



**THEMATIC OVERVIEW**

Year Group(s): Reception

Term and Duration: Spring 2 2020 6 weeks

Theme: **All Things Bright and Beautiful/Easter and New Life**

Hook In

Wildlife garden-What can we see and find?

Celebration: **Topic celebration**

Key Questions:

- What are the different parts of a flower?
- What do we know about fruits and vegetables? Name and sort
- Which animals live on our farms?
- Which birds live in our gardens?
- What comes from an egg?
- How do frigs grow into frogs?

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-Class Stories/Class Library

Non fiction- books about Lifecycles-frogs/tadpoles/caterpillar/butterflies, Life on the farm, British birds, Fruits and vegetables, Easter

Fiction- Oliver’s Vegetables, Oliver’s Fruit salad, Jack and the Beanstalk, The Enormous Turnip, Flower Fairies

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**

Flower Fairy Stories, soup recipes, instructions for making fruit salad, Jack and the Beanstalk books, sequencing and labelling, shopping lists for Garden Centre/Fruit and Veg Shop, Easter Story-re-telling and writing, questions for an Easter Bunny interview, British bird zig zag books, Easter cards, Mothering Sunday cards

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

Number work on- going all term. Please see Long term EYFS plan on website

Mathematics is linked to Topic where appropriate

### Mathematics: Numbers

Bean problem solving-sharing and grouping  
Counting beans! Odds and evens

### Shape, Space and Measures

Money- Fruits and Veg shop  
Weight- comparing and ordering weights of fruits and veg-standard and non standard measures  
Measuring with beans-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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.**

#### 40 – 60 months

- Orders two or three items by length or height.
- Orders two items by weight or capacity
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.

#### Early Learning Goal

**Children use everyday language to talk about size, weight, capacity, distance and money to compare quantities and objects and to solve problems.**

## Understanding the World

### People and Communities

Christian Value- Hope  
People are all different with different appearances, likes, dislikes, abilities, disabilities Differences and similarities between family traditions and customs  
  
Visit to the church ( Special Places-RE)  
Easter Story

### The World

Frog lifecycle-trips to wildlife area  
Farm animals-adults and babies  
Animals from eggs  
Bird feeders and garden bird diaries  
Spring flowers  
Soup/salad making  
Fruit salad and fruit tasting and comparing

### Technology

Interactive games- My Maths, Shape and Space,  
Bee Bot-programme instructions around Bee Bot boards  
Letters and Sounds games  
Topmarks maths games  
Using musical sounds electronically-

Learning about special places-The Mosque	Vegetable dyes-experimenting and comparing	Photography Music composition programmes-making and recording sounds
<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>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>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>

### Expressive Arts and Design

<p><b>Media and Materials ( includes music and dance)</b> High and low sounds...music games ( Jack and the Beanstalk) Spring and Easter songs 'Growing' dance Frog lifecycle in movement and instrumentation Easter Bunny drama Life drawing of flowers Printing with fruits and vegetables Jack and Beanstalk role play-Giant's castle</p>	<p><b>Being Imaginative</b> Jack and Beanstalk role play-Giant's castle drama and character representation Music corner- story telling with music Flower fairy dances, songs and small world ( outdoor fairy garden) Flower collage and mobiles</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 <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>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. <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>

### PSED

<p><b>Making Relationships</b> Teamwork- role play and drama Easter bunny interviews in pairs</p>	<p><b>Self confidence and self awareness</b> Circle time and PHSE- listening respectfully to others Likes and dislikes ( fruit tasting) Expressing own opinions and putting forward ideas Easter service and Topic Celebration presentation to parents</p>	<p><b>Managing feelings and behaviour</b> Adapting to changes in routine-visit to church, visitors in school Easter service –Behaving appropriately</p>
<p><b>40-60 months</b> 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.</p>	<p><b>40-60 months</b> 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</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</p>

<ul style="list-style-type: none"> <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>talk about abilities</p> <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>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>
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**Physical Development**

<p><b>Moving and Handling</b> 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><b>Health and self care</b> Dressing and undressing for P.E. Confidence using toilet hand washing routines Use of large scale outdoor equipment- safe handling Healthy diet- the place of fruit and vegetables</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>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>

**Communication and Language**

<p><b>Listening and Attention</b> Listening and responding to stories and non fiction, Interacting with others in games/role play and activities</p>	<p><b>Understanding</b> Understanding simple class rules of safety, turn taking and keeping the classroom tidy Following simple instructions</p>	<p><b>Speaking</b> 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><b>40-60 months</b> Maintains attention, concentrates and sits quietly during appropriate activity. To-channelled attention – can listen and do for short span.</p> <p><b>Early Learning Goal</b> Children listen attentively in a range of situations. They listen to stories,</p>	<p><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.</p>	<p><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</p>

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.

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**

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