

Reception Literacy and Mathematics Coverage 2015-2016

Term	Theme	Stories	Number	Shape, Space and Measure	Reading	Writing
Autumn 1 (7) <i>Library or Tesco trip</i>	Marvellous Me/ Being Healthy People Who Help Us	Atchoo This is Me The Little Red Hen Non-Fiction texts	<ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as 'more' and 'a lot'. • Knows that a group of things changes in quantity when something is added or taken away. • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. • Anticipates specific time-based events such as mealtimes or home time. • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Listens to stories with increasing attention and recall. Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • Distinguishes between the different marks they make. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places • Gives meaning to marks they make as they draw, write and paint. • Writes own name.

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<p>Autumn 2 (7)</p> <p>Pantomime</p>	<p>Festivals/ Light and Dark</p> <p>Diwali</p> <p>Christmas</p>	<p>Owl Babies</p> <p>Story of Diwali</p> <p>The Nativity</p>	<ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Records, using marks that they can interpret and explain. 	<ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. 	<ul style="list-style-type: none"> • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Listens to stories with increasing attention and recall. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Begins to read simple words (CVC) 	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Writes own name and other things such as labels, captions. • Writing a list. • Writing a letter to Santa.
<p>Spring 1 (6)</p> <p>CNY activities with Pre-School</p>	<p>Stories- Traditional and Fairy Tales</p> <p>Chinese New Year</p>	<p>Three Little Pigs</p> <p>Jack and the Beanstalk</p> <p>Gingerbread Man</p> <p>Goldilocks and the Three Bears</p>	<ul style="list-style-type: none"> • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • add two single-digit numbers and count on or back to find the answer 	<ul style="list-style-type: none"> • Orders and sequences familiar events. • Orders two or three items by length or height. 	<ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Begins to read words and simple sentences. 	<ul style="list-style-type: none"> • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. • Writes own name and other things such as labels, captions • Writing short stories.
<p>Spring 2 (5)</p> <p>Cotswold Farm Park</p>	<p>Farm</p> <p>Plants/Growing</p>	<p>Farmer Duck</p> <p>Oliver's Vegetables</p>	<ul style="list-style-type: none"> • Begins to identify own mathematical problems based on own interests and fascinations. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to 20 objects • Doubling, halving and sharing. • Subtract two single-digit numbers and count on or back to find the answer. 	<ul style="list-style-type: none"> • Beginning to use everyday language related to money. 	<ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Can segment the sounds in simple words and blend them together and knows which letters represent most of them. • Begins to read words and simple sentences, • Read some common irregular words • Shows understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> • Writing short stories. • Write some irregular common words.

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<p>Summer 1 (7)</p> <p>Butterfly Farm</p>	<p>Space</p> <p>Minibeasts</p>	<p>The Hungry Caterpillar</p> <p>Centipedes 100 shoes</p> <p>Whatever Next</p> <p>Non-Fiction texts</p>	<ul style="list-style-type: none"> • Estimates how many objects they can see and checks by counting them. • Knows 1 more and one less of a number to 10/20 	<ul style="list-style-type: none"> • Measures short periods of time in simple ways. • Uses everyday language related to time. 	<ul style="list-style-type: none"> • Introduction of guided reading: Show ability to follow a simple story, find punctuation and begin to understand its use. Understand what they have read and re-call main parts, showing an awareness of emotions and the feelings of characters. 	<ul style="list-style-type: none"> • Writes own name and other things such as labels, captions. • Words are spelt correctly and others are phonetically plausible. • Write a recount of what they have learnt/seen/heard.
<p>Summer 2 (7)</p> <p>Cluster Picnic</p>	<p>Under the Sea</p>	<p>The Rainbow Fish</p> <p>Ocean Commotion</p> <p>Hooray for Fish</p> <p>Non Fiction texts</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Write a poem-rhyming words.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

Key

22-36months

30-50 months

40-60 months

Early Learning Goal

Extension/Level 1 (NC)

Literacy targets for each half term.