

## Curriculum Long Term Plan - Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Routines  Recycling  All About Me  Harvest	Our Learning Environment  H – Canada HC – Uganda  Celebrating our Differences  Christmas	Dinosaurs  H – Canada HC – Uganda	Transport  Pirates	Spring/Growing  Coronation  Weather/Seasons	Traditional Tales  Space
<b>Literacy/ Phonics</b>	Phonics <ul style="list-style-type: none"> <li>Phase 2</li> <li>Phase 2 tricky words</li> <li>Blending and segmenting</li> <li>Assessment</li> </ul> Funny Bones Enormous Crocodile My Cat Likes to Hide in Boxes Poetry Basket	Phonics <ul style="list-style-type: none"> <li>Phase 2</li> <li>Phase 2 tricky words</li> <li>Blending and segmenting</li> <li>Assessment</li> </ul> Pumpkin Soup A Pipkin of Pepper Delicious	Phonics <ul style="list-style-type: none"> <li>Phase 3</li> <li>Phase 3 tricky words</li> <li>Blending and segmenting</li> <li>Assessment</li> </ul> Harry and the Bucketful of Dinosaurs (various) Non fiction texts Native stories	Phonics <ul style="list-style-type: none"> <li>Phase 3 review</li> <li>Longer words</li> <li>Review all tricky words to date</li> <li>Blending and segmenting</li> <li>Assessment</li> </ul> Non fiction texts	Phonics <ul style="list-style-type: none"> <li>Phase 4</li> <li>Phase 4 tricky words</li> <li>Blending and segmenting</li> <li>Assessment</li> </ul> Non fiction texts Errol's Garden	Phonics <ul style="list-style-type: none"> <li>Phase 4</li> <li>Review all tricky words taught to date</li> <li>Blending and segmenting</li> <li>Assessment</li> </ul> Traditional tales Non fiction text
<b>Maths</b>	<ul style="list-style-type: none"> <li>Subitising (including equivalence, more and less)</li> <li>Counting Skills (stable order and one to one correspondence)</li> <li>Comparison – Measures</li> <li>Pattern recognition</li> </ul>	<ul style="list-style-type: none"> <li>Representing, comparing and composition of 1, 2 and 3</li> <li>Circles and triangles</li> <li>Positional language</li> <li>Representing numbers to 5</li> <li>One more/less</li> <li>Four sided shapes</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Introducing zero</li> <li>Comparing numbers to 5</li> <li>Composition of 4 and 5</li> <li>Comparing mass and capacity</li> <li>6, 7 and 8</li> <li>Combining two amounts</li> <li>Making pairs</li> </ul>	<ul style="list-style-type: none"> <li>Length and height</li> <li>Time</li> <li>Counting to 9 and 10</li> <li>Comparing numbers to 10</li> <li>Bonds to 10</li> <li>3-D shapes</li> <li>Spatial awareness</li> <li>Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Build numbers beyond 10</li> <li>Count patterns beyond 10</li> <li>Spatial reasoning</li> <li>Compose and decompose</li> </ul>	<ul style="list-style-type: none"> <li>Doubling</li> <li>Sharing and grouping</li> <li>Even and odd</li> <li>Spatial reasoning</li> <li>Visualise and build</li> </ul>
<b>NB</b>	<i>Government Baseline Assessment will take place in the first six weeks.</i>	This is a working document and highlights the main topic focus for each term. Our children lead learning and things will change in response to their interests and needs.				