# Thematic Curriculum Half-termly Overview Reception

Half term/year: Summer 2 2022 Theme: All Creatures Great and Small

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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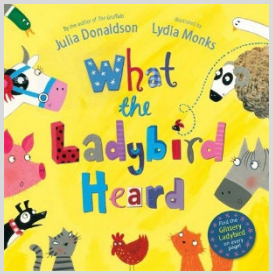
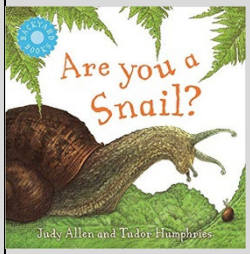
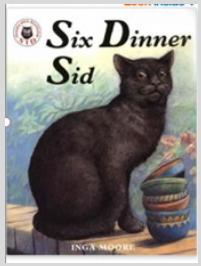
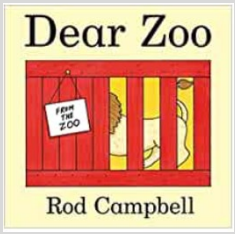
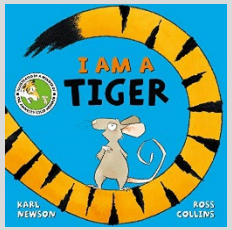
| Text |  |  |  | |  **Tropical World** | Eid |  |
| **PSED** | **Self-Regulation** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate<br>. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.<br>**Managing Self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br>• Explain the reasons for rules, know right from wrong and try to behave accordingly.<br>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.<br>**Building Relationships** • Work and play cooperatively and take turns with others.<br>• Form positive attachments to adults and friendships with peers.<br>• Show sensitivity to their own and to others' needs. | | | | | | |
| **Scarf Growing and Changing** | Seasons | Life stages | Life Stages: Human life stage - who will I be? | Where do Babies come from? | Getting bigger | Me and my body | |
| **Communication and Language** | **Listening, Attention and Understanding (ELG)**<br>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.<br>• Make comments about what they have heard and ask questions to clarify their understanding.<br>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.<br>**Speaking (ELG)**<br>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.<br>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher | | | | | | |
| **PD Fine Motor** | • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br>• Use a range of small tools, including scissors, paintbrushes and cutlery.<br>• Begin to show accuracy and care when drawing. | | | | | | |
| **Activities** | **Funky fingers**<br>Make a ladybird with split pin wings<br><br>Ladybird finger puppet<br><br> | **Funky fingers**<br>Make an a snail qnd other insects using loose parts.<br><br> | **Funky fingers**<br>Make a black cat like Sid. Draw around hand and cut out. Make a head with facial features.<br><br> | **Funky fingers**<br> <br>**Funky fingers**<br>Make some bunting with all the Best Test animals pulling, funny faces!<br>Draw own picture pulling funny face and add to bunting. | **Funky fingers**<br>Give the monkey the bananas using tweezers<br><br> <br>Wrap the characters up using parcel paper. Label can the children what's inside? | **Funky fingers**<br>Make a decorative African necklace<br>Cut a paper plate, decorate using paint/beads/stickers<br><br> | **Funky fingers**<br>https://www.youtube.com/watch?v=o9D5lfqZF3o<br>**Dough Disco**<br><br> |

