



THEMATIC OVERVIEW

Year Group(s): Reception

Term and Duration: Summer 2 7weeks

Theme: Olympic Games

Holiday themes of seaside, camping and caravan sites, holiday homes, seaside shops (children's own interest)

Hook In: Drama adventure to the Amazon

Celebration:

Key Questions:

What is the Olympic Games and how often is it held?

Who takes part in it?

What sports are represented?

What does 'seaside' mean? What are the features of a seaside landscape?

Can we name seaside places we have been to?

How do we travel and where do we stay at the seaside?

What activities do we do at the seaside and what might we see?

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 Objectives

40-60 months Hear and say the initial sound in words. Segment the sounds in simple words and blend them together and know which letters represent some of them. Begin to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books.

Early Learning Goal

Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.

Exceeding Early Learning Goal

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

WRITING OBJECTIVES AND ACTIVITIES

Design and label an obstacle course

Write rules for different sports

Postcards, holiday lists, holiday campsite plans and advertisements, seaside posters, menus for seaside cafe

40-60 months Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name and other things such as labels and captions. Attempt to write short sentences in meaningful contexts

Early Learning Goal Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Spell some words correctly and others words, phonetically plausible.

Exceeding Early Learning Goal Spell phonically regular words of more than one syllable as well as many irregular but high frequency words. Use key features of narrative in their own writing

Mathematics

Activity

Measurement work-metres/longest and shortest linked with Olympics

Time-hours, minutes, seconds-link to sports and races

Ordinal number

Scoring in activities and sports

Money work in role play seaside shop

Number

SSM

40-60 months

Find the total number of items in two groups by counting all of them.

Say the number that is one more than a given number.

In practical activities and discussion, beginning to use the vocabulary involved in adding

Record, using marks that they can interpret and explain.

Early Learning Goal

Count reliably with numbers from one to 20, Using quantities and objects, they add and count on to find the answer.

Exceeding Early Learning Goal

Estimate a number of objects and check quantities by counting up to 20.

Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

40-60 months

Use familiar objects and common shapes to create and recreate patterns

Early Learning Goal

Use everyday language to talk about size, position, distance, time and money to compare quantities and objects and to solve problems.

Exceeding Early Learning Goal

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

Understanding the World

People and Communities

The World

Technology

Activities

Learn about the different countries

taking part in the Olympics-flags

Family customs-going on holiday

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40-60 months 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

Activities

Digimap of coastal locations, our own locality-compare and contrast

Features of coastlines

Forest schools-ongoing environmental work-gardening

Map of world locating some Olympic countries.

40-60 months 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.

Activities

Interactive games- Bee bot journey to the Olympic games, Paint spa- painting and using text

Taking photographs

Digimap-maps of seaside resorts and Japan

40-60 months

Use ICT hardware to interact with age-appropriate computer software.

Know that information can be retrieved from computers

Complete a simple program on a computer.

Early Learning Goal

Recognise that a range of technology is used in places such as homes and schools.

Select and use technology for particular purposes Know that information can be retrieved from computers

<p>Exceeding Early Learning Goals</p> <p>Know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past.</p> <p>Know that other children have different likes and dislikes and that they may be good at different things.</p> <p>Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</p>	<p>Exceeding Early Learning Goals</p> <p>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, and experimentation</p>	<p>Exceeding Early Learning Goals</p> <p>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>Media and Materials (includes music and dance)</p>	<p>Being Imaginative</p>
<p>Activities</p> <p>Exploring textures of sounds</p> <p>Undersea water sound pictures</p> <p>Rhythmical patterns</p> <p>Seaside songs (outside)</p> <p>Sea collages, mobiles of sea creatures, lighthouses, modelling sculptures of athletes, craft challenge-Olympic torches</p> <p>40-60 months</p> <p>Begin to build a repertoire of songs and dances.</p> <p>Explore the different sounds of instruments.</p> <p>Understand that different media can be combined to create new effects.</p> <p>.Construct with a purpose in mind, using a variety of resources.</p> <p>Use simple tools and techniques competently and appropriately.</p> <p>Select appropriate resources and adapts work where necessary.</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using</p> <p>ELG Create simple representations of events, people and objects.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Explore sounds of different instruments</p> <p>Construct with a purpose in mind, using a variety of resources</p> <p>Exceeding Early Learning Goal</p> <p>Develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through exploration, find out and make decisions about how media and materials can be combined and changed.</p>	<p>Activities</p> <p>Role play Camp site, seaside shop and tearooms.</p> <p>Craft as in M&M</p> <p>40-60 months</p> <p>Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Tell stories based on children’s experiences and the people and places they know well.</p> <p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Choose particular colours to use for a purpose.</p> <p>Introduce a storyline or narrative into their play.</p> <p>Play alongside other children who are engaged in the same theme.</p> <p>Play cooperatively as part of a group to develop and act out narrative</p> <p>ELG</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Exceeding Early Learning Goal</p> <p>Talk about the ideas and processes which have led them to make music, designs, images or products.</p> <p>Talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>

