

Year Reception

Term 4 Space

Key Questions – Which planet am I from?



Key Text for Literacy



Key outcomes.

- Looking at the life/experiences of Neil Armstrong, Mae Jemison and Tim Peake.
- Sharing people's first-hand experiences of watching the moon landing 1969.
- Exploring the art of Vincent Van Gogh – A Starry Night.

Challenge

We are challenged and supported to achieve success.

Caring

We care for and value each other and ourselves.

Community

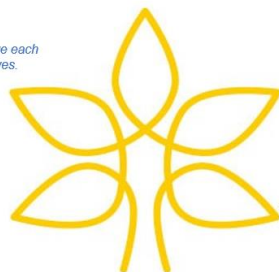
We work together to build respectful relationships in all communities.

Curriculum

We learn new and amazing things!

Citizenship

We learn how to stand firm as citizens of the world around us and beyond.



Saint John's CE Primary School Termly Overview where we all flourish

We are 'like a tree, flourishing in God's unfailing love' Psalm 52:8
From diverse beginnings and building on our Christian values, we grow together to reach up and reach out.

Learning through Locality

Exploring schools' grounds and observing seasonal changes in the Spring.

Outdoor Learning

Free flow.
Introduce some messy play sessions

Home Learning

Phonic sheets and texts, reading, ordering numbers out of milk bottle tops.

Enrichment and Partnership

Balanceability
Author Visit
World Book Day
Poetry Day
Easter Service

This term's Christian value: Trust

We will consider how we can show this in our school *community*, through *caring* for each other. We will reflect on how we have shown trust in key events.

Literacy – Talk4Writing

Fiction – Whatever next! Story pattern – journey and dialogue focus – story language – first, next, then, finally

Non fiction – Space facts text type – information and explaining language

Poetry – 5 little men in a flying saucer, twinkle, x has a spaceship..., 5 little astronauts.

Communication and Language Development –

Speaking/ developing speaking in sentences and using conjunctions – and/ because. Using questions to find out more. Retelling stories without prompts. Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.

Exploring vocabulary – Use new vocabulary through the day in discussions and conversations.

WRITING

Build words using letter sounds in writing and write labels and phrases using this knowledge. Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.

Spell some irregular common (tricky) words e.g., the, to, no, go independently.

Literacy – Reading linked to T4W

COMPREHENSION -Using Vipers

Retell stories in the correct sequence, draw on language patterns of stories eg vocabulary and forms of speech.

Suggest how an unfamiliar story read aloud to them might end.

Give a simple opinion on a book they have read, when prompted.

Recognise repetition of words or phrases in a short passage of text.

Play influenced by experience of books

Talk about the characters in the books they are reading.

WORD READING

Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few digraphs and exception words.

Understanding the World

People Culture and Communities

Understand the value of being curious and interested in finding out about people within their own community and in other countries – including people who help us, special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter)

The Natural World

know which animals come from which country / continent.

Describe the weather.

Identify the 4 seasons.

Describe the changes from Winter and into Spring.

Match animals and their young.

Past and Present

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Significant historical events, people and places in their own locality.

Moon landings – 1969 and more recent space adventures with Tim Peake, Mae Jemison.



Maths – White Rose Maths Growing 6,7,8

Length, height

Time



Building 9 and 10

Recognising 9 and 10

Comparing numbers to 10

Number bonds to 10

3 d shapes

Pattern



RE – SALVATION F3 Why is Easter special to Christians?

What happens at the end of winter and the beginning of spring?

How do 'dead' plants and trees come alive again?

What do Christians believe happened to Jesus?

Why do Christians think this is such an important story?

What do Christians do at Easter?

Why do we have Easter eggs?



Personal Social and Emotional Development - PHSE/RSE-

Begin to show persistence when faced with challenges.

Knows it is important to work together to look after our classroom resources and our school grounds.

Can keep play going by co-operating, listening, speaking, and explaining.

Can reflect on the work of others and self-evaluate their own work.

Listen to the ideas of other children and agree a compromise or solution. Use language to negotiate, play and organise. Knowing what makes a good friend.

Being helpful at home and caring for our classroom.

Caring for our world.

Looking after money (1): recognising, spending, using

Looking after money (2): saving money and keeping it safe.

Looking after my special people.

Looking after my friends.

Being helpful at home and caring for our classroom.

Caring for our world.

Looking after money (1): recognising, spending, using

Looking after money (2): saving money and keeping it safe.

Expressive Art and Design -Art/DT

Van Gogh Starry Night: Produce a piece of artwork using an artist's style as a stimulus.

Talk about a famous artist.

Develop storylines in pretend play and make props and costumes for different role play scenarios.

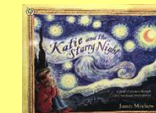
Explore how colour can be changed.

Make different textures; make patterns using different colours.

Recognise, create and describe pattern eg tiger skin.

Develop techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

Move in time to music.



Music

Charanga – Learn to sing nursery rhymes and action songs:

Old Macdonald
The Wheels on The Bus
Incy Wincy Spider
The Hokey Cokey
Baa, Baa Black Sheep
Row, Row, Row Your Boat

Phonics - Phase 1 ongoing

Consolidate Phase 2 skills.

Begin Phase 3 skills – Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu

Know the 4 consonant digraphs – sh, th, ch, ng

Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi

Know trigraph igh

Know tricky words, the, to, he, she, we, me, be, was, my

Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.

Physical Development - P.E.

Games 1 and Dance 2

Running, balancing, changing direction, striking a ball, throwing, communication, co-operation, taking turns, supporting and encouraging others, honesty and fair play, managing emotions, using tactics, decision making, travelling, copying and performing actions, respect, working independently, confidence, counting, observing and providing feedback, selecting and applying actions.

To learn to ride a bike.

To handle scissors, pencil and glue effectively. Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters.