

Reception Spring 2 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: u z zz qu ch	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 'u', 'z', 'zz', 'qu', 'ch'. 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' (short), 'oo' (long), '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, I, 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

Transport – The children will be exploring different types of transport noises. They will learn how to use their voices, bodies and instructions to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.

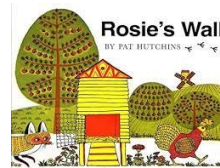
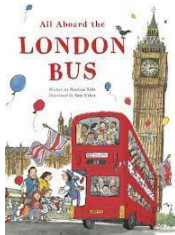


English

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

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



PSHE

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.

Maths

Length, height and time

Compare height, talk about time, order and sequence time.

Building 9 and 10

Find 9 and 10, compare numbers to 10, represent 9 and 10, conceptual subitising to 10, 1 more, less, composition to 10, bonds to 10 (2 parts), make arrangements of 10, Bonds to 10 (3 parts), Doubles to 10 (find a double), doubles to 10 (make a double), explore even and odd.

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

Exploring Maps (Geography)

Key knowledge to explore:

- ✓ A map is a picture of a place.
- ✓ Water usually represented in blue on a map or globe.
- ✓ Some vocabulary to describe the characteristics of different places e.g. hill, field, road, house, old.
- ✓ That a place and its features can be represented in a picture.
- ✓ Some vocabulary to describe directions e.g. near, far, next to, close, behind.
- ✓ Some vocabulary to describe different bodies of water e.g. sea/ocean, lake, river, pond.

Dinosaurs (History)

Key knowledge to explore:

- ✓ What is an egg?
- ✓ What is a dinosaur?
- ✓ What did dinosaurs eat?
- ✓ Where dinosaurs in England?
- ✓ Were all dinosaurs big?
- ✓ What did dinosaurs sound like?