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| **PD Gross Motor Outdoor/** | • Negotiate space and obstacles safely, with consideration for themselves and others.<br>• Demonstrate strength, balance and coordination when playing.<br>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | | | | | |
| **Hall/PE** | Ball skills | Ball skills | Ball skills | Ball skills | Team games (sports day prep) | Team games (sports day prep) | Team games (sports day prep) |
| **Outdoor** | Maps of the playground<br>Retelling the story<br>Practice ball skills<br>Balance bikes around an obstacle course 'Farm – following the ladybirds map' | Observe a snail colony outside in the garden.<br>Make an indoor ant colony- to observe indoors/temporary<br>Team games- fostering working together/team building.<br> | Large cardboard boxes- make Sid's different houses<br> <br>Gardening skills- growing flowers/vegetables | Build an obstacle course- Children to design it/build. Work as a team to complete it. | Go on a dear zoo number hunt-<br>How many can you find? How many altogether.<br>(to be made) | Jungle obstacle course | Team Games<br>Splash week – water play<br>Jungle obstacle course |
| **PD Healthy eating** | Make some ant on a log tasty treats- Healthy foods- https://www.healthylittlefoodies.com/ants-log/ <br>Make a healthy Houmas/cream cheese and red/yellow/orange pepper and carrots dips.<br> <br>Make an exotic fruit smoothie. | | | | | | |
| **Reading** | **Comprehension**<br>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br>• Anticipate (where appropriate) key events in stories.<br>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.<br>**Word Reading**<br>• Say a sound for each letter in the alphabet and at least 10 digraphs.<br>• Read words consistent with their phonic knowledge by sound-blending.<br>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | | | | | | |
| **Activites** | Phase 2/3/4<br>Rigby Star reading books. | Phase 2/3/4<br>Rigby Star reading books | Phase 2/3/4<br>Rigby Star reading books | Phase 2/3/4<br>Rigby Star reading books | Phase 2/3/4<br>Rigby Star reading books | Phase 2/3/4<br>Rigby Star reading books | Phase 2/3/4<br>Rigby Star reading books |
| **Phonics** | Phase 2 – recap<br>Phase 3 recap wh, ph words – some, one, said | Phase 2 – recap<br>Phase 3 – ay, a_e, words – come, do, so | Phase 2 – recap<br>Phase 3 – a (as ai), e_e, words – were, when | Phase 2 – recap<br>Phase 3 – ie, ea, words – have, there | Phase 2 – recap<br>Phase 3 – consolidating – wh, ph, ay, a_e words – out, like | Phase 2 – recap<br>Phase 3 consolidating a , e_e, ie as ee, ea as ee, words – little what | Consolidating, sentnence writing |
| **Writing** | • Write recognisable letters, most of which are correctly formed.<br>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br>• Write simple phrases and sentences that can be read by others | | | | | | |

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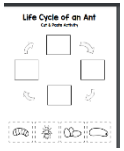
| **Writing Outcomes** | Poetry | Make a class Fact book about Snails-<br>Life cycle of an ant<br>  | <br>Write a missing cat poster for Sid<br><br>How to take care of a cat.<br>Twinkle<br>Simple retelling of story<br> | **What am I?**<br>I have four legs<br>I have a long snout<br>I have a long tail<br>etc<br>Label picture of character.<br>Label key features of animal… e.g. shrew- four short legs, long snout… | Children think of own animal – describe why the sent it back.<br>Vocabulary/adjective to describe animal smelly, noisy etc<br><br>They sent me a….<br><br>But I sent it back it was too noisy/loud/ wriggly etc<br> | Sequence the story.<br>Write a simple sentence/caption/word for each part of the story.<br> <br>Write a stem poem.<br>Describe the features of the animal.<br>Match animal to word<br><br>Retell story using small world props<br> | Letters to new teachers |
| **Maths** | **Number (ELG)**<br>• Have a deep understanding of number to 10, including the composition of each number.<br>• Subitise (recognise quantities without counting) up to 5.<br>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.<br>**Numerical Patterns (ELG)**<br>• Verbally count beyond 20, recognising the pattern of the counting system.<br>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.<br>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | | |
| **Maths Activity** | In books – doubling<br> <br>Addition up to 10/20<br>Counting accurately numbers to 10/20<br> <br>Match number to objects<br> | In books – sharing, grouping | In books – odd and even<br><br>Counting the number of pets/cats/houses- 1-10/20<br>Maths challenge, problem solving- MA<br>If Sid has 6 meals in one day how many does he eat in 2/3…7 days?<br> <br>Use of number bonds to 10. | **In books – assessments** | In books – problem solving, equal distribution<br><br>Order the animals by size<br> <br>Count and match the number of animals to the numeral<br> <br>Make a graph- | In books – money, problem solving with money<br>Fruit shop.<br>Buy a variety of fruits using 1p/2p/5p/10p/20p coins.<br>Pay for the fruit.<br>Add two or more fruits to find the total.<br> <br>Subtraction | **In books – time as a measure**<br><br>**Counting in 5's**<br>**Using a timer, measure how long it takes for each of your friends to complete an obstacle. Who can complete the course the quickest? Remember it's important to show teamwork. Who can you help out?**<br><br>Make an animal themes number line or 100 square to take to Year 1<br>Number formation |

