

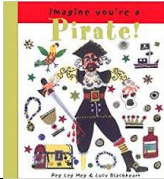

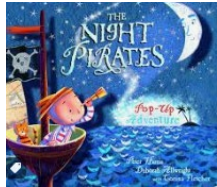
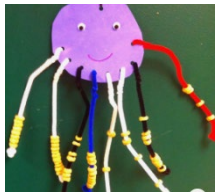











# Thematic Curriculum Half-termly Overview Reception

Half term/year: Spring 2 2024

Theme: All At Sea!






	Week 1 19.02.24	Week 2 26/2/24	Week 3 4/3/23 World book day	Week 4 11/3/23 Mothers day 19/3/23	Week 5 18/3/23
Text	Rainbow fish 	Shark lady 	Imagine you're a pirate 	On a pirate ship 	The Night pirates 
Communication and Language	<ul style="list-style-type: none"> <li>• <b>ORAL PREDICTIONS</b></li> <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>• <b>Engage in non-fiction books (SHARK LADY)</b></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 Rights and Responsibilities	Looking after my Special People	Looking after My Friends (The rainbow Fish)	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!
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)	Make a octopus  Make a submarine	Make a shark using toilet roll tubes. Stickers for the teeth. Make a snorkelling kit 	Make a pirate puppet  Make an eyepatch Make a telescope	Make a flag Peg board flags 	Making patterns  Follow a treasure map using stickers 

	 <p>Make a rainbow fish using pasta and sticks</p>				
	 <p>Make a weaving rainbow fish</p>				
<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>	<p>Real PE</p> <p>Pirate adventure</p>			<p>Hall - Gymnastics</p> <p>Getting equipment out safely</p> <p>Jumping techniques (floor work)</p> <p>Pirate Obstacle Course</p> <p>Hall - Gymnastics</p> <p>Getting equipment out safely</p> <p>Jumping off a box onto a mat safely.</p> <p>Pirate Obstacle Course</p>	<p>Hall - Gymnastics</p> <p>Getting equipment out safely</p> <p>Jumping techniques (floor work)</p> <p>Pirate Obstacle Course</p> <p>Hall - Gymnastics</p> <p>Getting equipment out safely</p> <p>Jumping off a box onto a mat safely.</p> <p>Pirate Obstacle Course</p>
<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>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.
<b>Phonics</b>	ch ,sh Be, was, my, you, her, they all are	th, ng Be, was, my, you, her, they all are	ai ee Be, was, my, you, her, they, all, are	Consolidate igh oa Be was, my, you, her, they, all, are	oo (moon) /oo (book) Some, are, said
<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>	Writing assessment - dictated sentence. Thematic front covers - All At Sea names, sentence  Re-telling the story of the Rainbow Fish (Sequencing)	Shark Lady Would you be a diver?  I can swim I can dive	Draw themselves as a pirate and think of an alliterative pirate name Adding labels and captions,	Label pirate ship Write a sentence- A ship has a ...	Pirate party Label a map Describe the map-word/adjectives
<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>				
<b>Maths Activity</b>	Composition of 9 and 10 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>People, Culture and Communities</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>Compare and contrast characters from stories, including figures from the past</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> Recognise some similarities and differences between life in this country and life in other countries			<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past</li> </ul>	

<b>The Natural World</b>	<ul style="list-style-type: none"> <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>			<ul style="list-style-type: none"> <li>Draw information from a simple map</li> <li>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</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> </ul>	
<b>Activities</b>	Learning about historical famous diver Dr Eugenie Clark Spring walk (allotments) Comparisons between coast/beach and City/Keighley World Book day 8 <sup>th</sup> March	How to be a pirate discussion and research through books, videos etc. Making maps - draw information from a simple map, describe what they see whilst outside Mothers day 17 <sup>th</sup> Match			Talk about images from the past Talk about the canal boat Talking about parties they have been to, compare this to the pirate party
<b>Expressive Arts and Design</b> Being Imaginative and Expressive	<ul style="list-style-type: none"> <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>			<ul style="list-style-type: none"> <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>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 ( using percussion instruments)	Music appreciation - listening skills Following the beat ( using percussion instruments)	Music appreciation - listening skills Following the beat ( using percussion instruments)	Music appreciation - listening skills Following the beat ( using percussion instruments)	Music appreciation - listening skills Following the beat ( using percussion 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> <a href="https://www.youtube.com/watch?v=l18jESayu-U">https://www.youtube.com/watch?v=l18jESayu-U</a> <a href="https://www.youtube.com/watch?v=DFYoRju7NCE">https://www.youtube.com/watch?v=DFYoRju7NCE</a> <a href="https://www.youtube.com/watch?v=t95UKJitjs">https://www.youtube.com/watch?v=t95UKJitjs</a> <a href="https://www.youtube.com/watch?v=tv07zNR-9a4">https://www.youtube.com/watch?v=tv07zNR-9a4</a>				
<b>Expressive Arts and Design</b> Creating With materials	<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> </ul> <p>FOCUS ARTIST - TIFFANY BUDD SEA SCAPES</p>				
<b>Activity</b> <b>Art/DT</b>	Introduce National Artist Tiffany Budd Look at range of her art work - sort into likes/dislikes/similarities and differences.	Make own rainbow fish using cutting skills	Make a under sea diorama	Creating, using and talking about textures Pirate - make a top, trousers and boots for the pirate using different textures	Looking at an artist and their skills - David Hockney Choosing appropriate materials for the task Creating a seascape, Mrs Pirate pop art, under the sea

	Replicate own versions of fish picture 		 <p>Mixing paint colours to create a sea background Create the fish for the foreground using collage and finger painting. using different textures (sponges, combs).</p>		
<b>ROLE PLAY</b>	Seaside cafe	Seaside café	Seaside café	Pirate Den	Pirate Den
<b>Outdoor Learning</b>	Allotments	Allotments	Cliffe Castle -treasure hunt	Cliffe Castle -treasure hunt	PIRATE DAY
<b>ICT</b>	2 simple to draw Dougal the drive under the sea.	2 Simple - Draw a fish in detail/label	2 Simple- draw a shark using icons like fill the pot and shape icons.	2 Simple drawing a pirate  Bee Bots Directions - maps to find the treasure	2 Simple drawing a ship/parrot I -pads - art linked to David Hockney
<b>Quality Outcome</b> (Writing / art / production / presentation / assembly etc...)	Pirate Day Perform Pirate songs and Poems to parents Perform a dance with ease and fluency				