

September 2024 – July 2025 Long Term Plan

Class: 1/ Mars (Reception and Year 1)

Year Group: Reception

The information below gives a brief overview of what the reception children in the above class will be learning in the academic year September 2024 – July 2025. As well as participating in adult led activities, the children also access the continuous provision; the reading area, writing table, ipads, creative area and role play, in addition to the tuff trays which are set up to enhance further learning.

Please feel free to speak to your child's class teacher if you would like more information about their learning.

	Autumn All About Me Fire! Fire!	Spring Safaris People Who Help Us	Summer Beside the seaside
Literacy	A range of stories linked to our topic e.g. The Three Little Pigs Poetry Simple non-fiction texts	A range of stories linked to our topic e.g. The Ugly Five Poetry Simple non-fiction texts	A range of stories linked to our topic e.g. The Rainbow Fish Poetry Simple non-fiction texts
Mathematics	Number Numerical Patterns	Number Numerical Patterns	Number Numerical Patterns
Personal, Social and Emotional Development	Friendship Peace Circle Time – Dreams and Goals	Respect Forgiveness Circle Time – Healthy Me	Wisdom Thankfulness Circle Time – Changing Me and Relationships
Understanding the World	The Senses Body parts The Seasons Our school Our village The UK The Great Fire of London Hindu beliefs including Diwali Guy Fawkes Remembrance day Advent Christmas	Animals Materials Seasonal Change Africa – Safaris People Who Help Us – e.g. nurses Easter Jewish beliefs	Plants Animals Minibeasts Seasonal Change Weather Floating & Sinking Seas, Oceans, Continents The Seaside The seaside long ago Humanist beliefs
Expressive Art and Design	Leaf prints Colour Mixing Large collage body people	African Landscapes Animal masks Birds' nests	Flower collages Under the Sea paintings Seaside landscapes
Physical Development (Health and Self Care – cross curricular)	Introduction to PE Gymnastics Fundamentals Dance	Ball skills Gymnastics Fundamentals Swimming	Dance Games Ball skills

In order to ensure that all children receive a holistic and well-rounded education, we may adapt the above planning to take into account significant events, celebrations etc. both locally and globally, as relevant and appropriate to the age and interests of the children.

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Class: 1/ Mars (Reception and Year 1)

Year Groups: 1

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	Autumn	Spring	Summer
English	<p>Writing (Linked to Topic work) – A range of both fiction and non-fiction genres including:</p> <ul style="list-style-type: none">• Stories• Diaries• Letters• Poetry• Instructions• Lists• Recounts <p>Pupils are taught to plan their writing by discussing their ideas and then rehearsing their sentences aloud before writing. They learn to self and peer assess and re-read what they have written.</p> <p><u>Handwriting</u> - Pupils are also taught the skills to enable them to progress to legible, consistent handwriting, forming lower case letters in the correct direction and capital letters too.</p> <p>Spelling, Punctuation and Grammar</p> <p><u>Spelling</u> – We use Phonics Bug scheme to teach our pupils the phonemes and graphemes they need to spell words.</p> <p>The children learn to write common exception words that the children cannot solely use their phonic knowledge to segment.</p> <p>They begin to add prefixes and suffixes including un, ing, es, ed, er and est.</p> <p><u>Punctuation</u> – We teach pupils punctuation rules to then transfer into writing lessons, so that children feel confident with applying a range of punctuation.</p> <p>This includes sentence structure, spaces between words, full stops, capital letters, question marks and exclamation marks.</p> <p>Reading – studying a range of texts through whole class study, guided reading and individual reading. Building skills in the areas of:</p> <ul style="list-style-type: none">- Decoding words using phonic knowledge.- Responding speedily to graphemes including alternative sounds.- Blending sounds in unfamiliar words.- Reading common exception words.- Reading words with contractions.- Re-reading books to build confidence, fluency and understanding.- Listening to and discussing a wide range of text types and linking what they read to their own experiences.- Joining in with familiar stories and phrases.- Appreciating rhyme and poetry.- Discussing word meaning and linking it to already known words.- Predicting what might happen next and making inferences from the text. <p>We also recognise the importance of developing motivation to read and pleasure in reading.</p> <p>Spoken Language</p> <p>Regular use of Spoken Language to inspire writing.</p> <p>Developing skills and confidence when speaking in a range of contexts.</p>		

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	<p>Maths learning will follow the national curriculum in these areas:</p> <ul style="list-style-type: none"> • Number (place value, addition and subtraction, multiplication and division, fractions) • Measurement (length/height, weight, capacity, money and time) • Geometry (properties of shapes, position and direction) <p>These topics will be revisited in a spiral curriculum to ensure that the objectives are covered in sufficient depth and breadth.</p>
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	Autumn	Spring	Summer
Values for Life	Friendship Peace	Respect Forgiveness	Wisdom Thankfulness
Science	<u>Physics</u> Seasonal Changes <u>Biology</u> Animals including Humans	<u>Physics</u> Seasonal Changes <u>Chemistry</u> Everyday materials	<u>Physics</u> Seasonal Changes <u>Biology</u> Living Things and their Habitats Plants
Computing	Digital Literacy – Health, Wellbeing and Lifestyle, Privacy and Security Information Technology – logging on and off, using basic tools, basic typing skills.	Digital Literacy – Online Reputation and Online Bullying Computer Science – algorithms, debugging using selves and BeeBots	Digital Literacy – Managing Information online, Self-image and identity Information Technology – developing typing skills
History	<u>Events beyond living memory</u> The Great Fire of London	<u>Significant individuals</u> Nurturing Nurses – Florence Nightingale, Mary Seacole, Edith Cavell	<u>Changes within living memory/ Events beyond living memory/ Local</u> Beside the Seaside – including focusing on local seaside resorts
Geography	<u>Fieldwork,</u> <u>Locational Knowledge,</u> <u>Geographical skills,</u> <u>Physical Geography,</u> <u>Human Geography,</u> <u>Geographical skills</u> Where We Live	<u>Locational Knowledge,</u> <u>Place Knowledge – place comparison,</u> <u>Physical Geography,</u> <u>Human Geography,</u> <u>Geographical Skills.</u> Safaris	<u>Locational Knowledge,</u> <u>Geographical Skills,</u> <u>Human and Physical Geography</u> The Seaside
RE	Hinduism Christianity	Hinduism Christianity	Humanism Christianity
Music	Singing taught by Music teacher – developing singing, rhythm and percussion playing		
Art	Exploring and Developing Ideas Collage – exploring a variety of materials that have been cut, torn, mixed and overlapped to create texture Textiles: Sewing - Christmas puppets Weaving - Nature weaving walls Dyeing	Exploring and Developing Ideas Sculpture/3D - Eva Rothschild and Barbara Hepworth Drawing - LS Lowry exploring techniques and skills using pencils, charcoal and oil pastel	Exploring and Developing Ideas Printing – exploring techniques and skills using a variety of materials e.g. sponges, fruit, blocks Painting – Van Gogh and Jackson Pollock

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	techniques – Batik wax-resist dyeing		
DT	Cooking Make a puppet	Cooking	Cooking Model boats
PSHE	Dreams and Goals	Healthy Me	Relationships Changing Me
PE	Introduction to PE Gymnastics Fundamentals Dance	Ball skills Gymnastics Fundamentals Swimming	Dance Games Ball skills

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