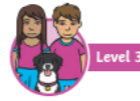


Reception Spring Term Overview

Phonics

Level 3 Overview



| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 |
|--------------------------------------|--|--|--|---|---|---|--|---|---|
| Focus GPCs | Step 6: j v w x | Step 7: y z zz qu dh | sh th (unvoiced) th (voiced) ng | ai ee igh oa | oo (short) oo (long) ar or | ur ow oi ear | air ure er | Practise all Level 3 GPCs | Practise all Level 3 GPCs |
| Focus Tricky Words (reading) | no, go, l, the, to | he, she | we, me, be | was | my | you | they | here | all, are |
| Focus Tricky Words (spelling) | | the, to | | no, go, l | | | | | |
| Key Learning Activities | Revise Level 2 previously taught GPCs and teach new GPCs j, v, w, x. Learn the alphabet song. Practise blending for reading. | Revise previously taught GPCs and teach new GPCs y, z, zz, qu, dh. Sing alphabet song to practise letter names. Practise blending for reading. | Revise previously taught GPCs and teach new GPCs sh, th, ng. Practise letter names. Practise blending for reading. | Revise previously taught GPCs and teach new GPCs ai, ee, igh, oa. Sing alphabet song to practise letter names. Practise blending for reading. | Revise previously taught GPCs and teach new GPCs oo, ar, or. Repeat alphabet song. Practise blending for reading. | Revise previously taught GPCs and teach new GPCs ur, ow, oi, ear. Practise letter names. Practise blending for reading. | Revise previously taught GPCs and teach new GPCs air, ure, er. Practise letter names. Practise blending for reading. | Revise all Level 3 GPCs. Practise letter names. Practise blending for reading. Practise segmenting for spelling. | Revise all Level 3 GPCs. Practise letter names. Practise blending for reading. Practise segmenting for spelling. |

Level 3:

By the end of Level 3, children will have had opportunities to:

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words, consisting of three Level 2 and Level 3 graphemes) such as 'chop' and 'night';
- segment and make phonetically plausible attempts at spelling CVC words (single-syllable words, consisting of three Level 2 and Level 3 graphemes) such as 'paid' and 'seed';
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, l, no, go;
- write each letter correctly when following a model.

Expressive Arts and Design

Expressive arts and design

Children will have the opportunity to paint pictures, create models using a variety of objects and explore with Easter craft.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- ELG: Creating with materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Music

Music and movement - Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.

Musical stories - A unit based on traditional childrens' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.

English

In Spring 2 the children will be focussing on the following three books: Rosie's walk, All Aboard the London Bus and Chocolate Cake.

Each lesson will be broken down into the following parts according to the 'Write Stuff' plans:

- Looking at the 'fantastic lens'
- Initiate rich story-telling
- Meaningful moment for inspiration
- Grandma fantastic – a character who introduces challenging words.
- Chotting – where children char about words.
- Model – The teacher models a complete sentence.

Religious Education

Why do Christians believe that Jesus is special?

The children will learn about:

- Who Is special to You? Who Is particularly special to Christians?
- Why do Christians believe that they are special to Jesus?
- What made Jesus a special child for Christians?
- What made Jesus a special grown up?
- What does Jesus teach Christians?

What is so special about Easter?

The children will learn about:

- The events of Holy Week, as celebrated by Christians
- That Christians believe Jesus died on a cross to show God's love to the world, and that because of Jesus, everyone can be forgiven for their 'sins'
- That Christians believe Jesus rose from the dead
- Beginning to recognise the importance of bread and wine for Christians
- How Christians remember what happened at Easter and how they celebrate the festival of Easter.

Maths

Alive in 5 - children build on learning from the previous step and use their knowledge of zero to find an amount to five, including zero.

Mass and capacity - children build on their learning of simple comparisons from the autumn term to now make more precise comparisons using different units.

Length, height and time - Begin this process by exploring and describing two objects so that children can see 'long' and 'not long', and 'short' and 'not short'.

Building 9 and 10 - Encourage children to count to 10 using objects in different arrangements by touching each object as they count.

Explore 3D shapes - Recognise and name 3-D shapes, find 2-D shapes within 3-D shapes, use 3-D shapes in the environment, identify more complex patterns, copy and continue patterns, patterns in the environment.

The lessons are broken into smaller steps. The steps can be found here:

<https://whiteroseeducation.com/resources?year=reception&subject=maths>

Reasoning and Problem Solving will run throughout.

Understanding the World

Adventures through time

Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.

- Family tree
- My achievements
- Wearing the crown
- Picture detective
- Transport through time

PSHE

Managing self: Taking on challenges - In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.

Self-regulation: Listening and following instructions - In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.