Thematic Curriculum Half-termly Overview Reception

Half term/year: Autumn 1 2021 Theme: Funnybones



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7				
Text	Funnybones	Funnybones FUNNYBONES	The Pet Shop	The Pet Shop Pet Shop	Give the Dog a Bone GIVE THE DOG ABONE ABONE	Give the Dog a Bone	Bumps in the night Ablierd & Ametric BUMPS IN THE NIGHT.				
Communication and Language	 Learn Use ne Ask qu Articul Conne Descril Use ta Develo Engag Listen Retell Listen Earn Engag 	 Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases Engage in storytimes. Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Engage in non-fiction books 									
	Make Talk Rules Pictures/videos of emotions on IWB for discussion/response Snack table- conversation opportunities Read Funnybones- make puppets to re-tell the story										
PSED	 See themselves as a valuable individual Build constructive and respectful relationships https://www.coramlifeeducation.org.uk/scarf/ Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspectives of others Manage their own needs 										
Activity		SCARF All about me	What Makes me Special	Me and my Special People	Who can help me	My feelings	My feelings 2				
PD Fine Motor	 Develop the foundations of a handwriting style which is fast, accurate and efficient Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons 										

Activities	Funky fingers Children make a loose parts face.	Funky fingers Children make a loose parts skeletone.g. ear buds	Funky fingers Children make outline of skeleton face with stickers	Funky fingers Children squeeze the ball/face and feed it with pasta/bones	Funky fingers Children use tweezers to pick up bead and put on skeleton hand.	Funky fingers Children use tweezers to collect all the spooky bones	Funky fingers Make a dog skeleton with moveable parts Make a flour long floring flor			
PD Gross Motor Outdoor/Hall	 Revise and refine the fundamental skills they have already acquired: rolling, waking, running, skipping, crawling, jumping, hopping, climbing Progress towards a more fluent style of moving, with developing control and grace Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 									
	Sports coaches	Outdoors — Plastic climbing frame Number line with discs Sports coaches	Sports coaches	Sports coaches	Sports coaches	Sports coaches	Sports coaches			
PD Health	sleep routine - being a safi • Further develop the skills t	• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating — tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian								
Reading	 Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter—sound correspondences Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment 									
	Book sharing /handling in small groups (lilac stage) Expectations for looking after school books. Make individual my body book	Phase 1/2 Rigby Star reading books.	Phase 1/2 Rigby Star reading books.	Phase 1/2 Rigby Star reading books.	Phase 1/2 Rigby Star reading books.	Phase 1/2 Rigby Star reading books.	Phase 1/2 Rigby Star reading books.			
Phonics	Phase 1 Initial letter sounds – alliteration with Names	s-a-t a as I	p-i-n-m is it in an I	d-g-o-c- and on not into can no go	k-ck-e-u to get got the put	r-h-b-f if off big had his him but back	l-ff-ll-ss of dad mum up			
Writing	 Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense 									
Writing Outcomes	Collage names — initial letter/whole names Reading cloakroom tags and understanding labelling — make own name label. Name and picture for learning Journal.	Oral Prediction – Funnybones – clues Author/Illustrator/Front Cover/Blurb Read Funnbones Story Children	Funnybones story Sequence pictures	Book: Funnybones: The Pet Shop Using props/puppets retell story Rehearsing story- talk for writing	Describe the main features of the Dark, dark house. What do you see? Adjectives to describe Large windows, Red roof etc	Draw a story map of Funnybones (collaborative)	Re-tell Funnybones (orally/with actions/or written)			

Maths Maths Activity	Count objects, actions and sounds Subitise Link the number symbol (numeral) wi Count beyond ten Compare numbers Understand the 'one more than/one I Explore the composition of numbers of Automatically recall number bonds for Sorting (shape/size/colour) Vocab — same/different Sorting socks into pairs (role play) Number sing and rhymes	ess than' relationship between to 10 or numbers 0–10 Comparing teddies Big/small Matching plates to teddies More/fewer/full/empty Comparing tall/Short Long/short	Pattern Autumn walk Repeating patterns Fruit skewers Pattern with body percussion (Charanga)	It's Me, 1,2,3 Number Blocks 1 and 2	Number blocks 3 Subitising to 3. Memory Games	Sort objects 1, 2 and 3. Dominoes – totals to 3. Finger counting	More and fewer Up to 3.	
Understanding of the World People, Culture and Communities The Natural World	(skeletons) Talk about members of their immediate family and community Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past Draw information from a simple map Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them							
Activities	Small world – dolls house furniture and peg dolls Outdoors – allotment/digging potatoes Routines and tidying up	Skeleton jigsaw trail around school. ICT: draw a picture of skeleton 2 simple	ICT: a room in the Funnybones house Using shapes. Make a map of the Funnybone's town and move the beebots/cars around it.	ICT games: number order games. Jessica's x-ray Guess the animal from its x-ray's	Dog life cycle — order pictures. Talk about the changes that happen. ICT: Kent ngfl 'skeletons'	Invite doctor/nurse in to talk about caring ourselves X-rays of people/animals bodies — light box? Vet role play/dog parlour https://www.prekprintable fun.com/ Rachel to bring own dog in-show photos/equipment needed etc	Shows care and concern for living things and the environment – circle time – can the children help treat an animal that has fallen ill?	
Outdoor Learning	Exploring the school grounds Reception Allotment (potatoes)	Victoria Park	Cliffe castle	Allotments	Allotments	Small Groups to Asda	Small Groups to Asda	
Expressive Arts and Design Creating With materials Being Imaginative and Expressive	 Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody Develop storylines in their pretend play 							

	Explore and engage in m	usic making and dance, perform	ning solo or in groups				
Activity Art/DT	Paint portrait (mix colours) make body out of paper. Charanga- Music theme Myself	Make a dark, dark house with boxes (ongoing) Art straws/cotton buds on black paper Songs: skeleton song; Head, shoulders, knees & toes; Dem bones, dem bones; https://englishiscoolsite.wordpress.com/2016/10/22/funny-bones/ 1 finger, 1thumb keep moving; I've got a body. Charanga	Make a funnybones moving skeleton with card & split pins. Line printing Printing- roll out black ink — draw with cotton bud and put white paper over to print.	Clay – tile with face/ skeleton on Colour mixing related to colours What colours make you feel happy / sad / cross / worried magazine collage; cut out colours from magazines to stick together to represent a feeling. Book: My Many Coloured Days https://youtu.be/Lum83D LPXIW	Pasta/stone twigs skeleton Clay head 2-D: talk about features of the face and where they are on the head. Make a face from a variety of natural objects Or non natural objects e.g. screws, tinfoil etc	Print/collage make large numbers Make pictures of skeletons/dog using white paint/chalk on black paper	Make a poster showing how to treat our pets. What we should do to keep our pets healthy.
ROLE PLAY	The home environment Role -play, washing hands, looking after the baby, cooking etc!	The home environment Role -play, washing hands, looking after the baby, cooking etc!	Funny bones house Dressing up clothes, Skeletons	Funny bones house Dressing up clothes, Skeletons	Funny bones house Dressing up clothes, Skeletons	Funny bones house Dressing up clothes, Skeletons	Funny bones house Dressing up clothes, Skeletons
Quality Outcome (writing / art / production /			Funnybones song and Pie	e Corbett Story – video OR wi	th parents (if can)		

presentation / assembly etc...)