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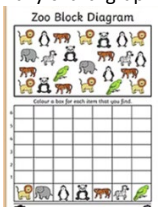
| | Subtraction of number 10/20<br> | | | | Which pet does class RHC like best?<br>Tally chart- graph<br>  | Match the animal to the f<br> <br>ruit. | |
| **<u>Understanding of the World</u><br>Past and Present<br>People, Culture and Communities** | **Past and Present (ELG)**<br>• Talk about the lives of the people around them and their roles in society.<br>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br>• Understand the past through settings, characters and events encountered in books read in class and storytelling.<br>**People, Culture and Communities (ELG)**<br>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.<br>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.<br>**The Natural World (ELG)**<br>• Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.<br>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | |
| **Activities** | Why does a ladybird have so many spots? Habitats, diet Research using iPads, books, parents knowledge | Make a temporary snail colony and observe the behaviours/eating habits/ team work. | PET SHOP-<br>Buying the appropriate things for a pet cat.<br> <br>Basket, brush, collar…<br>Visit pets at Home | Non fiction books about characters in story. | Watch video about zoo animals/pets. Look at non-fiction books. Discussion, which animals are pets/wild animals? Where do they live? What is their habitat like? | Compare homes in Africa and England. Compare the environment/weather | Comparing the tigers habitat to Keighley. What do you like/dislike? Similarities and differences between Year 1 and Reception (video or visit) |
| **Outdoor Learning** | Keighley Library – animal books | Cliffe Castle (animals) | Cliffe Castle (animals) | Pets at Home | Tropical World | Eid | Allotments |
| **<u>Expressive Arts and Design</u><br>Creating With materials<br>Being Imaginative and Expressive** | **Creating with Materials (ELG**<br>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>• Share their creations, explaining the process they have used.<br>• Make use of props and materials when role playing characters in narratives and stories.<br>**Being Imaginative and Expressive (ELG)**<br>• Invent, adapt and recount narratives and stories with peers and their teacher.<br>• Sing a range of well-known nursery rhymes and songs.<br>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | | |

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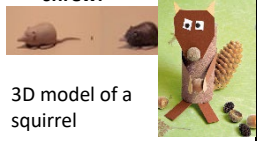
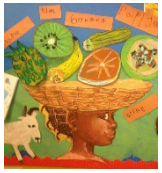
| **Activity**<br><br>**Art/DT**<br>**OBON SONG** | Farm animal collages | Observational drawing of an ant.<br> <br>Make an ant using spoon/pipe cleaners/recycled materials<br> <br>Song – When the ants go marching in.<br> | Make a 3D street of house- Sid<br> <br> Make a collage cat<br>Draw an observational drawing of a cat.<br> <br>Make a cat mask/hat<br> <br>Songs and Rhymes<br>My cat's no hair on<br>Stroke the cat | Song – pull a funny face<br>Draw, paint picture of the characters: rat, frog, squirrel, shrew and snail.<br>**Make a clay s shrew.**<br>  <br>3D model of a squirrel<br><br>Animal songs<br>Movement to music | Make character stick puppets. Children to draw/cut out animals attach to sticks.<br> <br>Make animal masks<br> <br>Paint a picture of the giraffe using inks/water colours<br> <br>Make a lions mane with own face/phoo to<br> <br> | Observational drawings/painting of exotic fruits.<br> <br>Look at houses in England and Africa- Compare and draw/paint collage. (Look at twinkl)<br> <br>Animal prints.<br>Using crayons, pastels,<br> <br>Charcoal- to create the animal print. Cut out to make animal.<br>Music – circle of Life<br>Eid cards<br>Eid Mubarak Song | Walking Through The Jungle – musical Instruments<br>https://www.youtube.com/watch?v=2a-_Y7zyiuM<br>3D Animals<br>Animal masks<br><br>Songs<br>The Lion sleeps Tonight<br>  |
| **SONGS** | Ladybird, Ladybird<br>https://www.youtube.com/watch?v=IARQDNSsUuQ | The Ants Go marching<br>https://www.youtube.com/watch?v=Pjw2A3QU8Qg | Pussycat Pussycat<br>https://www.youtube.com/watch?v=tGcEbUw12Bc | How much is that Doggie in the window?<br>https://www.youtube.com/watch?v=GG_3QnWU884 | I once saw an elephant<br><br>https://www.youtube.com/watch?v=PGZlzrM0ChI | The Lion Sleeps tonight | Eye of the Tiger |
| **ROLE PLAY** | Pet shop | Pet shop | Pet Shop | Pet Shop | Pet Shop | Shop | Pet shop |
| **Quality Outcome** (writing / art / production / presentation / assembly etc…) | Parent sing along/<br>Assembly (animal songs) | | | | | | |