



ST TERESA'S RC PRIMARY SCHOOL
Reception Long Term Planner 2024/25

	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Learning Challenge. Interests and lines of enquiry	Traditional Tales	Houses and Homes		How do we get around? (Transport)	What do animals like to eat? (Minibeasts)		All Creatures great and small	What makes a hero? (People who help us)
Religion <i>Matthew 7:24 Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock.</i>	God's World Caritas Myself	Welcome World Religion Birthdays		Celebrating Gathering	Gathering Growing		Good News Friends	Friends Our World
Celebrations and Festivals	International Peace day European Day of Languages World Space week Harvest Festival	All saints Day Diwali Bonfire Night World Science week Remembrance Day 1st Sunday of Advent		Epiphany World Religion Week Burns Night Chinese New Year Safer internet Day Kindness week	Pancake Day Lent St David's Day World Book day British Science Week St Patricks Day Mother's Day Palm Sunday Holi Easter		Eid Father's Day Ramadan Ascension Pentecost	
Trips and Visitors								Visitors Nurse Firefighter Police Officer
Literacy <i>2 Corinthians 3:2 You are our letter, written in our hearts, known and read by all;</i>	Key Texts Gingerbread Man The Magic Porridge Pot The Big Pancake The Elves and the Shoemaker The Ugly Duckling Puss In Boots	Key Texts The Journey Home Home A place called home Little Goose's Autumn The Way Back Home The Lighthouse Keeper's Lunch Three little wolves and the Big Bad Pig		Key Texts Naughty Bus The Train Ride Brilliant boats Super Submarines The Start of Something Big Transport Then and Now	Key Texts I'm going to eat this ant The Very hungry Caterpillar What the ladybird heard Superworm Do you love bugs? Bee Rex the Rhino Beetle		Key Texts Silly Doggy A squash and a squeeze Rainforest explorers Day and Night in the Desert Over in the Artic The Runaway Iceberg Where are the Night Animals	Key Texts Supertato Superhero Hotel Real Superheroes People who help us -Firefighters People who help us -Police A visit to the Hospital

	<p>Writing Basic letter formation. Begin to write initial sounds. Use phonic knowledge to write words in ways which match spoken sounds</p> <p>Begin to write simple words / labels. Outcome - Oral retelling</p> <p>Phonics Little Wandle Phase 2 graphemes</p>	<p>Lets build a house The Jolly Christmas Postman</p> <p>Recital Poetry</p> <p>Writing Letter formation. Use phonic knowledge to write words in ways which match spoken sounds</p> <p>Write simple words by segmenting. Begin to write captions Outcome - A list</p> <p>Poetry Unit - Creepy Crawley</p> <p>Phonics Little Wandle Phase 2 graphemes Digraphs</p>		<p>Writing Write words by segmenting. Use phonic knowledge to write words in ways which match spoken sounds</p> <p>Begin to write simple sentences Begin to write common irregular words. Outcome - Recount</p> <p>Phonics Little Wandle Phase 3 graphemes Double letter Longer words</p>	<p>Poetry Unit - Creepy Crawley</p> <p>Writing Write short sentences in meaningful contexts Use phonic knowledge to write words in ways which match spoken sounds Apply taught digraphs in writing</p> <p>Outcome - Retell/rewrite of the story</p> <p>Poetry Unit - I am the seed that grew the tree - The Farmyard by AA Atwood.</p> <p>Phonics Little Wandle Phase 3 graphemes Double letter Longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end</p>		<p>Writing Use phonic knowledge to write words in ways which match spoken sounds Spell some common irregular words Write simple sentences which can be read by themselves and others Apply taught digraphs and trigraphs into writing Write words with adjacent consonants</p> <p>Outcome - Retell/rewrite of the story</p> <p>Phonics Little Wandle Phase 4 short vowels CCVCC CCCVC CCCVCC words</p>	<p>Writing Use phonic knowledge to write words in ways which match their spoken sounds</p> <p>Spell some common irregular words Write simple sentences which can be read by themselves and others (applying taught phonic sounds) Write phonetically plausible words Use key features of narrative in own writing (EXC) Have an awareness of a capital letter and full stop when writing a simple sentence</p> <p>Phonics Little Wandle Phase 4 short vowels CCVCC CCCVC CCCVCC words with -s /s/ at the end with -s /z/ at the end -es /z/ at the end Root words ing, -ed /t/, -ed /id/ /ed/, -ed /d/ er, -est longer words</p>
<p>Mathematics <i>2 Chronicles 15:7</i> <i>But as for you, be strong and do not give up, for your work will be</i></p>	<p>Number Match and sort Compare amounts Place value to 3 Subitising to 3 No. composition to 3</p>	<p>Number Number compositing to 5 Subitising to 5 Place value to 5 More and less than</p>		<p>Number Introducing zero Comparing numbers to 5 Subitising and Decomposition to 5 Place value to 10</p>	<p>Number Making pairs Comparing numbers to 10 Addition and subtraction</p>		<p>Number Number bonds to 10 Composition of numbers to 10 Recognising numbers to 20</p>	<p>Number Number bonds to 10 Calculating (including grouping and sharing) Doubling</p>

