represent their own ideas, thoughts and feelings through dance. -</p>	<p>40-60 months Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision Early learning GoalChildren talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
Communication and Language		
<p>Listening and Attention Listening and responding to stories and non fiction, own story telling in small world- working with others,</p>	<p>Understanding Understanding simple class rules of safety , turn taking and keeping the classroom tidy Following simple instructions</p>	<p>Speaking Listening and responding to stories and non fiction, own story telling in small world- working with others, question and answer time role play areas- using appropriate language to theme, circle time-being aware of audience and speaking with confidence.</p>
<p>40-60 months Maintains attention, concentrates and sits quietly during appropriate activity. To-channelled attention – can listen and do for short span. Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments questions or actions. They give their attention to what others say and respond appropriately while engaged in another activity.</p>	<p>40-60 months Listens and responds to ideas expressed by others in conversation or discussion. Early Learning Goal Children follow instructions involving several ideas or actions. Answer how and why questions about their experiences and in response to stories or events.</p>	<p>40-60 months Builds up vocabulary that reflects the breadth of their experiences. (30-50) Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas. Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play Early Learning Goal Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events They develop their own narratives and explanations By connecting ideas or events</p>

