

Reception Summer Term Overview

Phonics

Level 4 Overview



| Core Teaching | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|------------------------------|---|---|--|---|---|
| Focus | CVCC Words | CVCC Words | Adjacent Consonants | Polysyllabic Words | Three-Letter Adjacent Consonants |
| Focus Tricky Words (reading) | said, so | have, like, come, some | were, there, little, one | do, when, out, what | Revision of all Level 4 tricky words |
| Focus Tricky Words (writing) | he, she, me, we, be | was, you | they, are, all | my, here | Revision of all Level 4 tricky words |
| Key Learning Activities | Revise previously taught GPCs. | Revise previously taught GPCs. | Revise previously taught GPCs. | Revise previously taught GPCs. | Revise previously taught GPCs. |
| | Teach and practise reading and spelling CVCC words. | Teach and practise reading and spelling CVCC words. | Teach and practise reading and spelling words containing adjacent consonants including CVCC, CCVC and CCVCC words. | Teach and practise reading and spelling polysyllabic words including adjacent consonants. | Teach and practise reading and spelling words including three-letter adjacent consonants, CCCVC, CCVCVC, CVCVC, CCVCC and polysyllabic words containing three-letter adjacent consonants. |
| | Teach reading tricky words 'said' and 'so'. | Teach reading tricky words 'have', 'like', 'come' and 'some'. | Teach reading tricky words 'were', 'there', 'little' and 'one'. | Teach reading tricky words 'do', 'when', 'out' and 'what'. | Teach reading all Level 4 tricky words. |
| | Teach spelling tricky words 'he', 'she', 'me', 'we' and 'be'. | Teach spelling tricky words 'was' and 'you'. | Teach spelling tricky words 'they', 'are' and 'all'. | Teach spelling tricky words 'my' and 'here'. | Revise spelling all Level 4 tricky words. |
| | Practise reading sentences. | Practise reading sentences. | Practise reading sentences. | Practise reading sentences. | Practise reading sentences. |
| | Practise writing sentences. | Practise writing sentences. | Practise writing sentences. | Practise writing sentences. | Practise writing sentences. |

Level 4:

By the end of Level 4, children will have had opportunities to:

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants;
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation.
- orally segment words into phonemes.

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 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

Musical stories: A unit based on traditional children's 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.

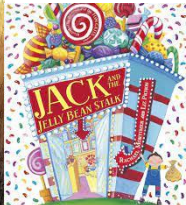
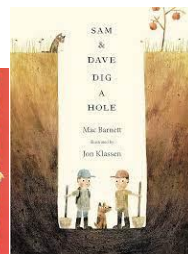
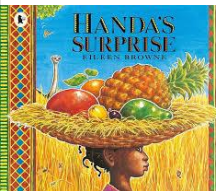
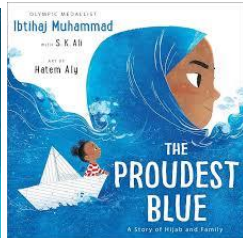
Big band: Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.

English

The children will be focussing on the following books this term.
Summer 1: Here We Are, The Proudest Blue and Handa's Surprise.
Summer 2: Sam and Dave dig a hole, Jack and the jellybean stalk, The snail and the whale.

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 chat about words.
- Model – The teacher models a complete sentence. The children then think of their own sentence to write.



Religious Education

Why should we care for our special world?

The children will learn about:

- ✚ That Christians believe God created the world and wants it to be kept special
- ✚ That Christians believe we are stewards of it while we are alive on Earth, and therefore need to look after the world and everything living in it
- ✚ How everyone can help care for different aspects of our world.



How did Jesus rescue people?

- ✚ Reflecting on and exploring emotions and what we need to help us.
- ✚ Thinking about people who are: sick, blind, hungry, sad, alone and afraid and what we can do to help.
- ✚ Thinking about people who help us e.g. doctors, firefighters, lifeboats.
- ✚ The Christian belief that Jesus came to save (or 'rescue') people.

PSHE

Building relationships: my family and friends.

In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.

Managing self: my wellbeing.

In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.

Maths

To 20 and beyond

Build numbers beyond 10 (10-13), continue patterns beyond 10 (10-13), Build numbers beyond 10 (14-20), continue patterns beyond 10 (14-20), verbal counting beyond 20, verbal counting patterns.

How many now?

Add more, how many did I add, take away, how many did I take away.

Manipulate, compose and decompose

Select shapes for a purpose, rotate shapes, manipulate shapes, explain shape arrangements, compost shapes, decompose shapes.

Sharing and grouping

Explore sharing, sharing, explore grouping, grouping, even and odd sharing, play with and build doubles.

Visualise, build and map

Identify units of repeating patterns, create own pattern rules, explore own pattern rules, replicate and build scenes and constructions, visualise from different positions, describe positions, give instructions to build, explore mapping, represent maps with models, create own maps from familiar places, create own maps and plans from story situations.

Make connections

Deepen understanding, Patterns and relationships.

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

Science focus: The Natural World

Children will have the opportunity to:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

History focus: Past and Present

Children will have the opportunity to:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Geography/RE focus: People, Culture and Communities

Children will have the opportunity to:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.