



## THEMATIC OVERVIEW

Year Group(s): Reception

Term and Duration: Summer 1. 5 weeks

Theme: How can we grow our own salad?

As a normal feature of EYFS, this topic may branch in different directions and themes, according to the interests of the children.

Hook In: Planting runner beans and sending home a bean diary to complete over the next few weeks

Celebration: Making salad sandwiches. Party celebration

### Key Questions:

- Can you name the parts of a plant?
- What fruits and vegetables do you know?
- What do most plants need to grow?
- Do all plants need the same growing conditions?
- What unusual vegetables can we grow?

### 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 fruits, vegetables, plants around the world, gardening

Oliver's Vegetables, Oliver's Fruit Salad

Jack and the Beanstalk

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.

#### Exceeding

Children can read phonically regular words of more than one syllable as well as many irregular, but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in simple stories they have read.

#### Writing

Bean Diary, labelling parts of a plant, role play shopping lists, Healthy Eating menus, retelling of Jack and the Beanstalk- writing own versions, character profiles and story settings, fruit- descriptive poems, daily activity diaries, stories about princesses/princes (ongoing Child initiated)

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.

**Exceeding**

**Can spell phonically irregular words of more than one syllable as well as many irregular but high frequency words.**

**Use key features of narrative in own writing.**

**Mathematics**

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

Mathematics is only linked to Topic where appropriate

Mathematics: Numbers  
 Problem solving activities with sharing and combining groups- use dried vegetables ( counting magic beans)  
 Counting and combining in 2s, 5s, 10s

Shape, Space and Measures  
 Money- Healthy Eating Café and Garden Centre- money  
 Length/weight- estimating measuring and weighing of fruits and vegetables with standard and non standard measures

**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 sets of objects.
  - Finds the total number of items in two groups by counting all of 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

**Exceeding**

**Children estimate a number of objects and check quantities by counting up to 20. Solve practical problems that involve combining groups of 2,5,10 or sharing into equal groups.**

**40 - 60 months**

- 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

**Exceeding**

**Estimate, measure, weigh and compare and order objects and talk about properties, position and time.**

**Understanding the World**

**People and Communities**

Christian Value- Compassion  
 People are all different with different, likes, dislikes,

**R.E UNIT- What is special about our world?**

British values through GoGivers units  
 The Rule of law- Mitali loses his cool  
 Please help Mitali  
 SMSC Feelings and managing change

**The World**

Growing different vegetables  
 Comparing and contrasting

Food dyes from plants-making and testing

Measuring our hands and feet

Healthy diet- looking at food types

**Technology**

Interactive games- My Maths, Shape and Space, Paint Spa pictures and writing-, Bee Bot-programme instructions around Bee Bot boards  
 PhonicsPlay  
 Using cameras...colours and shapes

<p><b>40-60 months</b> Enjoys joining in with family customs and routines.</p> <p><b>Early Learning Goal</b> 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</p> <p><b>Exceeding</b> Children know that others have different likes and dislikes. They understand that people have different beliefs and customs, attitudes and traditions and it is important to treat them with respect</p>	<p><b>40-60 months</b> Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change</p> <p><b>Early Learning Goal</b> Talk about similarities and differences in relation to places Talk about features of their own immediate and how environments might vary from one another</p> <p><b>Exceeding</b> Children know the properties of materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts of experimentation.</p>	<p><b>40-60 months</b> 40-60 months Uses ICT hardware to interact with age-appropriate computer software. Knows that information can be retrieved from computers</p> <p><b>Early Learning Goal</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p><b>Exceeding</b> Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need.</p>
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Expressive Arts and Design

