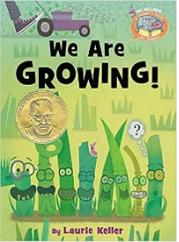
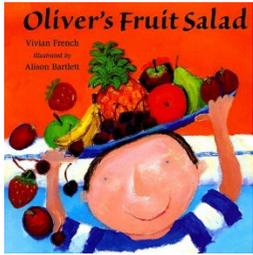
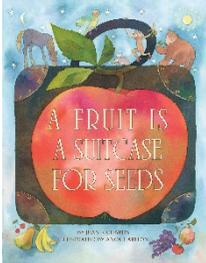


# Thematic Curriculum Half-termly Overview Reception

Half term/year: Summer 1 2022

Theme: Down In The Cabbage Patch!



|                             | Week 1   | Week 2 (EID)  | Week 3   | Week 4  | Week 5  |
|-----------------------------|--|---|--|---|---|
| Text                        | <p><b>Jack and the Beanstalk</b></p>    | <p><b>We Are GROWING!</b></p>                                | <p><b>Oliver's Fruit Salad</b></p>                  | <p><b>A FRUIT IS A SUITCASE FOR SEEDS</b></p>          | <p><b>Errol's garden</b></p>   |
| Communication and Language  | <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> |   |  |   |   |
| PSED                        | <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>  |   |  |   |   |
| SCARF                       | Bouncing back when things go wrong   | Yes I can   | Healthy eating   | My healthy mind   | Move your body/good nights sleep  |
| Rights and Responsibilities |  |   |  |   |   |
| PD Fine Motor               | <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>   |   |  |   |   |
| Activities (funky fingers)  | <p>Matching numeral to beans<br/>How many seeds can you thread?</p>   | <p>Length activities<br/>Sorting plants to size order</p>  | <p>Make your own watermelon<br/>Podding peas</p>  | <p>Sorting seeds<br/>Making pictures with seeds</p>  | <p>Making a plant<br/>Leaf necklace/who can make the longest?</p>  |

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| <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>                  | Balancing - creating 1, 2 and 3 point balances. Showing these to our friends and evaluating.   | Balancing - creating 1, 2 and 3 point balances. Showing these to our friends and evaluating. | Balancing - recapping 1, 2 and 3 point balances and creating 4 and 5 point balances. Looking at others and evaluating their work. | Balancing - recapping 1, 2 and 3 point balances and creating 4 and 5 point balances. Looking at others and evaluating their work. | Traveling and balancing - children to travel along benches in different ways then jump off the end and create a balance. |
| <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> <li>Introduce Class Toothbrushing</li> </ul>  |  |   |   |  |
| <b>Reading</b>                     | <ul style="list-style-type: none"> <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<br>Rigby Star reading books.   | Phase 2/3<br>Rigby Star reading books.   | Phase 2/3<br>Rigby Star reading books.  | Phase 2/3<br>Rigby Star reading books.  | Phase 2/3<br>Rigby Star reading books.<br>Phase 2/3<br>Rigby Star reading books.   |
| <b>Phonics</b>                     | Oi, ear<br><b>Were, when</b> , have, then, out, like   | Air, ure<br><b>have, there</b> , out, like, little, wha                                      | Er<br>Consolidating ar, or, ur, ow<br><b>out, like</b> , little, what, some, one  | Consolidate oi, ear, air, ure,<br><b>little, what</b> , some, one, said, come   | Consolidate er, ar, or, ur<br><b>little, what</b> , some, one, said, come  |
| <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 Outcomes</b>            | I wonder what the magic beans will grow into?<br><br>Write a prediction.<br><br>Labels for beans and seeds planted   | Message in Eid cards   | Fruit salad shopping list<br><br>Zig Zag fruit book   | My book of seeds<br><br>Bean diary (sequencing)   | Plan and label your own dream garden.<br>My garden is...<br>My garden has....  |
| <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> <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> |  |   |   |  |

