Curriculum Coverage- Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Me!	Celebrate good times, come on!	Where in the World?	Once Upon a Time	Superheroes Save the Day	Travelling through Time
Key Class Texts	• Elmer • So Much • Charlie and Lola- You can be my friend • The Owl who was Afraid of the Dark • Five Minutes Peace	• The Scarecrow's Wedding • Secret Pizza Party • The Jolly Christmas Postman • The Gruffalo • The Snowman • Harry and the bucketful of dinosaurs party	• Katie in London • No Room for Baby Roo • Handa's Surprise • Lost and Found • The Magic Paintbrush (Julia Donaldson) • Ganesha's Sweet Tooth	• The Gingerbread Man • Goldilocks and the Three Bears • The Enormous Turnip • The Little Red Hen • Three Billy goats gruff • Jack and the beanstalk	• Supertato • Traction Man • Charlie's Superhero Underpants • My mum is a Superhero • Superworm • Nat fantastic	• Harry and the bucket full of dinosaurs • The Paper Bag Princess • The Birthday Crown Man on the moon Charlie & Lola – look after your planet • Nobot robot • The journey home
Maths Focus	• I can count objects • I know my Numicon shapes • I can form numbers • I can recognise numbers I can order numbers	• I know one more and one less • I can count forwards and backwards • I can count objects • I know my Numicon shapes	• I can count objects • I can add and subtract two single digit numbers using objects or fingers if needed	• I can count objects • I can add and subtract two single digit numbers using objects or fingers if needed	• I can solve problems that involve doubling with concrete objects • I can solve problems that involve sharing with concrete objects • I can solve problems that involve halving with concrete objects	• I can use language such as bigger, taller, longer, heavier etc. when comparing 4 or more objects • I can sequence 4 or more events • I can say which coin is bigger • I can name and sort squares, rectangles and circles that I see in my environment • I can describe how many sides squares, rectangles and circles have
Knowledge and Understanding Focus	Know about similarities and differences between themselves and others, and among	Talk about the features of their own immediate environment and how environments might vary from	Talk about past and present events in their own lives and in the lives of family members	Make observations of animals and plants and explain why some things occur, and talk about	Recognise that a range of technology is used in places such as homes and schools.	Select and use technology for particular purposes.

	families, communities and traditions.	one another.		changes.		
RE Topic	How do people celebrate?	What is Christmas?	What makes places special?	What is Easter?	What can we learn from stories?	Philosophy For Children
Spanish Theme and Song	Hola song	Feliz Navidad	Goodbye, see you tomorrow song	1-2-3 Chocolate song	1-7 Potato song	I like to…learning sports
Music focus	Hello, body and feelings songs Harvest	Christmas and nativity	Travel and animal songs	Story Raps Moving to the beat	Superhero songs and pulse games	Dinosaur, space and counting songs. Pulse games
Charter Experience	• Share three interesting facts about your family • Visit a library	• Perform a song to the school • Make a meal in the mud kitchen	• Learn about a new country • Build a face out of vegetables	• Visit a farm	• Grow your own plant • Watch a chick be born	• Read 10 picture books from Trinity book list

Reception Phonics Medium Term Plan

Autumn 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
a, i, m, s, t	a, i, m, s, t	n, o, p	n, o, p	b, c, g, h	b, c, g, h

Autumn 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
d, e, f, v	d, e, f, v	k, l, r, u	k, l, r, u	j, w, z	j, w, z

Spring 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
recap + x, y	CVC sentences	CVC sentences	ff, ll, ss, zz	ff, ll, ss, zz	ff, ll, ss, zz

Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
VCC	CVCC	CVCC	CCVC	CCVC	VCC, CVCC, CCVC

Summer 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
sh	ch	th	ck	wh	qu and ng

Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
CCVCC	CCVCC	CVCCC	CVCCC	CCCVC	CCCVC