<p><b>Media and Materials ( includes music and dance)</b> Spring blossom mixed media Still life fruits and vegetables pictures Fruit and veg printing- repeating patterns Food collage Salad paper plate faces Playdough fruit and veg Stick puppet fruit/veg characters Imaginary flowers for Garden centre Summer songs</p>	<p><b>Being Imaginative</b> Role play at Fairytale house, Role play Garden centre, Healthy Eating café Jack and the beanstalk puppets, role play outside- re-enacting Puppets, outdoor role play for fairytale- developing narrative, using storybook language Making up musical compositions based on word rhythms and techniques of playing percussion- fruits and vegetable rhythms Salad faces Music compositions based on fruit and veg rhythms Giant masks for Jack and the Beanstalk</p>
<p><b>40-60 months</b> 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</p> <p><b>Early Learning Goal</b> 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><b>Exceeding</b> Children develop their own ideas through selecting and using materials and working on processes that interest them. They find out how media and materials can be combined and changed.</p>	<p><b>40-60 months</b> 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.</p> <p><b>Early Learning Goal</b> 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> <p><b>Exceeding</b> Children talk about ideas and processes which have led them to make music, designs, images and products. They talk about features of their own and others' work, recognising the differences between them and the strength of others.</p>

<p><b>Making Relationships</b>  <b>What is special about our world?</b>  British values through GoGivers units  The Rule of law- Mitali loses his cool  Please help Mitali</p>	<p><b>Self confidence and self awareness</b>  Being prepared to challenge oneself  Determination and focus  Being willing to 'have a go'  Asserting oneself appropriately</p>	<p><b>Managing feelings and behaviour</b>  SMSC Feelings and managing change  Group work in science and role play</p>
<p><b>40-60 months</b>  40-60 months  Initiates conversations, attends to and takes account of what others say.</p> <ul style="list-style-type: none"> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal</b>  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><b>Exceeding</b>  Children play group activities with rules and understand others' points of view. They resolve minor disagreements through listening to each other and coming up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p>	<p><b>40-60 months</b>  40-60 months Shows confidence in asking adults for help.</p> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities</li> </ul> <p><b>Early Learning Goal</b>  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><b>Exceeding</b>  Children are confident when speaking in a class group. They talk about things that they enjoy or are not easy. They are resourceful in finding help or information. They can talk about plans they have made to carry out activities and what they might change if they were to repeat them.</p>	<p><b>40-60 months</b>  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.</p> <p><b>Early Learning Goal</b>  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> <p><b>Exceeding</b>  They know how to manage feelings and maintain control. They listen to each other and plan an outcome without adult help. They can stand up for themselves appropriately. They stop and think before acting and wait for things they want.</p>
<p>Physical Development</p>		
<p><b>Moving and Handling</b>  Fine motor skills- using pencils, scissors, paint brushes- junk modelling, collage, Forest school craft, P.E. using PE equipment- bats and balls- aiming, catching , throwing, simple team races</p>	<p><b>Health and self care</b>  Dressing and undressing for P.E.  Importance of healthy eating, exercise, cleanliness and rest</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</p> <p><b>Early Learning Goal</b>  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><b>Exceeding</b>  Children can hop confidently and skip in time to music. They hold paper in position and use preferred hand for writing, using correct pencil grip. They are beginning to be able to write on lines and control letter size.</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</p> <p><b>Early learning Goal</b> Children 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> <p><b>Exceeding</b>  Children know about and can make healthy choices in relation to eating and exercise. They can dress and undress successfully managing buttons.</p>	

Communication and Language		
<b>Listening and Attention</b> Listening and responding to stories and non fiction, own story telling in small world- working with others, .	<b>Understanding</b> Following instruction with more than one sequence-science experiments Talk about Jack and the Beanstalk, re-enact and develop with understanding.	<b>Speaking</b> Listening and responding to others in 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.
<b>40-60 months</b> Maintains attention, concentrates and sits quietly during appropriate activity. To-channelled attention – can listen and do for short span. <b>Early Learning Goal</b> 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.  <b>Exceeding</b> <b>Listen to instructions and follow accurately, asking for clarification if necessary. Listen attentively with sustained concentration to a follow a story without pictures or props and can listen in a larger group ( assembly</b>	<b>40-60 months</b> Listens and responds to ideas expressed by others in conversation or discussion. <b>Early Learning Goal</b> Children follow instructions involving several ideas or actions. Answer how and why questions about their experiences and in response to stories or events. <b>Exceeding</b> <b>After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. Can carry out instructions which contain several parts in sequence</b>	<b>40-60 months</b> 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 <b>Early Learning Goal</b> 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 <b>Exceeding Show some awareness of listener by making changes to language and non verbal features. Recount experiences and imagine possibilities, often connecting ideas. Use a range of vocabulary imaginatively to add information, express ideas or explain and justify actions or events.</b>

