

## What we learn in Foundation 2 (Reception)

### Autumn Term 1

#### Phonics

At Crosby Primary School we teach phonics through **The Little Wandle** phonics programme.

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

#### Autumn 1

<p><b>Phonics</b> s a t p i n m d g o c k c k e u r h b f l</p> <p><b>Tricky words</b> Is I the</p>	<p><b>Maths</b> <b>Getting to know you</b> Routines and Resources</p> <p><b>Just like me!</b> <b>Numbers:</b> Match Sort Compare</p> <p><b>Measure, Shape and Spatial Thinking:</b> Compare size, mass, capacity Explore pattern</p>	<p><b>Science</b> <b>Myself</b> -comparing self to others SC1 and SC2</p>	<p><b>Geography</b> key features of school and home – naming and locating Daily weather chart and seasonal change Internal environment of school - locations</p>	<p><b>History</b> Using a visual timetable Days of the week</p> <p>Myself -(using photographs from now and nursery- change over time)</p>
<p><b>Design Technology</b> Scissor skills</p>	<p><b>RHSE/PE</b> <b>Specific teaching focus</b> Knowing my class Rules and routines Independent skills – finding coat pegs, own belongings Hand washing</p>	<p><b>PE</b> Apparatus – exploration.</p>	<p><b>Music</b> Songs being sung daily, action rhymes</p>	

## Autumn 2

<p><b>Phonics</b> ff ss ll j v w x y z zz ch sh th ng nk words with –s/s added at the end (hats, sits) words ending in s/z (his) and s and z added at the end eg sings and bags</p> <p><b>Tricky words</b></p> <p>put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p><b>Maths</b> <b>It's me 1 2 3!</b> <b>Numbers:</b> Representing 1 2 3 Comparing 1 2 3 Composition of 1 2 3 <b>Measure, Shape and Spatial Thinking:</b> Circles Triangles Spatial awareness (position and direction)</p> <p><b>Light and Dark</b> <b>Numbers:</b> Four Five One More One Less <b>Measure, Shape and Spatial thinking:</b> Shapes with 4 sides Night and Day (Time)</p>	<p><b>Science</b> Walk around playground observing and talking about trees and change.</p>	<p><b>Geography</b> key features of school and home- ask questions, make comments Daily weather chart and seasonal change Internal environment of school - locations</p>	<p><b>History</b> <b>Toys</b> (changes from grandparents, parents, now and then)</p>
<p><b>Design Technology</b> Scissor skills Joining skills Making a Sandwich</p>	<p><b>RHSEPSE</b> Family traditions Christmas birthdays</p> <p>Occupations in school – cook, teacher, care taker</p>	<p><b>PE</b> Apparatus – exploration.</p>	<p><b>Music</b> Nativity Introduce basic percussion instruments</p>	

## Spring 1

<p><b>Phonics</b> ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words <b>Tricky words</b> was you they my by all are sure pure</p>	<p><b>Maths</b> <b>Alive Five!</b> <b>Numbers:</b> Zero Four, Five Comparing 4 5 Composition of 4 5 <b>Measure, Shape and Spatial</b> <b>Thinking:</b> Compare mass 2 Compare Capacity 2 <b>Growing 6 7 8</b></p> <p><b>Numbers:</b> 6, 7, 7 Make pairs Combine groups <b>Measure, Shape and Spatial</b> <b>Thinking:</b> Length and Height Time</p>	<p><b>Science</b> Daily weather chart Walk around playground observing and talking about trees and change Making playdough/baking</p>	<p><b>Geography</b> Daily weather chart and seasonal change School External Environment locations</p>	<p><b>History</b> Visual timetable Days of the week</p>
<p><b>Design Technology</b> Constructing and critiquing</p>	<p><b>RHSEPSE</b> <b>Specific teaching focus</b> <b>Mind to Be Kind</b> <b>UW</b> Family traditions Easter birthdays</p>	<p><b>PE</b> Apparatus – exploration.</p>	<p><b>Music</b> Continue regular daily singing, children encouraged to direct their own singing. Access to basic percussion and body percussion, keeping a beat, talk about speed, volume, rhythm. Listening to music on ipads/white board when appropriate.</p>	

