Thematic Curriculum Half-termly Overview Reception

Half term/year: Spring 1 2022 Theme: Here Come The Bears!

	Week 1 3/1/22 Bear hunt	Week 2 10/1/22 Bear Hunt	Week 3 17/1/22 Bumble bear	Week 4 24/1/22 The cave	Week 5 31/1/22 Non- fiction Bear Facts	Week 6 7/2/22 Non-Fiction Bear Facts	Week 7 14/2/22 Bears don't read			
Text	We're Going on a Bear Hunt Michael Rosen Helen Ozenbury	We're Going on a Bear Hunt Michael Rosen Helen Ozenbury	Bamble bear	the CAVE	Grizzly Bears	Polar Bears	Emma Chichester Clark Bears Don't Read!			
Communication and Language	 Understand why listening is important Learn and use new vocabulary for topic "bears" 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. "because" Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (creative) 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 Learn rhymes and songs Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 									
	Act out the Bear Hunt story Questions (how to ask and answer)									
PSED	 See themselves as a valuable individual Build constructive and respectful relationships 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 Personal hygiene/health and well being 									
SCARF Keeping myself safe	What's safe to go onto my body	Keeping myself safe - what's safe to go into my body	Safe indoors and outdoors	Listening to my feelings	Keeping safe online	People who help to keep me safe	People who keep me safe in the community			
PD Fine Motor		I mall motor skills so that th indations of a handwriting :		ls competently, safely and cor ate and efficient.	nfidently.	1	1			

Activities	Loose parts bear faces	Can you set the bears	Can you dress bumble	Can you make	Capacity of	Different height	threading pasts or			
(funky fingers)		free?	bear for school?	threading bear?	different container	multilink towers Sticking fur (cotton wool balls) onto the polar bear	Cheerios onto skewers			
PD Gross Motor Outdoor/Hall	Progress towards a moDevelop the overall boo	 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 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. 									
Activities	Confidently and safely Hall - Gymnastics Getting equipment out safely	Hall - Gymnastics Getting equipment	small apparatus indoors an Hall – Gymnastics Getting equipment out	Hall – Gymnastics Getting equipment out	oup. Hall - Gymnastics Bear hunt	Hall - Gymnastics (jumping off a box onto	Hall - Gymnastics Bear hunt Obstacle			
	(mats) Balancing Bear hunt Obstacle Course	out safely (mats) Balancing Bear hunt Obstacle Course	safely Jumping techniques (floor work) Balancing	safely Jumping techniques (floor work) Bear hunt Obstacle	Getting equipment out safely Jumping techniques (jumping off a box onto a mat safely)	a mat safely) Bear hunt Obstacle Course	Course Gymnastics performance			
		Course	Bear hunt Obstacle Course	Course	Obstacle Course					
PD Health	 Know and tall about the different factors that support their overall health and wellbeing - regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. Introduce Class Toothbrushing 									
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 									
Activities	Phase 2/3 Rigby Star reading books.	Phase 2/3 Rigby Star reading books.	Phase 2/3 Rigby Star reading books.	Phase 2/3 Rigby Star reading	Phase 2/3 Rigby Star reading books.	Phase 2/3 Rigby Star reading books.	Phase 2/3 Rigby Star reading books.			
Phonics	Double letters Two syllable words Writing 'into'	j, v He, she	W, x We, me	Y, z, zz Be, was	Z as s, qu My, you	Consolidation j, v, w, x, Her, they	Consolidation y, z, zz, qu All, are			
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 Activities	What do you know about bears? (group focus) Learning Journey Covers	Sequencing pictures And captions	Speech bubbles	What's in the cave predictions	Bear facts (bear books)	Bear Facts (assessment0	What do you now know about bears? (group focus) Write a sentence		
Maths	 Count objects, actions and sounds Subitise Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0-10 Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. 								
Maths Activity	• Compare length, weight Composition of 6, and 7 Painting rainbows with 7 colours Looking at minibeasts - how many legs - relate to bears eating them Loose parts and 10 frames Ladybirds and spots - can they make 6 in different ways Maths focus: Part whole model - how many ways can they make 6/7?	Composition of 8 and pairs Playing games such as pairs and snap using different representations of the number Face each other in pairs and mirror actions Making minibeasts in the craft area Combining animals to fill Noah's ark Maths focus: Making pairs up to 8	Combining two groups Using ten frames Rolling dice and combining dots Dominos - how many spots on each side? How many altogether? Using numicon and combining two shapes Maths focus: Roll dice and combine the two amounts	Comparing mass Balance scales in playdough area Balance buns and writing recipes for the café Maths focus: Using non-standard measure using balance scales children to weigh items and compare against cubes	Comparing capacity Different sizes containers in sand and water area Using small cups to fill different containers Nesting bowls and boxes Recipes in mud kitchen Maths focus: Making lemonade - Water, Water (maths.org) Making porridge/flapjack/fat balls for the bears using cups to measure	Length and height Making strings of beads and measuring Make a footprint and compare other items to this in the classroom Use tape measures, rulers, trundle wheels etc. Playdough - make different length worms for the bears to eat Maths focus: Measuring different bears and recording using standard measure	Time Making toast/melting chocolate experiments - how long does it take? Outside - assault course, how quickly can they get around? Maths focus: How manycan you do in 30 seconds? Record this on a sheet		
Understanding of the World People, Culture and Communities The Natural World	 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	What does a bear environment look like? Compare my home/bear home Bear cave	Small world - acting out the bear hunt 2paint - make a picture of a bear	Looking at maps Going into the local area and making a map	Cliffe Castle cave Animal Environments	Talk about the climate where a grizzly lives - make him a habitat Chinese new year - 1 st February 2022	Invite PCSO in to talk about their role in the community Make a thank you letter for PCSO Polar Bear Climate	Teddy bears picnic to introduce the bears?? Valentines day	
Expressive Arts and Design Creating With materials Being Imaginative and Expressive	 Return to and build on Create collaboratively Listen attentively, mo Watch and talk about Sing in a group or on t Develop storylines in t Explore and engage in 	their previous learning, r , sharing ideas, resources ve to and talk about music dance and performance a heir own, increasingly ma their pretend play music making and dance,	fects to express their idea refining ideas and developing and skills c, expressing their feelings rt, expressing their feeling tching the pitch and follow performing solo or in group	ng their ability to represe and responses gs and responses ing the melody	nt them.			
<u>Songs</u>	Teddy bear, teddy bear							
Activity Art/DT	Colour Mixing Experimental - tuff tray- powder Hills/ writing II words	Colour Mixing Mixing ready mixed paints Bear hunt Scene – joining parts of the story	Joining materials Tape to join	Joining Materials and selecting appropriate materials for a purpose. Glue to join.	Explore Textures Using foam/sand/glue/salt Chinese lanterns	Make an environment for a bear using skills leaned in previous weeks	Weaving (Valentines)	
ROLE PLAY	Winter cafe	Winter cafe	Winter cafe	Winter Cafe	Police Station	Police station	Police station	
Outdoor Learning	Asda Cafe	Asda Cafe	Cliffe Castle maps	Cliffe Castle				
ICT		2 Simple	Bee Bots Directions I -pads - to use to take photos of different environments in the local areas	I -pads - to use to take photos of different environments in the local areas				
Quality Outcome (Writing / art / production / presentation /	Teddy Bear's Picnic	,	,	,	•			

assembly etc...)