PSED

<p>Making Relationships</p>	<p>Self confidence and self awareness</p>	<p>Managing feelings and behaviour</p>
<p>Jigsaw scheme-Changes in me</p> <p>40-60 months</p> <p>Take steps to resolve conflicts with other children, e.g. finding a compromise</p>	<p>40-60 months</p> <p>Show confidence in asking adults for help.</p> <p>Be confident to speak to others about own needs, wants, interests and opinions.</p>	<p>40-60 months</p> <p>Understand that own actions affect other people, for example, becomes upset or tries to comfort another child</p>

<p>ELG Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Exceeding Early Learning Goal Play group games with rules. Understand someone else's point of view can be different from theirs. Resolve minor disagreements through listening to each other to come up with a fair solution. Understand what bullying is and that this is unacceptable behaviour</p>	<ul style="list-style-type: none"> • Can describe self in positive terms and talk about abilities <p>ELG Be confident to try new activities, and say why they like some activities more than others. Be confident to speak in a familiar group. They say when they do or don't like something</p> <p>Exceeding Early Learning Goal Be confident to speak to a class group. Talk about the things they enjoy, and are good at, and about the things they don't find easy. Be resourceful in finding support when they need help or information. Say if they do or don't need help about the plans they have made to carry out activities and what they might change if they were to repeat them.</p>	<p>when they realise they have upset them. Be aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>ELG 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. Work as part of a group or class, understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Exceeding Early Learning Goal Manage feelings and behaviour: Know some ways to manage their feelings and are beginning to use these to maintain control. Listen to each other's suggestions and plan how to achieve an outcome without adult help. Know when and how to stand up for themselves appropriately. Stop and think before acting and they can wait for things they want.</p>
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Physical Development

<p>Moving and Handling</p> <p>Handling musical instruments appropriately and sensitively, Olympic races and team sports (handling and using sports equipment), Junk modelling 40-60 months Handle tools, objects, construction and malleable materials safely and with increasing control. Construct with a purpose in mind, using a variety of resources. Jump off an object and lands appropriately Experiment with different ways of moving. Move confidently in a range of ways, safely negotiating space</p> <p>Early Learning Goal Children show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing</p> <p>Exceeding Early Learning Goal</p> <p>Hop confidently and skip in time to music. Hold paper in position and use their preferred hand for writing, using a correct pencil grip. Begin to be able to write on lines and control letter size</p>	<p>Health and self care</p> <p>Handling sports equipment safely, team sports and races- safety, good diet- keeping healthy ,eating our fruit and vegetables, personal safety and responsibility 40-60 months Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health Show understanding of the need for safety when tackling new challenges, and considers and manages some risks. Show understanding of how to transport and store equipment safely. Practicessome appropriate safety measures without direct Supervision Early learning Goal -Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Exceeding early Learning Goal</p> <p>Know about and can make healthy choices in relation to healthy eating and exercise. Dress and undress independently, successfully managing fastening buttons or laces</p>
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Communication and Language		
Listening and Attention Listening and carrying through instructions	Understanding Sports events- following rules, Jigsaw-helping, cooperation and teamwork	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>40-60 months Listen to others one to one or in small groups, when conversation interests them. Listen to stories with increasing attention and recall. Maintain attention, concentrates and sits quietly during appropriate activity.</p> <p>Early Learning Goal Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately.</p> <p>Exceeding Early Learning Goal</p> <p>Listen to instructions and follow them accurately, asking for clarification if necessary. Listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</p>	<p>40-60 months Respond to instructions involving a two-part sequence. Listen and respond to ideas expressed by others in conversation or discussion.</p> <p>Early Learning Goal Follow instructions involving several ideas or actions. Answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Exceeding early Learning Goal After listening to stories children can express views about events or characters in the story and answer questions about why things happened. Carry out instructions which contain several parts in a sequence.</p>	<p>40-60 months Use language to imagine and recreate roles and experiences in play situations. Link statements and sticks to a main theme or intention. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduce a storyline or narrative into their play.</p> <p>Early Learning Goal Express themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations By connecting ideas or events</p> <p>Exceeding Early Learning Goal</p> <p>Show some awareness of the listener by making changes to language and non-verbal features. Recount experiences and imagine possibilities, Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>

