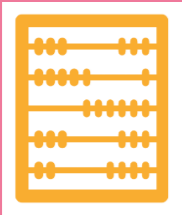




	<p><b>WORD READING</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words/captions and simple sentences made up of known letter-sound correspondences. Read a growing number of harder to read and spell (common exception words) matched to our phonic programme.</p> <p><b>WRITING</b> <b>Emergent writing:</b> Knows and uses appropriate letters for initial sounds. <b>Composition:</b> Knows how to orally compose a sentence and hold it in memory before attempting to write it and begin to use simple conjunctions. <b>Spelling:</b> Knows how to orally spell VC and CVC words by identifying the sounds and using graphemes learnt. Knows how to write own name. <b>Handwriting:</b> Knows how to form letters from their name correctly. Knows that after a word there is a space. Knows writing is written from left to right and top to bottom. Know how to form a growing number of recognisable letters.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p><b>Phonics</b> <b>Phase 3</b> Reception Spring 1 and 2</p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul> <p><b>Ongoing</b> - develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>		
<p>Mathematics</p> 	<p><b>White Rose Maths</b></p> <table border="1"> <tr> <td data-bbox="400 892 1469 1270"> <p>Phase: Alive in 5! Introducing zero Finding, subitising and representing numbers 0 to 5 Composition of 4 &amp; 5 1 more and 1 less</p> <p>Mass and Capacity - Measure, Shape and Spatial Thinking: Comparing Mass Exploring and Comparing Capacity</p> </td> <td data-bbox="1469 892 2211 1270"> <p>Phase: Growing 6, 7 &amp; 8 Number: 6, 7 &amp; 8 Finding and representing 6, 7 &amp; 8 Making pairs – odd and even numbers Double to 8 (finding and making doubles) Combining 2 groups 1 more and 1 less</p> </td> </tr> </table>	<p>Phase: Alive in 5! Introducing zero Finding, subitising and representing numbers 0 to 5 Composition of 4 &amp; 5 1 more and 1 less</p> <p>Mass and Capacity - Measure, Shape and Spatial Thinking: Comparing Mass Exploring and Comparing Capacity</p>	<p>Phase: Growing 6, 7 &amp; 8 Number: 6, 7 &amp; 8 Finding and representing 6, 7 &amp; 8 Making pairs – odd and even numbers Double to 8 (finding and making doubles) Combining 2 groups 1 more and 1 less</p>	
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<p>Understanding the World</p> 	<p><b>Causation:</b> Begin to know that they can compare characters from stories to themselves and their own experiences. <b>Impact:</b> Know how to use the language of time when talking about past/present. <b>Chronology:</b> Know they can visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) <b>Enquiry:</b> Know how to use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>	<p><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries – including people from the past, special events or objects – through non-fiction texts, stories, visitors, celebrations. Explore the morals in the story Dinosaurs and all that rubbish – greed, looking after things and sharing the planet. Discuss issues around environmentalism, conservation and recycling <b>Mapping:</b> Know how to program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. <i>Recognise some environments that are different to the one in which they live e.g., Antarctica.</i> <b>Communication:</b> Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in weekly forest school sessions. <b>Observation:</b> Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. Cooking sessions – exploring change</p>		
<p>R.E.</p>	<p>Unit F6 Which stories are special and why?</p>	<p>Value</p>	<p>Perseverance-We keep trying our hardest even when things are difficult.</p>	
<p>Expressive Arts and Design</p> 	<p><b>Mark Making/Drawing:</b> Skill: observational drawing – penguins Know how to create closed shapes with continuous lines and begin to use these shapes to represent objects. <b>Colour:</b> Exploring cool colour palettes</p>	<p><b>Songs and Rhyme Knowledge</b> <b>Charanga Songs:</b></p> <ul style="list-style-type: none"> <li>• Wind The Bobbin Up</li> <li>• Rock-a-bye Baby</li> <li>• Five Little Monkeys Jumping On The Bed</li> <li>• If You're Happy And You Know It</li> <li>• Head, Shoulders, Knees And Toes</li> </ul>	<p><b>Ongoing</b> Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Take part in simple, pretend play often based on familiar experiences, e.g., making dinner.</p>	

Painting:

Explore primary colours and colour mixing using a variety of paints

Artist study: Mondrian

Printing:

Know how to print with sponges and rollers, shapes. - Inspiration  
Mondrian (primary colours)



Materials:

Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision.

3D Work:

Know how to use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue.

Cutting Skills:

Know how to use scissors to cut in a straight line.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Uses available resources to create props or creates imaginary ones to support play, including story maps, props, puppets and story bags that will encourage children to retell, invent and adapt stories.

Develop storylines through small-world or role-play

Listen to music and make their own dances in response.