

# Thematic Curriculum Half-termly Overview Reception

Half term/year: Spring 2 2022

Theme: It's a Pirate's life for me!



	Week 1 28/2/22	Week 2 7/3/22	Week 3 14/3/22	Week 4 21/3/22	Week 5 28/3/22	Week 6 4/4/22
<b>Text</b>	Imagine you're a pirate 	On a pirate ship 	SUNK 	The Night Pirates 	Captain Beastie's Pirate Party Pirate Poetry 	Captain Beastie's Pirate Party 
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Understand why listening is important</li> <li>Learn and use new vocabulary for topic "pirates"</li> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Connect one idea or action to another using a range of connectives "because"</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (creative)</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> <li>Learn rhymes and songs</li> <li>Engage in non-fiction books</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>					
<b>PSED</b>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual</li> <li>Build constructive and respectful relationships</li> <li>Express their feelings and consider the feelings of others</li> <li>Show resilience and perseverance in the face of challenge</li> <li>Identify and moderate their own feelings socially and emotionally</li> <li>Think about the perspectives of others</li> <li>Manage their own needs Personal hygiene/health and well being</li> </ul>					
<b>SCARF Rights and Responsibilities</b>	Looking after my Special People	Looking after My Friends	Being Helpful at Home and caring for my Classroom	Caring for our World	Looking after money and recognising spending	Looking after money and keeping it safe!
<b>PD Fine Motor</b>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>					
<b>Activities (funky fingers)</b>	Make a pirate puppet  Make an eyepatch  Make a telescope	Make a flag Peg board flags  PEG BOARD: ENGLAND FLAGS	Make some jewellery Writing names/CVC words with ink and a quill 	Making patterns  Follow a treasure map using stickers 	Make a parrot  Make a palm tree	Make a cutlass Twigs/rope  Make a ships rat