## Spring 2

<p><b>Phonics</b>  review Phase 3: ai ee igh oa oo  ar or ur oo ow oi ear  review Phase 3: er air words  with double letters longer  words  words with two or more  digraphs  longer words words ending in –  ing compound words  onger words words with s in  the middle /z/ s words ending –  s words with –es at end /z/  <b>Tricky words</b>  Review all taught so far Secure  spelling</p>	<p><b>Maths</b>  <b>Building 9 and 10</b></p> <p><b>Numbers:</b>  9, 10  Comparing to 10  Bonds to 10  Compare</p> <p><b>Measure, Shape and Spatial</b>  <b>Thinking:</b>  3D shapes  Patterns 2</p> <p><b>Consolidation</b></p>	<p><b>Science</b>  <b>Jasper’s Beanstalk</b>  Planting seeds, observing  growth, prediction, change  over time  Walk around playground  observing and talking about  trees and change</p>	<p><b>Geography</b>  Daily weather chart and  seasonal change  School External Environment  locations</p>	<p><b>History</b>  Visual timetable  Days of the week</p> <p><b>Queen Elizabeth II</b></p>
<p><b>Design Technology</b>  Constructing and critiquing</p>	<p><b>RHSEPSE</b>  <b>Specific teaching focus</b>  Big Talk  <b>Healthy diet</b>  UW  Family traditions  Birthdays</p>	<p><b>PE</b>  Apparatus – exploration.</p>	<p><b>Music</b>  Continue regular daily  singing, children encouraged  to direct their own singing.  Access to basic percussion  and body percussion,  keeping a beat, talk about  speed, volume, rhythm.  Listening to music on  ipads/white board when  appropriate.</p>	

## Summer 1

<p><b>Phonics</b>  long vowel sounds CVCC CCVC  long vowel sounds CCVC CCCVC  CCV CCVCC  Phase 4 words ending –s /s/  Phase 4 words ending –s /z/  Phase 4 words ending –es  longer words  root word ending in: –ing, –ed  /t/, –ed /id/ /ed/, –ed /d/  Phase 4 words ending in: –s /s/,  –s /z/, –es longer words  <b>Tricky words</b>  Review all taught so far Secure  spelling</p>	<p><b>Maths</b>  <b>To 20 and beyond</b>  <b>Numbers:</b>  Building Numbers beyond 10  Counting patterns beyond 10  <b>Measure, Shape and Spatial</b>  <b>Thinking:</b>  Spatial reasoning 1  Match, rotate, manipulate    <b>First Then Now</b>  <b>Numbers:</b>  Adding More  Taking away  <b>Measure, Shape and Spatial</b>  <b>Thinking:</b>  Spatial reasoning 2  Compose and decompose</p>	<p><b>Science</b>  Three Little Pigs (materials)  Walk around local area  observing and talking about  trees and change, materials  and uses</p>	<p><b>Geography</b>  Daily weather chart and  seasonal change  Local Environment locations</p>	<p><b>History</b>  Changes over time  (comparing now to the start of  term and what happens next)</p>
<p><b>Design Technology</b>    Savoury baking</p>	<p><b>RHSEPSE</b>    <b>Specific teaching focus</b>  Occupations  Fire, police, paramedic,  hospital staff.</p>	<p><b>PE</b>    Games outdoors</p>	<p><b>Music</b>  Continue regular daily  singing, children encouraged  to direct their own singing.  Access to basic percussion  and body percussion,  keeping a beat, talk about  speed, volume, rhythm.  Listening to music on  ipads/white board when  appropriate.</p>	

## Summer 2

<p><b>Phonics</b>  long vowel sounds CVCC CCVC  long vowel sounds CCVC CCCVC  CCV CCVCC  Phase 4 words ending –s /s/  Phase 4 words ending –s /z/  Phase 4 words ending –es  longer words  root word ending in: –ing, –ed  /t/, –ed /id/ /ed/, –ed /d/  Phase 4 words ending in: –s /s/,  –s /z/, –es longer words</p> <p><b>Tricky words</b>  Review all taught so far Secure  spelling</p>	<p><b>Maths</b>  <b>Find my pattern</b>  <b>Numbers:</b>  Doubling  Sharing  Grouping  Even and Odd  <b>Measure, Shape and Spatial</b>  <b>Thinking:</b>  Spatial reasoning 3  Visualise and Build</p> <p><b>On the move</b>  <b>Numbers:</b>  Patterns and relationships</p> <p><b>Measure, Shape and Spatial</b>  <b>Thinking:</b>  Spatial reasoning 4  Mapping</p>	<p><b>Science</b>  <b>Hungry Caterpillar</b>  changes over time  (caterpillars into butterfly –  nursery)</p>	<p><b>Geography</b>  <b>Handa’s Surprise, Bear  Hunt, Three Billy Goats</b>  talk about physical features  (investigate 2 places)  how environments vary  Local Environment locations</p>	<p><b>History</b>  The Sheffield family from  Normanby Park</p>
<p><b>Design Technology</b></p> <p>Fruit kebabs  Healthy diet</p>	<p><b>RHSEPSE</b>  <b>Specific teaching focus</b>  Moving on – transition to year 1.</p>	<p><b>PE</b></p> <p>Games outdoors</p>	<p><b>Music</b>  Continue regular daily  singing, children encouraged  to direct their own singing.  Access to basic percussion  and body percussion,  keeping a beat, talk about  speed, volume, rhythm.  Listening to music on  ipads/white board when  appropriate.</p>	

