

# Garden Village Primary Academy

## Spring Term 1 – Reception Curriculum Overview



	Knowledge and Topics	Vocabulary/ additional information																		
Communication and language	<p><b><u>Phonics (Little Wandle)</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Phase 3 graphemes</th> <th style="text-align: center;">New tricky words</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Week 1</td> <td style="text-align: center;">ai ee igh oa</td> <td></td> </tr> <tr> <td style="text-align: center;">Week 2</td> <td style="text-align: center;">oo oo ar or</td> <td style="text-align: center;">was you they</td> </tr> <tr> <td style="text-align: center;">Week 3</td> <td style="text-align: center;">ur ow oi ear</td> <td style="text-align: center;">my by all</td> </tr> <tr> <td style="text-align: center;">Week 4</td> <td style="text-align: center;">air er words with double letters: dd mm tt bb rr gg pp ff</td> <td style="text-align: center;">are sure pure</td> </tr> <tr> <td style="text-align: center;">Week 5</td> <td style="text-align: center;">Longer words</td> <td></td> </tr> </tbody> </table> <p>Spring Term 1 Pronunciation Video - <b>Phase 3 sounds taught in Reception Spring</b>  <a href="#">For parents   Letters and Sounds</a></p>		Phase 3 graphemes	New tricky words	Week 1	ai ee igh oa		Week 2	oo oo ar or	was you they	Week 3	ur ow oi ear	my by all	Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure	Week 5	Longer words		<p>Weekly sounds taught will be shared at the end of the week.</p> <p>Reading books will be sent home every Wednesday.</p> <p>Please read the school reading book at least three times during the week.</p> <p>Reading for Pleasure (library books) will be changed every Friday.</p>
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Personal, social and emotional development	<p><b><u>Assembly Themes (Character Education)</u></b></p> <ul style="list-style-type: none"> <li>• Cleanliness: Let's wash our hands</li> <li>• Fairness: It's not fair/fair shares</li> <li>• Friendliness: Saying 'hello' to people in your school</li> <li>• Patience</li> <li>• <span style="color: #ffc107;">Respect</span></li> </ul> <p><b><u>PSHE</u></b>                      Managing self: Taking on challenges</p>																			
Physical development	<p><b><u>Gross Motor (Physical Education):</u></b></p> <ul style="list-style-type: none"> <li>• Indoor: Dance Unit 2</li> <li>• Indoor: Multi-Skills (Manipulation and Co-ordination unit 1)</li> </ul>	<p><b>PE days are Thursday and Friday this term.</b></p>																		
Literacy	<p><b><u>Drawing Club Texts</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Book</th> <th style="text-align: center;">Tale</th> <th style="text-align: center;">Cartoon/animation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Giraffes Can't Dance.</td> <td style="text-align: center;">The Three Billy Goats Gruff</td> <td style="text-align: center;">Pink Panther  Pop-Eye</td> </tr> </tbody> </table>	Book	Tale	Cartoon/animation	Giraffes Can't Dance.	The Three Billy Goats Gruff	Pink Panther  Pop-Eye													
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The Very Hungry Caterpillar.

The Gingerbread Man

## Mathematics

### Mass and capacity



Place classroom objects on a balance scale. Add cubes to the other side until the scale is balanced and point out what this looks like.

Prompt children to count how many cubes made the scale balance. Will they need more or fewer cubes to make a different object balance the scale?



Encourage children to first fill a container with cupfuls of sand and then fill another container of the same size with cubes.

Prompt them to talk about which is the most suitable to measure the capacity of the container.

Support children to notice that there are gaps in between the cubes, but the sand completely fills the container.



### Growing 6, 7, 8



Prompt children to make their own collections that represent 6, 7 or 8

Encourage them to explain why they have chosen those objects and why they belong in that collection.

Could an object represent more than one number?



Provide children with a set of dominoes. Ask them to find all the dominoes with 6, 7 or 8 spots in total.

There are four dominoes that total 6, three dominoes that total 7 and three that total 8

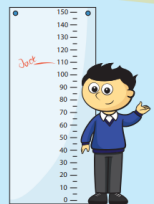


What different compositions of 6, 7, or 8 can they find?

### Length, height and time

Set up a class height chart and encourage children to stand next to the wall and mark each other's height.

Prompt them to use the language of height to compare the height of different children.



### Mathematical vocabulary

#### Mass and capacity:

The scale is balanced because...

The mass of the is cubes \_\_.

I know the \_\_ is heavier/lighter than the because...