<b>PD Gross Motor Outdoor/Hall</b>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental skills they have already acquired: rolling, waking, running, skipping, crawling, jumping, hopping, climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace</li> <li>Develop the overall body strength, co-ordination, balance and agility</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>Combine different movements with ease and fluency</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>					
<b>Activities</b>	<b>Hall - Gymnastics</b> Getting equipment out safely (mats) Balancing Pirate Obstacle Course	<b>Hall - Gymnastics</b> Getting equipment out safely (mats) Balancing  Pirate Obstacle Course	<b>Hall - Gymnastics</b> Getting equipment out safely Jumping techniques (floor work) Balancing  Pirate Obstacle Course	<b>Hall - Gymnastics</b> Getting equipment out safely Jumping techniques (floor work)  Pirate Obstacle Course	<b>Hall - Gymnastics</b> Bear hunt Getting equipment out safely Jumping techniques (jumping off a box onto a mat safely) Obstacle Course	<b>Hall - Gymnastics</b> (jumping off a box onto a mat safely)
<b>PD Health</b>	<ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing - regular physical activity, healthy eating, toothbrushing, <b>sensible amounts of screen time</b>, having a good sleep routine and <b>being a safe pedestrian</b>.</li> <li>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</li> </ul>					
<b>Reading</b>	<ul style="list-style-type: none"> <li>Introduce Class Toothbrushing</li> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read some letter groups that each represent one sound and say sounds for them</li> <li>Read a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> </ul>					
<b>Activities</b>	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 books.	Phase 2/3 Rigby Star reading books.	Phase 2/3 Rigby Star reading books.
<b>Phonics</b>	Ai, ee <b>Be</b> , was, my, you, her, they	Igh, oa Be, was, <b>my, you</b> , her, they	Long and short oo Be, was, my, you, <b>her, they</b>	Consolidate ch, sh, th, ng All, are	Ar, or Some, are, said	Ur, ow Come, do, so
<b>Writing</b>	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>Re-read what they have written to check that it makes sense</li> </ul>					
<b>Writing Activities</b>	Thematic front covers - draw themselves as a pirate and think of an alliterative pirate name Adding labels and captions, names, sentence Writing assessment - dictated sentence	Label pirate ship Write a sentence- A ship has a ...	Make worm biscuits! Write a simple recipe Put in two eggs Put in the flour Chop and chuck	Label a map Describe the map- word/adjectives	Poetry - rhyming words Learn the rhymes/poems/songs	Captain Beastie character description Pirate party
<b>Maths</b>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Subitise</li> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Count beyond ten</li> <li>Compare numbers</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>Explore the composition of numbers to 10</li> <li>Automatically recall number bonds for numbers 0-10</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul>					
<b>Maths Activity</b>	Composition of 9 and 10 Introduce voting station  Sing number bonds to 5 song	Comparing numbers to 10 and number bonds to 10 or 5 (including distributing evenly)  Sing number bonds to 10 song	3D shape  Sing number bonds to 10 song	Pattern  Sing number bonds to 10 song	Assessment  Sing number bonds to 10 song	Composition of numbers/addition  Sing number bonds to 10 song
<b>Understanding of the World</b> <b>People, Culture and Communities</b>  <b>The Natural World</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Draw information from a simple map</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Recognise some environments that are different to the one in which they live</li> <li>• Understand the effect of changing seasons on the natural world around them (start of spring)</li> </ul>					
<b>Activities</b>	How to be a pirate discussion and research through books, videos etc. Talk about images from the past Talk about the canal boat  Pancake day - 1 <sup>st</sup> March World Book day 3 <sup>rd</sup> March		Making maps - draw information from a simple map, describe what they see whilst outside  Mothers day 27 <sup>th</sup> Match		Talking about parties they have been to, compare this to the pirate party	
<b>Expressive Arts and Design</b> <b>Creating With materials</b> <b>Being Imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Develop storylines in their pretend play</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> <li>• Remember and sing entire songs</li> </ul>					
<b>MUSIC</b>	Music appreciation - listening skills  Following the beat (tap sticks)	Music appreciation - listening skills  Following the beat	Music appreciation - listening skills  Copying a rhythm	Music appreciation - listening skills  Copying a rhythm	Music appreciation - listening skills  Creating their own rhythm (body percussion)	Music appreciation - listening skills  Creating their own rhythm (instruments)
<b>Songs</b>	Sailor went to sea, sea, sea Pirate songs- A pirate went to sea. A Pirate ship is coming <a href="#">A pirate ship sailed on the alley-alley-o</a> <a href="#">The pirate song (when I was one)</a>					

	<a href="https://www.youtube.com/watch?v=_qAngsMJD">https://www.youtube.com/watch?v=_qAngsMJD</a>					
<b>Activity</b> <b>Art/DT</b>	Creating, using and talking about textures  Pirate - make a top, trousers and boots for the pirate using different textures	Choosing appropriate materials for the task  Creating a seascape, Mrs Pirate pop art, under the sea	Explaining why we have used ...  Make a pirate ship - link to 3D shapes, various materials to choose from, fastenings	Improving upon their work  Reflect on a previous work and describe how they could improve it.	Looking at an artist and their skills - David Hockney	Exhibit their best work, talk about why theyre proud? How have you made it? Share on twitter, add to EYFS corridor display
<b>ROLE PLAY</b>	Pirate Den	Pirate Den	Pirate Den			
<b>Outdoor Learning</b>	Riddlesden Woods and canal walk (RHO)	Riddlesden woods and canal walk (RRG)	Allotments	Allotments	SALTS MILL	PIRATE DAY
<b>ICT</b>	2 Simple drawing a pirate	2 Simple drawing a ship/parrot	Bee Bots Directions - maps to find the treasure	Bee Bots Directions - maps to find the treasure	I -pads - art linked to David Hockney	Easyspeak - say two things we have learnt about pirates
<b>Quality Outcome</b> (Writing / art / production / presentation / assembly etc...)	Pirate Day Perform Pirate songs and Poems to parents					