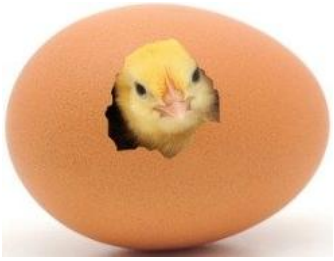
Year R Spring 2 – Overview

Down on the Farm

Are eggs alive?

Subject	Focus
Communication and Language	Children will listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Describe events in some detail. Ask questions to find out more and to check they understand what has been said to them. Show understanding by responding appropriately to what they hear with relevant comments or questions.
Literacy	**Shared Texts:** Farmer Duck (Martin Waddell), The Little Red Hen (Carol Ottolenghi), The Three Little Pigs (traditional story), The Ugly Duckling (traditional story), The Easter Story (Bible), The World Around Me (Charlotte Guillain). **Reading**: Read some letter groups that each represent one sound and say sounds for them (digraphs). Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. **Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books. **Writing**: Write graphemes and digraphs when they hear them, using a sound mat for support if needed. Use talk to organise, describe events and experiences. Begin to write a simple sentence with support. Spell to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes. Spell some irregular common (tricky) words eg the, to, no, go from memory. Hold a pencil effectively to form letters correctly. **Phonics**: **Little Wandle Letters and Sounds Revised**. Review Phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear. Review all taught so far including words with two or more digraphs. Blend and segment longer words. Words ending in –ing. Practise blending for reading and segmenting for spelling. **Reading Scheme**: Little Wandle.
Mathematics	Estimate how many objects they can see and check by counting them. Find the total number of items in two groups by counting all of them. Create and recreate patterns. Begin to use vocabulary relating to money.
Personal, Social and Emotional Development	Children will think about the perspectives of others. Manage their own needs. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.
Physical Development	Children will develop the foundations of a handwriting style, which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.
Understanding the World	Understand that some places are special to members of their community. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some similarities and differences between life in this country and life in other countries where family live. Recognise some environments that are different to the one in which they live.
Expressive Art and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.
RSHE	**Personal Relationships -** Children will expand their vocabulary by applying names to different friend/family relationships, consider positive/negative behaviour in relationships and look to Jesus as a role model. Children will learn that we need to forgive others and ourselves.



RE – Joy and Sorrow
This half term the children in the Reception class will be learning about joy and sorrow.

They will begin to understand that we are capable of hurting others and that we should always try to be kind to each other. They will learn that we can say sorry when we hurt someone but we need to ask Jesus to help us to do this. They will also begin to learn that Jesus forgave those who hurt him and know that we can forgive other people when they hurt us.

<u>At home</u>
You could help your children by:
• talking to them about what makes them happy
• talking to them about how they can be kind to other people
• reminding them to say please and thank you and to say sorry when it is appropriate

Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.