



Reception (Oak & Silver Birch) Long Term Planning 2024 – 25

	Through these topics the children will:
Autumn A	
<p><u>Marvellous Me / Autumn / Harvest</u></p> <p>My Family Exercise Healthy eating Teeth and sleep Road Safety Screen time</p> <p>RE - Why is the word of God so important to Christians?</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Talk about their families and friends and establish new friendships • Learn the importance of a healthy lifestyle • Learn vocabulary related to emotions and talk about their feelings • Learn the class and school routines and the expected behaviour • Identify special places to them and others • Suggest ways in which people celebrate Harvest • Talk about the natural changes associated with autumn. Weather, plants and animals. • Begin to learn poems and rhymes • Draw pictures of myself and family • Printing (leaves and fruit/ veg)
<p>Maths</p>	<ul style="list-style-type: none"> • Count objects, actions and sounds • Subitise within 3 • Explore collections of '4' • Use language of comparison including 'more than' and 'fewer than' • Begin to link numerals with their number values • Continue, copy and create repeating patterns • Select, rotate and manipulate shapes
<p>Literacy</p>	<ul style="list-style-type: none"> • Phase 2 unlocking letters and sounds – s a t p i n m d g o c k ck e u r h b f ff l ll ss • Oral blending and segmenting • Children will learn how to hold a pencil with a tripod grip • Write by copying over the teacher's letters using a simple print style • 'Lift off to Language' small groups begin for some children (speech and confidence support)
Autumn B	
<p><u>Heroes Now and Then</u></p> <p>Christmas Bonfire Night</p> <p>RE – Why is Christmas special for Christians?</p>	<ul style="list-style-type: none"> • Look at photographs and artefacts from the past and begin to describe similarities and differences between things in the past and now • Think about people in the community and their roles in society (police, fire fighters, shop workers, religious workers etc). • Listen to talks by people from the community as they describe their roles • Describe the main events of the Christmas story and make a Christingle • Take part in the Nativity, learning a range of songs • Learn how to complete a simple program on an iPad and how to take photographs



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Winter.	<ul style="list-style-type: none"> • Make a tractor using boxes. • Use clay to make decorations - clay changes from soft and malleable to be hard and brittle.
Maths	<ul style="list-style-type: none"> • Compare numbers • Count beyond 5 • Subertise within 5 • Explore the concepts of 'wholes' and 'parts' • Compare sets • Continue to copy repeating patterns
Literacy	<ul style="list-style-type: none"> • Phase 3 unlocking letters and sounds - j v w x y z zz qu ck sh th ng ai ee igh oa oo ar or ur • Begin to write captions • Children will learn to sing the alphabet song and read common exception words • Write by copying from a piece of paper • Visit the school library
Spring A	
<p><u>Crazy Creations</u> <u>Marvellous Music</u></p> <p>Spring</p> <p>RE – Being special: where do we belong?</p>	<ul style="list-style-type: none"> • Explore techniques involved in observational drawings (of instruments and spring plants) • Use a small range of tools • Learn about the artist Andy Goldsworthy. • Consolidate joining skills through junk modelling • Make shakers and guitars and perform to others • Develop skills of using small tools • Work collaboratively on projects, sharing ideas, resources and skills • Move in time to music • Revisit ideas about which places are special to them and to others
Maths	<ul style="list-style-type: none"> • Begin to explore the '1 more / 1 less than' relationship • Develop object counting skills, using a range of strategies to develop accuracy • Continue to explore the composition of 5 and practise recalling 'missing' parts • Verbally count to 20 and beyond • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
Literacy	<ul style="list-style-type: none"> • Phase 3 mastery – ow oi ear air ure er • Guided group reading • Writing by sounding and blending with support
Spring B	
<u>Once Upon a Time</u> (3 of..)	<ul style="list-style-type: none"> • Compare and contrast characters from stories



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<p>Jack and the Beanstalk The Little Red Hen The Enormous Turnip Stone Soup</p> <p><u>Celebrate Easter!</u></p> <p>RE – Why is Easter special to Christians?</p> <p>Spring</p> <p>Cooking</p>	<ul style="list-style-type: none"> • Invent and adapt their own stories and act them out (helicopter story method) • Learn the key points of the Easter Story and the related vocabulary. Begin to understand the past through settings, characters and events. • Develop storylines in their pretend play and make use of props • Talk about how the environment is changing from spring to summer • Dress up as their favourite story character • Explore junk model making to make props for story telling. • Plant seeds/ beans and make simple observations of growth. • Cooking - how combining and cooking ingredients changes them - can we change them back. (making bread/ soup)
<p>Maths</p>	<ul style="list-style-type: none"> • Explore the composition of numbers within 10 • Verbally count beyond 20 • Compare length, weight and capacity • Explore symmetrical patterns and link to doubling • Explore the composition of odd and even numbers
<p>Literacy</p>	<ul style="list-style-type: none"> • Phase 3 mastery • Reading to encourage fluency • Writing own sentences • Using a full stop
<p>Summer A</p>	
<p><u>Wonderful World</u></p> <p><u>Polar</u> Explore ice (freezing and melting)</p> <p><u>Africa</u> Handa's Surprise We're Going on a Lion Hunt</p> <p><u>Local area</u></p> <p>RE – Which places are special and why?</p> <p>UTW- contrast polar and African regions.</p>	<ul style="list-style-type: none"> • Begin to recognise some environments are different to the one in which they live, (possible park walk) • Recognise some similarities and differences between life in this country and life in other countries. • Retell stories in their own words extending vocabulary • Name some stories found in the Bible • Learn about the Hanukkah story and associated traditions • Colour mixing. • Drawings and paintings of Polar / African animals. (Trip to Tring Natural History Museum - TBC)
<p>Maths</p>	<ul style="list-style-type: none"> • Explore and represent patterns with numbers • 1 more than • Explore how quantities can be distributed equally • Explore the composition of 10



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	<ul style="list-style-type: none"> Order sets of objects
Literacy	<ul style="list-style-type: none"> Phase 4 – cvcc and ccvc words. Reading words ending in ed / ing Consonant blends Children will learn to leave ‘finger spaces’ and write on the lines Using a capital letter at the beginning of a sentence
Summer B	
<p><u>Turrets and Tiaras</u> <u>Donkeys and Deckchairs</u> The Rainbow Fish The Lighthouse Keepers Lunch Summer RE – Which stories are specially valued?</p>	<ul style="list-style-type: none"> Engage in non-fiction books about castles and the seaside Develop storylines in their pretend play Extend their use of tools and techniques (clay work) Learn about sun safety Think about moving into Year One (transition) Take part in Sports Day Make a castle (junk model making) Clay fish, adding texture with tools.
Maths	<ul style="list-style-type: none"> Revision of addition, subtraction, sharing into equal groups, doubling and number bonds Continue to count verbally beyond 20, including counting from different starting numbers
Literacy	<ul style="list-style-type: none"> Phase 4 mastery, polysyllabic words Writing stories with a beginning, middle and end Spell common exception words

Ongoing: Forest School, PE, music (Get set 4 music), PSED, Physical Development (dough disco / physio-gym, bikes and climbing equipment) and ideas suggested by the children.

If you would like to find out more about the curriculum or request a paper copy of this document, please contact our office team on 01525 372188.