



THEMATIC OVERVIEW

Year Group(s): Reception

Term and Duration: Summer 1 7weeks

Theme: Trains, Planes and Automobiles Rainforests and Minibeasts

Hook In: Drama adventure to the Amazon

Celebration:

Key Questions:

Differentiated weekly objectives are highlighted in detailed EYFS plans and in weekly Literacy and Mathematics plans

What is a vehicle?

Who invented each vehicle?

Where would you find each type of transport?

Which type of transport have you used before?

Can you invent your own vehicle?

Where is the Amazon Rainforest?

How would you travel there and what different sorts of transport would you need?

What bugs and animals live there?

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

Fiction -Paddington, Journeys, Animals stories and Minibeast Stories

Non Fiction books Amazon wildlife and plant life, Minibeasts in UK-Frog lifecycles

Diary writing, Amazon Explorer journals, non fiction minibeast books, Story writing-settings and adventure

Cursive writing style introduced

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

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.

Mathematics

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

Number Not specifically topic related	SSM Measuring –length- comparing size of UK native and Amazonian trees
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Maths- Doubling/halving, Problem solving, addition and subtraction to 20, counting in 5s and 10s and 2s	Capacity- water Data collection –pictograms of favourite minibeasts
<p>40-60 months 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.</p> <p>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.</p>	<p>40-60 months Uses familiar objects and common shapes to create and recreate patterns</p> <p>They recognise, create and describe patterns and use mathematical language to describe them.</p>

Understanding the World

People and Communities	The World	Technology
<p>What is a paleontologist/archeologist? Inventors of transport 40-60 months Enjoys joining in with family customs and routines.</p> <p>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</p>	<p>Comparing landscapes- Animal groups- reptiles and mammals, amphibians, insects-Forest Schools, 40-60 months Looks closely at similarities, differences, patterns and change</p> <p>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.</p>	<p>Interactive games- Bee bot journey to the Amazon, Paint spa- painting rainforests Completes a simple program on a computer. 40-60 months Uses ICT hardware to interact with age-appropriate computer software. Knows that information can be retrieved from computers</p> <p>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</p> <ul style="list-style-type: none"> •

Expressive Arts and Design

Media and Materials (includes music and dance)	Being Imaginative
<p>Fast and slow sounds, animal songs and dances</p> <p>Rhythmical notation- animal names</p> <p>Transport junk modelling, pipe cleaner and clay dinosaurs</p> <p>Pattern and texture- animal skin Role play Explorer camp, 'Fact School'</p> <p>40-60 months Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. 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</p>	<p>Fast and slow sounds,</p> <p>Rhythmical notation- animal names</p> <p>Transport junk modelling, pipe cleaner and clay dinosaurs</p> <p>Pattern and texture- animal skin Role play Explorers' camp</p> <p>40-60 months 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</p>

<p>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</p>	<p>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 out narrative ELG They represent their own ideas, thoughts and feelings through design and technology, art, music,dance, role play and stories.</p>
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PSED

Making Relationships	Self confidence and self awareness	Managing feelings and behaviour
<p>Jigsaw scheme-Relationship Friendships, Care Explains own knowledge and understanding, and asks appropriate questions of others. 40-60 months Takes steps to resolve conflicts with other children, e.g. finding a compromise 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 relationships with adults and other children</p>	<p>Role play, asking and answering questions about topics 40-60 months Shows confidence in asking adults for help. <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities 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>Interacting in groups activities Social skills in groups, using appropriate speaking and listening skills. 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. 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 routine in their stride.</p>

Physical Development

Moving and Handling	Health and self care
<p>Handling musical instruments appropriately and sensitively, Sports day races and team sports (handling and using sports equipment), Junk modelling 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 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</p>	<p>Handling sports equipment safely, team sports and races-safety, good diet-eating our fruit and vegetables, personal safety and responsibility 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 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</p>

handle equipment and tools effectively, including pencils for writing	hygiene and personal needs successfully, including dressing and going to the toilet independently.
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Communication and Language

<p>Listening and Attention Listening and responding to stories and non fiction own story telling in small world- working with others, question and answer time circle time talking and listening</p>	<p>Understanding Sports events- following rules, Jigsaw- helping, cooperation and teamwork</p>	<p>Speaking Listening and responding to stories and non fiction, own story telling in small world- working with others, question and answer time circle time talking and listening</p>
<p>40-60 months 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 appropriate activity. 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>40-60 months Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion. Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events</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. 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. They develop their own narratives and explanations By connecting ideas or events</p>