*sounds to be built on cumulatively, each week new sounds to be built into words with sounds taught previously

		Number			
	R.1	R.2	R.3	R.4	R.5- (Exceeding)
Counting	I can count to 10 by rote.	I can count to 10, forwards and backwards.	I can count to 20, forward and backwards	I can count to 50, forward and backwards	I can count to and across 100, forwards and backwards from any given number
	I can count up to 6 objects from a larger group.	I can count objects to 10.	I can count objects to 20	I can count objects to 50	I can count in multiples of 2, 5 and 10 from any number
Place Value	I can select the correct numeral to represent 1-5	I can order numbers to 10.	I can order numbers to 20.	I can order numbers to 50	I can recognise the place value of each digit in a two-digit number
Representing Number	I can record, using marks that I can explain.	I can read and write numbers to 10.	I can read and write numbers to 20.	I can read and write numbers to 50.	I can read and write numbers to 200 and beyond
	I can recognise some numerals of personal significance.	I know Numicon shapes to 5	I know Numicon shapes to 10	I know Numicon shapes to 20	I can make HTU numbers using Deines
	I can use the language 'more' and 'fewer' when looking at an amount of objects.	I know 1 more/ 1 less up to 5	I know 1 more/1 less up to 10	I know 1 more/1 less up to 20	I know 1 more/1 less up to 200 beyond
				I know the symbols for addition (+), subtraction (−) and equals (=)	I can write a number sentence to represent a word problem involving addition or subtraction
Number Facts	I can find the total number of two items in two groups by counting all of them.		I can add and subtract two single digit numbers using objects or fingers if needed.	I know my number bonds to 10 and related subtraction facts	I know my number bonds to 20 and related subtraction facts
Mental +/-	I can begin to use vocabulary involved in adding and subtracting during practical activities.			I can add/subtract to 20 mentally	I can add and subtract TU + U to 50
Written +/-				I can use a number line to add and subtract to 10	I can use a number line to solve missing number addition/ subtraction problems such as $7 = \square - 9$.
Number Facts (x/÷)			I can solve problems that involve doubling with concrete objects.	I can double and halve numbers to 10 I can recognise odd and even numbers to 10 using Numicon	I can use my knowledge to double and halve multiples of 10 and other significant doubles

		I can solve problems that involve sharing with concrete objects. I can solve problems that involve halving with concrete objects.		I can recognise odd and even numbers 100

Shape, Space and Measure					
	R.1	R.2	R.3	R.4 + application	R.5 (Exceeding)
Pattern and Position	I can use familiar objects to build models.	I can use familiar objects or simple shapes to recreate patterns. I can describe their relative position such as *behind* or *next to*.	I can recognise, create and describe patterns. I can use everyday language to describe and compare the position of objects.	I can describe directions and movement for whole and half and quarter turns	I can describe direction and movement, including whole, half, quarter and three-quarter turns
Measure	I can use everyday language related to time and sequence familiar events.	I can order two or three objects by height, weight or length.	I can use language such as bigger, taller, longer, heavier etc. when comparing 4 or more objects. I can sequence 4 or more events. I can say which coin is bigger.	I can measure using a tape measure, measuring jug and scales when measures are whole numbers	I can measure/weigh using scales going up in 2s, 5s, and 10s
2d shapes	I can talk about shapes of everyday objects, g. *round* and *tall*	I can use some names for 2D shapes during a practical activity.	I can name and sort squares, rectangles and circles that I see in my environment, I can describe how many sides squares, rectangles and circles have.	I can name and sort squares, circles, rectangles	I can name and sort common polygons, including pentagons and hexagons

