



THEMATIC OVERVIEW

Year Group(s): Reception
Term and Duration: Summer 2 6 weeks
Theme: Living in Dunnington
Hook In: Dunnington Walk
Celebration: Drama of life in Dunnington

Key Questions:

- What **What does Dunnington have to offer?**
- Where in the UK is Dunnington?**
- How has Dunnington changed?**
- What shops and amenities do we have in Dunnington?**
- What do we like about living in Dunnington?**
- Where do people go to worship in Dunnington?**

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.

Reading- twice weekly Guided Reading and /or 1-1 sessions with home readers

Class texts-Rosie's walk, I took a Walk, All About Families, This is Our House, Six Dinner Sid,

Objectives 40-60 months

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.

Objectives 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 ELG

Children can read phonically regular words of more than 1 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 the simple stories they have read.

Writing

Stories about our families and friends, Dunnington tour guide booklets, Non-fiction wildlife books, shopping lists for village shops, posters for caring for our village, Letters to the Rector/Methodist Minister, village maps-labelled

40-60 months 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

ELG 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 ELG Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing

Mathematics

All age related number objectives run alongside the topic in areas of provision and in focused group/class work. Not all mathematics is related to the topic

<p>Number Traffic survey-tally and record Favourite flowers-graphs Number ordering-house numbers...odd/even</p>	<p>SSM Model houses/church-3D shape and measuring Measuring length of school building/field</p>
<p><u>40-60 months</u> 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. In practical activities and discussion, beginning to use the vocabulary involved in adding Records, using marks that they can interpret and explain. Early Learning Goal Children count reliably with numbers from one to 20, Using quantities and objects, they add and count on to find the answer. Exceeding ELG Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups .</p>	<p><u>40-60 months</u> Uses familiar objects and common shapes to create and recreate patterns Early Learning Goal They recognise, create and describe patterns and use mathematical language to describe them. Exceeding ELG Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>

Understanding the World

People and Communities	The World	Technology
<p>Houses, shop, park, churches, bus stop, post box, Street names, farms St Nicholas Church/Methodist Church Model making Our school Bee Bot Journey around Dunnington Construction- The park <u>40-60 months</u> 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 Exceeding ELG Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>	<p>Trip to Hassacarr nature reserve-pond dipping, minibeasts, wild flowers Forest Schools...minibeast homes, creation cards, painting with nature, music making with natural objects <u>40-60 months</u> Looks closely at similarities, differences, patterns and change Early Learning Goal Children know about similarities and differences in relation to objects and materials. They talk about the features of their own immediate environment and how environments might vary from one another. Exceeding 14. The world Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>	<p>Bee Bot Journey around Dunnington Bee Bot map of towns around UK Children take photographs of the school Paint Spa..Flowers and minibeasts Turtle maps <u>40-60 months</u> Completes a simple program on a computer. 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 Knows that information can be retrieved from computers Exceeding ELG _Children find out about and use a range of everyday technology, for example in deciding how best to make a record of a special event in their lives, such as a journey on a train</p>

Expressive Arts and Design		
Media and Materials (includes music and dance)	Being Imaginative	
<p>Paintings of each other at school Paintings/models of buildings/their homes Wildlife observational paintings/collages/mobiles-bugs and flowers Traditional country dancing...also make up own Musical compositions..name rhythms Traditional songs with percussion</p> <p><u>40-60months</u> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Understands that different media can be combined to create new effects. .Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using ELG 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 Exceeding ELG Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>	<p>Role Play Dunnington Sports Club, Doctors’ Surgery, Shops and library Paintings of each other at school Paintings/models of buildings/their homes Wildlife observational paintings/collages/mobiles-bugs and flowers</p> <p><u>40-60 months</u> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Tell stories based on children’s experiences and the people and places they know well. Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act ou ELG They represent their own ideas, thoughts and feelings through design and technology, art, music,dance, role play and stories.</p> <p>Exceeding ELG _Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others</p>	
PSED		
Making Relationships	Self confidence and self awareness	Managing feelings and behaviour
<p>Paintings of each other at school Folk dancing-British.. partner and group work Church service and parent topic celebration Teamwork in making ‘Messy maps’ New Starters..welcome to school <u>40-60 months</u> Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise</p> <p>ELG 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</p>	<p>Interviews with each other and visitors to school Folk dancing-British Role Play .. Dunnington Taking care of and welcoming new starters <u>40-60 months</u> 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</p> <p>ELG Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group. They say when they do or don’t like something</p>	<p>Walk around Dunnington Folk dancing-British Church services and topic celebration <u>40-60 months</u> 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. ELG 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, understand and follow the rules. They adjust their behaviour to different situations, and take changes of</p>

<p>relationships with adults and other children</p> <p>Exceeding ELG</p> <p>Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p>	<p>Exceeding ELG .</p> <p>Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them</p>	<p>routine in their stride.</p> <p>Exceeding ELG</p> <p>Managing feelings and behaviour Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>
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Physical Development

Moving and Handling	Health and self care
<p>Construction- The park, Junk modelling houses in Dunnington Traditional sports day..races and athletics. Folk dancing-British</p> <p>PE- moving like different animals- native British Role Play Dunnington Sports Club</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. Travels with confidence and skill around, under, over and through balancing and climbing equipment 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>ELG Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing</p> <p>Exceeding ELG Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p>	<p>Role Play Gym- healthy lifestyles..healthy picnics 40-60 months Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health 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>ELG Children know the importance for good health of physical exercise, and a healthy diet, and 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>Exceeding ELG Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>

Communication and Language

Listening and Attention	Understanding	Speaking
<p>Interviews with each other- What do you like about Dunnington? Bee Bot Journey around Dunnington..planning routes</p> <p>40-60 months British/Indian stories Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Maintains attention, concentrates and sits quietly during</p>	<p>Interviews with each other- Bee Bot Journey around Dunnington Trip around Dunnington- talking with parents in groups</p> <p>40-60 months Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Early Learning Goal Children follow instructions involving several ideas or</p>	<p>Interviews with each other- Role play...as above</p> <p>40-60 months Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>

<p>appropriate activity.</p> <p>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.</p> <p>Exceeding ELG Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.</p>	<p>actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</p> <p>Exceeding ELG Understanding After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence</p>	<p>Early Learning Goal Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations By connecting ideas or events</p> <p>Exceeding ELG Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events</p>
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