



**THEMATIC OVERVIEW**

Year Group(s): Reception  
 Term and Duration: Spring 2 (6 weeks)  
 Theme: Exciting Explorers: Christopher Columbus/Easter/Spring  
 Hook In: Who was Christopher Columbus?

**Key Questions:**

- What is an explorer?
- Who was Christopher Columbus?
- What was his ship like?
- Where did he travel to?
- Why is Easter an important Christian Festival?
- What is meant by New life? Why do we eat Easter Eggs?

**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.

-Explorer stories.

Fiction-Mermaid /pirate stories

Non- fiction- maps/foods from the Americas, travel, ships long ago

Pictures of geographical landscape. Descriptive language/

Literacy-Lists- what would you pack for your journey? Simple story settings

Explorer diary-What did you see? Landscape/wildlife

Drama- travelling by ship/ tropical rainforest/mountain regions

Easter-Christian Story, non fiction books about seasonal changes-Spring/New Life

Easter cards, writing questions for an interview with the Easter Bunny, Spring animal fact files,

- 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

Number

SSM

Number-addition and subtraction number problems  
 'gold' coins  
 Christopher Columbus –Italian? Spanish  
 Counting songs in Italian  
 How many pirate teddies can you fit in a boat?-problem solving activities  
 Easter egg ( plastic) /chick in pairs hunt- addition  
 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

Maths Playdough boats for teddies-ordinal number  
 Maths- positional/directional work-training ground for pirates!- outside on a large scale ie into the sea ( hoops) walking the plank( bench) stacking the gold( wooden blocks) etc...North, South, East, West

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**

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Understanding the World
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People and Communities	The World	Technology
<p>Singing –selection sea shanties and boat/pirate songs-why were they sung?</p> <p>Christopher Columbus-what he found-lifestyles of people in S. America</p> <p>Easter celebrations around the world. Celebrating new life</p> <p style="color: green;">They know about similarities and differences between themselves and others, and among families, communities and tradition</p>	<p>Geography Looking at maps-land and sea- make paper plate worlds/papier mache NSEW Equator/N.Pole S.Pole. Eurpoe and Americas, Look at atlas and globes Looking at countries and different cultures from around the world</p> <p>Science-Small world tray - make landscapes- hills, cliffs etc and use water</p> <p>Science Floating and sinking experiments using different materials/objects – discuss material/shape etc</p> <p>Construction of simple boats/rafts- How many figures can we fit inside?</p> <p>Easter- new life-what is an egg? Investigating creature that lay eggs.</p> <p>Animal matching and naming-parent to young</p> <p>Forest Schools Spring flowers/trees, Spring scavenger hunt, birds nesting Can talk about some of the things they have observed such as animals</p> <p style="color: green;">Looks closely at similarities, differences, patterns and change</p> <p style="color: green;">Talks about why things happen and how things work.</p> <p style="color: green;"><b>They talk about how environments might vary from one another</b></p>	<p>Computer- Paint Spa- paint a ship/paint a treasure island</p> <p>Bee Bots Journey around a treasure island- programming journeys</p> <p>Photography-Signs of Spring</p> <p style="color: green;">Uses ICT hardware to interact with age-appropriate computer software.</p>

Expressive Arts and Design		
Media and Materials ( includes music and dance)	Being Imaginative	
<p>Treasure hunt- bury treasure box in gardening trough- 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 Sea Collages Mermaid collage/paintings, Christopher Columbus –Italian- Italian counting. Italian song Art Paint boats- make pirate hats pirate songs Sailors’ hornpipe and sea shanties Songs about Spring Design and decorate eggs Still life drawings of flowers Easter cards</p> <p>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 seascapes Rainforest collages Drama- rainforest/, pirate island Sea music -composing Outdoor Dancing – La Mer, Khachaturian-Spartacus, Drama-Easter story Design an Easter garden</p> <p><b>They represent their own ideas, thoughts and feelings through design and technology, art, music,dance, role play and stories.</b></p>	
PSED		
Making Relationships	Self confidence and self awareness	Managing feelings and behaviour
<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 Giant community brick ship</p> <p>Initiates conversations, attends to and takes account of what others say. Children play co-operatively, taking turns with</p>	<p>Drama- rainforest/ pirate island Group models of ships</p> <p><b>Children are confident to try new activities,</b> Confident to speak to others about own needs, wants, interests and opinions <b>They are confident to speak in a familiar group, will talk about</b></p>	<p>Listening to others in drama and role play, interaction and taking turns</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting <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-Sailors’ Hornpipe dance Port and Starboard game</p> <p>Easter Bunny Obstacle Course</p> <p>Cuttings and sticking, joining and fixing for model making</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials.</p> <p>Constructs with a purpose in mind, using a variety of resources. Experiments with different ways of moving. • Shows a preference for a dominant hand.</p> <p>They move confidently in a range of ways, safely negotiating space 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. Moving appropriately in PE and negotiating space Shows understanding of how to transport and store equipment safely.</p>	
Communication and Language		
Listening and Attention	Understanding	Speaking

<p>Listening and responding to fiction and non fiction</p> <p>Asking and answering questions</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>Follow instructions for science experiments</p> <p>Responds to instructions involving a two-part sequence or multi instructions</p>	<p>Small world tray-figures and treasure/trees etc-talk to friend about routes to get to treasure</p> <p>Re-telling of stories</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-rainforest, pirate island</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
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