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| <b>Maths Activity</b>  | <b>11-20, making teen numbers on 10 frames</b><br><br>Who can make the longest beanstalk?   | <b>Ordering numbers to 20, missing numbers</b>   | <b>Addition</b>   | <b>Subtraction</b>  | <b>Shape/Calculations a number line</b>  |
| <b>Understanding of the World</b><br><b>People, Culture and Communities</b><br><br><b>The Natural World</b>    | <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</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 (ELG)</li> <li>• Explore the natural world around them, making observations and drawing pictures of plants (ELG)</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 (Spring)</li> <li>• Understand some important processes and changes in the natural world around them. (ELG)</li> </ul>                                 |  |   |   |  |
| <b>Activities</b>  | Planting beans and looking after them   | Learning about Eid   | Growing investigation   | Sorting seeds<br>Cutting open fruit and vegetables to look at seeds   | Drawing and labelling plants and flowers   |
| <b>Expressive Arts and Design</b><br><b>Creating With materials</b><br><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<br><br>Following the beat (tap sticks)  | Music appreciation - listening skills<br><br>Following the beat<br><br>Intro - different instruments | Music appreciation - listening skills<br><br>Copying a rhythm<br><br>Tempo    | Music appreciation - listening skills<br><br>Copying a rhythm<br><br>Tempo  | Music appreciation - listening skills<br><br>Creating their own rhythm (instruments) |
| <b>Songs</b>   | <br>Listening to Harp Music A tiny Seed Was Sleeping <a href="https://www.youtube.com/watch?v=WoTPiEo2rnl">https://www.youtube.com/watch?v=WoTPiEo2rnl</a><br>One Potato (In My Little Garden).wma<br><a href="https://www.youtube.com/watch?v=JRQEQgyGAGA">https://www.youtube.com/watch?v=JRQEQgyGAGA</a><br>Cauliflowers Fluffy   |  |   |   |  |
| <b>Activity</b><br><b>Art/DT</b><br>EAD-return to and build on their previous learning (models) refining       | Make their own 3D beanstalk selecting their own equipment - children to plan the activity beforehand (use school planning sheet for EYFS)   | Making container for the seeds to grow in.<br>Making labels for the plants                           | Plan and make their own fruit salad<br>Giuseppe Arcimboldo transient pictures | Making their own suitcase for their seeds etc.<br>Making different bags out of materials and see which works the best | Observational drawings of different plants and seeds                                 |

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| ideas and developing their ability to represent them (Whole term focus)                 |   | <p>Making seed packets</p>  |  |   |   |
| <b>ROLE PLAY</b><br>Develop story line in pretend play                                  | Garden centre   | Garden centre  | Garden centre  | Garden centre   | Garden centre   |
| <b>Outdoor Learning</b>   | Garden centre (Woodbank)  | Garden centre (Woodbank)   | Allotment  | Allotment   | Outdoor garden party  |
| <b>ICT</b>  | Draw a picture of a beanstalk<br>Using 2Publish<br>Take photos of the plants/flowers in our garden-<br>ipads  | QR codes- Find the numbers to 20<br>Take photos of the plants/flowers in our garden-<br>ipads                | Easi speaks- record children retelling story.<br><br>QR codes- Find the digraphs- ar, or, ur, ow - match to picture/word | Make a label- for flower/plants to be grown- draw and type using 2Publish<br><br>Beebots- follow directions to plant/flower/fruit | Draw a picture of Erroll - garden<br>Label 2Publish<br><br>QR codes- Find the digraphs- tricky words, <b>little</b> , <b>what</b> , some, one, said, come - record on sheet |
| <b>Quality Outcome</b><br>(Writing / art / production / presentation / assembly etc...) | <p>Preparing for a garden party, growing plants and flowers to sell.<br/>Perform songs to parents at the outdoor garden party and share a piece of collaborative art work <b>Explore and engage in music making and dance, performing solo or in groups</b></p> |  |  |   |   |