<i>rewarded.</i>	Shape, Space and Measure Patterns and Exploring pattern Circles and triangles Shapes with 4 sides 2d shapes	Shape, Space and Measure Positional language Ordering heights Language of time Estimation	Adding 2 amounts (calculation) Shape, Space and Measure Mass Capacity 2D shapes Comparing Length	Number bonds to 5 Shape, Space and Measure Comparing length and height Time 3D shapes	Counting from 10 to 20 Shape, Space and Measure Manipulate compose and decompose with 2D and 3D shapes	Doubling facts to 10 Verbally counting beyond 20 Even and odd numbers Money Shape, Space and Measure Pattern rules Mapping Data handling
Physical Development <i>Philippians 4:13</i> <i>I can do all things through him who gives me strength</i>	Fundamental skills (Move-with) Fine and Gross Motor skills	Fundamental skills (Move-with) Fine and Gross Motor skills	Body management Fine and Gross Motor skills	Speed, agility and travel Gymnastics Fine and Gross Motor skills	Manipulation and coordination Gymnastics Fine and Gross Motor skills	Cooperate and solve problems Dance Fine and Gross Motor skills
Understanding the World	The natural world Ourselves and body parts. Five senses Keeping our bodies healthy. Basic Hygiene Past and Present/ People and communities New and old stories How we have grown and changed. Talk about past and present events in their own lives and the lives of family members. ‘Come and See’ celebrations and festivals	The natural world Seasons and change. Features of local environment. Past and Present/ People and communities Local environment ‘Come and See’ celebrations and festivals	The natural world How things move Floating and sinking Past and Present/ People and communities Transport from the past Simple maps ‘Come and See’ celebrations and festivals	The natural world Plant lifecycles Planting seeds and what they need to grow. Past and Present/ People and communities How homes were different in the past Homes around the world ‘Come and See’ celebrations and festivals	The natural world Animals habitats Nocturnal animals Showing care for living things Past and Present/ People and communities Comparing weather in different countries ‘Come and See’ celebrations and festivals	The natural world Importance of exercise. Healthy food. Dental care Keeping our bodies healthy. Past and Present/ People and communities People in the community who help us ‘Come and See’ celebrations and festivals
Expressive Arts and Design	Imaginative play Creating with materials Inspired by George Seurat	Imaginative play Creating with materials Inspired by Gustav Klimt - Autumn trees	Imaginative play Creating with materials Inspired by Piet Mondrian	Imaginative play Creating with materials Inspired by Henri Matisse ‘leaves’	Imaginative play Creating with materials Exploring colour and pattern	Imaginative play Creating with materials Transient art

Expressive Arts and Design (Music links)	Me! Listening and responding Nursery rhymes and action songs Improvising / playing classroom instruments Sharing and performing	My stories... Listening and responding Nursery rhymes and action songs Improvising / playing classroom instruments Sharing and performing	Everyone! Listening and responding Nursery rhymes and action songs Improvising / playing classroom instruments Singing and learning to play instruments within a song Sharing and performing	Our World... Listening and responding Nursery rhymes and action songs Improvising / playing classroom instruments Singing and learning to play instruments within a song Sharing and performing	Big bear funk... Listening, responding and appraising Learning to sing Big Bear Funk Revisiting nursery rhymes and action songs Playing instruments within the song Improvising using voices and instruments Composing Sharing and performing	Reflect, rewind and replay... Listen and appraising Revisiting nursery rhymes and action songs Playing instruments within the song Improvising using voices and instruments Composing Sharing and performing
Personal, Social and Emotional Development	<p>Self-Regulation. Managing Self. Building Relationships. PSED is not specifically planned for across the year, however PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, managing self and developing self-regulation</p> <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.</p> <p><i>Ephesians 4:29 Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear.</i></p>					
Communication and Language	<p>Listening, Attention and Understanding. Speaking C&L is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, group time and weekly focus learning all have a weighty focus on CLL.</p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><i>1 Corinthians 14:10 There are doubtless many different languages in the world, and none is without meaning</i></p>					