R	1	2	3	4	5	6	6 GDS
	All of R objectives and:	All of R -1 objectives and:	All of R – 3 objectives and:	All of R – 4 objectives and:	All of R – 5 objectives and:	All of R – 6 objectives and:	All of 6 objectives and:
1. Writes three simple sentences which make sense and may have a capital letter or full stop 2. Most letters correctly formed with some the wrong way round or off the line 3. Key high frequency words spelt correctly	1. Five sentences which have a capital letter and full stop, forming one short paragraph. 2. Letters correctly formed 3. Common exception words from Y1 list spelt correctly 4. ed and ing suffixes correctly spelt 5. At least one adjective 6. Two or more conjunctions (and, but, so , because)	1. At least two paragraphs in length with capital letters and full stops 2. Question marks and exclamation marks 3. Two or more adjectives 4. Extend a simple sentence using these conjunctions: or, 5. and, but, when, if, that, because 6. Commas for a list or to separate adjectives 7. Time adverbials or varied sentence openers 8. Common exception words from Y1 and 2 list spelt correctly. 9. Spell longer words with suffixes: –ment, –ness, –ful, –less, –ly 10. Handwriting beginning to join. 11. Apostrophes for contractions and exclamation marks. 12. Segment spoken words into sound and represent these with accurate spelling patterns.	1. Nearly a full page of A4 2. More apt / sophisticated choice of adjectives / verbs / nouns 3. Clear Introduction 4. Varied sentence openers 5. Prepositional adverbials used as sentence openers 6. Paragraphs and or subheadings with theme maintained 7. Spelling is correct and in line with the vocabulary/sentence structure used. 8. Most joins correctly formed in handwriting 9. Capital letters for proper nouns 10. Correct tense and person is maintained for all simple sentences 11. Apostrophe used for contraction and possession.	1. At least a full page of A4 2. Settings or introductions or character descriptions or round off (conclusions) are clear. 3. Fronted adverbials (including a comma) for time, manner and place. 4. Inverted commas for speech with punctuation inside inverted commas. 5. More sophisticated conjunctions used: after, before, whilst, although, whenever, wherever, until, since. 6. Spelling is correct and in line with the vocabulary/sentence structure used (use of words from 3 and 4 word list). 7. Fully joined handwriting 8. Nouns/pronouns not repeated unless for effect 9. Formal and informal language is mostly used appropriately	1. A full page of A4 or maintaining same level of control throughout. 2. Tone of writing is consistently appropriate to the task/purpose 3. Relative (embedded) clauses correctly marked with comma, dash or bracket. This is also called parenthesis. 4. Subordinate clauses correctly marked with a comma 5. Uses a range of conjunctions for cohesion within a paragraph. 6. Varied sentence lengths for effect (ie. not all fronted adverbials); starting to open with subordinate clauses) 7. New line new speaker for dialogue 8. Spelling is generally accurate and with words from 5 and 6 word list. 9. Correct tense is maintained, even for more complicated cases of verb agreement or where tenses change eg. direct speech in narrative or reports 10. Fully joined handwriting even when writing at speed	1. A full page of A4 or more with the whole piece maintaining same level of control. 2. Formal/informal tone/language used correctly for different purposes or effects. 3. Dialogue conveys character and advances action (not a page of well punctuated waffle) 4. Semi colon used to link two independent clauses that relate to each other and expanded lists 5. Colon used to introduce lists. 6. Vary sentence structure switching main clause and subordinate clause position using commas when appropriate. 7. Spelling is correct and in line with the vocabulary/sentence structure used (most words on Y5 and Y6 spelling list) 8. Can build cohesion within and across paragraphs using adverbials of time, place 9. Introduction, main paragraphs and round offs are explicitly linked with adverbs of time and place and linking themes	1. Appropriate form for audience and purpose: figurative language / features of text type / abstract nouns / characterisation and structure. 2. Appropriate register is achieved through choice of spoken or written language, within or across pieces of writing 3. Tone and/or reader response is controlled through conscious grammar, vocabulary or punctuation choices 4. Passive voice used appropriately. 5. Ambiguity is avoided through control over a range of punctuation: semi-colons / dashes / colons / hyphens.