The container holds more/less than \_\_\_\_ .

\*The \_\_ has the same capacity as cubes/pine cones/marbles.

\*The container holds cupfuls/spoonfuls of \_\_\_\_ . \*

The \_\_ holds more/the most.

The \_\_ holds less/the least.

#### Growing 6, 7, 8:

\*There are 6/7/8 .

\*There are altogether.

\* I can see...

There are 6/7/8 . I know this because...

\*There are \_\_

\*There are \_\_altogether.

\* \_\_ is 1 more than.

\* 1 more than is \_\_.

#### Length and height:

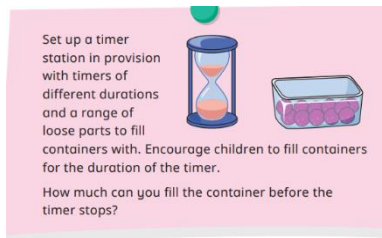
The \_\_ is longer/shorter than the \_\_\_\_.

The \_\_ is the same length as the \_\_\_\_ .

\_\_ is taller than .

\_\_ is shorter than .

The \_\_ is the same height as the \_\_\_\_.



The \_\_\_ is the shortest.  
The \_\_\_ is the longest.

I can do \_\_\_ in one minute.  
It takes me \_\_\_ to...  
Tomorrow we will...  
Yesterday we ...

Understanding the world

**Geography: Outdoor Adventures (FOREST SCHOOL)**

Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons:

**Dress the Teddy**

Beginning to consider how we respond to weather conditions in each season through our choice of clothes

**Nature Catchers**

Exploring and describing how natural objects feel, look, smell, taste and sounds

**Observational Painting**

Representing how natural materials appear in the world around them through painting.

**Exploring the Weather**

Describing the effects of different weather conditions through experimentation.

**Senses in Nature**

Using the five senses to observe and talk about natural materials through a variety of activities including sound bathing and gardening.

**Exploring the Seasons**

Noticing and investigating how weather can change with the seasons.

**Science**

**Changes in Winter**

To observe and discuss seasonal changes in winter, such as cold, freezing temperatures and that some trees have no leaves. Discuss how winter clothing is important to keep us warm. The children will also be introduced to other climates, such as polar climates, where temperatures are typically low and explore the features of animals in these climates.

**Let it flow**

To investigate the concept of floating and sinking and explore transporting materials using a range of containers. They will explore materials such as sand and mud when they are both wet and dry and use the language relating to this, for example, 'wet', 'dry', 'fill' and 'pour'.

**Geography vocabulary:**

Identify, photograph, route, search, feel, notice, observe, sound.

**Please can all children have a pair of wellingtons boots (named) or old boots in school to wear in the Forest School Area.**

**Science vocabulary:**

**Changes in Winter:**

Winter, cold, warm, freeze, frozen, melt, ice, Rainy, sunny, frosty, snowy, water, leaves, tree, Change, hibernate, hedgehog, polar, polar bear penguin, fur.

**Let it flow:** water, wet, dry, flow, float, sink, sand, Mud, container, pour, fill, full, empty, mix, large, small, tall, wide, shallow, deep, heavy.

	<p><b><u>Computing: Programming</u></b></p> <ul style="list-style-type: none"> <li>• Remote Control Toys - Beebots</li> <li>• CD player</li> <li>• cameras</li> </ul> <p><b><u>Religious Education:</u></b>  <b>Relationships, promises and church wedding celebrations</b>  Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies  <i>Elim Church and Foodbank visit</i></p> <p><b>Chinese New Year</b></p>	<p><b><u>Computing Vocabulary:</u></b>  Bee-Bot, forwards, backwards, turn, clear, go, instructions, directions, left, right, route, plan, program.</p>
Expressive arts and design	<p><b><u>Art: Paint my World</u></b>  Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.  <i>Artist – Megan Coyle.</i></p> <p><b><u>Music and Movement:</u></b>  Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p><b><u>Art vocabulary:</u></b> Artist, bumpy, chalk, feeling, hard, line, long, mark, mark making, medium, oil pastel, pattern, ridged, rough, rubbing, self-portrait, smooth, squiggly, straight, texture, thick, thin, wavy, zig-zag.</p> <p><b><u>Music and Movement vocabulary:</u></b>  Sign language, Makaton, deaf, communication, understand, lyrics, verse.</p> <p>Character, song, lyrics, tempo, fast, slow, dynamic, loud, quiet, musical story.</p>