



St Jude's Catholic Primary School

Reception Long Term Plan 2024-2025

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------|---|---|--|--|--|--|
| RE | Creation and covenant | Prophecy and Promise | Galilee to Jerusalem | Desert to Garden | Ends of the Earth | Dialogue and Encounter |
| RSE – A Journey in Love | The wonder of being special and unique Recognise the joy of being a special person in my family. | | The wonder of being special and unique Recognise that we are all different and unique. | | The wonder of being special and unique Celebrate the joy of being a special person in God's family. | |
| PSHE - All are Welcome | The Family Book (families are different) | Blue Chameleon (everyone is different) | You Choose (we all like different things) | Red Rockets and Rainbow Jelly (liking different things) | Hello, Hello (diversity) | Mommy, Mama and Me (celebrate my family) |
| Online Safety – Project Evolve | Online Relationships | Online Bullying | Privacy and Security | Online Reputation | Managing Online Information | Health, Well-Being and Lifestyle |
| Theme/Books to be explored | Marvelous me and my fabulous family What makes Me and Me? And Tango makes three Love makes a family | Colours of the world Room on the Broom Owl babies Peace at Last Can't You Sleep Little Bear | Home and Away Little Red Riding Hood The Three Little Pigs Handa's Surprise | All at Sea Commotion in the Ocean Tiddler That's not my Pirate | Creatures great and small What the ladybird heard The very hungry Caterpillar Mad about Minibeasts | Ready set grow... Titch Jack and the beanstalk Oliver's Vegetables |

| | | | | | | |
|--|---|--|--|---|---|---|
| Communication and Language | Over the course of the year we will explore effective communication. We will learn how to ask and answer questions and form our ideas in full sentences and learn how to talk through our problems with others. We will also explore how to be a good listener and what to do to respond to the things we have heard. | | | | | |
| Personal, Social and Emotional Development | Making relationships with others. Discuss family and friends Road safety Make a healthy sandwich | Discuss feelings/ behaviours Discuss what is right/ wrong | Discuss feelings of other. Follow rules and routines | Follow more complex instructions Resolve conflicts | Work cooperatively, taking turns and sharing with others | Discuss feelings/ transition into Year1 |
| Physical Development | Coordination & Static Balance In this unit, children will develop and apply their footwork and on leg balance through focused thematic stories, songs and games. <i>Negotiate space and obstacles safely, with consideration for themselves and others</i> <i>Demonstrate strength, balance and</i> | Dynamic Balance to Agility & Static Balance In this unit, the children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games. <i>Negotiate space and obstacles safely</i> <i>Demonstrate strength, balance and coordination.</i> | Dynamic Balance & Static Balance In this unit, the children will develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games. <i>Negotiate space and obstacles safely.</i> <i>Demonstrate balance.</i> <i>Explain the reasons for rules and try to behave accordingly.</i> | Coordination & Counter Balance In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused thematic stories, songs and games. <i>Negotiate space and obstacles safely.</i> <i>Demonstrate strength, balance and coordination</i> | Coordination & Agility In this unit, the children will develop and apply their sending and receiving and reaction and response through focused thematic stories, songs and games. <i>Negotiate space and obstacles safely.</i> <i>Demonstrate strength,</i> | Agility & Static Balance In this unit, the children will develop and apply their ball chasing and floor work balance through focused thematic stories, songs and games. <i>Negotiate space and obstacles safely.</i> <i>Demonstrate strength, balance and coordination.</i> |

| | | | | | | |
|-------------|---|--|---|---|---|---|
| | <p>coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Listen attentively and respond when they hear. Show an ability to follow instructions involving several ideas or actions. Show independence, resilience, and perseverance in the face of a challenge.</p> | <p>Move energetically, such as jumping. Listen attentively and respond when they hear with relevant questions, comments and actions. Participate in small group discussions. Work and play cooperatively with others. Show sensitivity to their own and other's needs.</p> | <p>Show an ability to follow instructions involving several ideas or actions. Express their ideas and feelings about their experiences.</p> | | <p>balance and coordination. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> | <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Show an understanding of their feelings.</p> |
| Literacy | <p>We will be following Read, Write, Inc for our phonics program. Throughout the year we will learn to recognise, blend and segment sounds so that we become readers and writers.</p> <p>In our English lessons we will read a number of high-quality texts which we can then share with others. We will demonstrate a greater understanding of the book through asking and answering questions and completing activities related to the book we have read.</p> | | | | | |
| Mathematics | <p>Getting to Know You Settling in Baseline</p> | <p>Talk about Measure and Pattern Compare Size Compare Mass</p> | <p>Shapes with 4 Sides identify and name shapes with 4 sides</p> | <p>Length, Height and Time explore and compare length explore and compare height</p> | <p>Manipulate, compose and decompose select shapes for a purpose</p> | <p>Visualise, build and map identify units of repeating patterns</p> |

| | | | | | | |
|--|---|--|---|---|--|--|
| | <p>Match, Sort and Compare Match Objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p>Mastery Number weeks 1-5 Subitising within 3 Counting skills Explore how all numbers are made of 1's Composition of 3 and 4 Subitise objects and sounds Comparison of sets- "just by looking" Use the language more than and fewer than.</p> | <p>Compare Capacity Explore Simple Patterns Copy and Continue Patterns Create Simple Patterns</p> <p>Circles and Triangles Identify and name circles and triangles. Compare circles and triangles describe Shapes in the environment position</p> <p>Mastery Number weeks 6-10 Counting skills, the "five-ness of 5" Comparison of sets by matching The language of comparison: more than, fewer, than and an equal number</p> | <p>combine shapes with 4 sides shapes in the environment my day and night</p> <p>Mass and Capacity compare mass find a balance explore capacity compare capacity</p> <p>Mastery Number weeks 11-15 Subitise within 5 Match numerals to quantities within 5 Counting/ ordinality- the staircase pattern One more than Focus on 5 Focus on 6 and 7 as "5 and a bit" Compare sets and use the language of comparison Make unequal sets equal</p> | <p>talk about time order and sequence time</p> <p>Explore 3D Shapes recognise and name 3D shapes find 2D shapes within 3D shapes 3D shapes in the environment identify more complex patterns copy and continue patterns patterns in the environment</p> <p>Mastery Number weeks 16-20 Staircase pattern- ordering numbers Ordering numbers to 8 Use language of less than Focus on 7 Doubles/ 2 equal parts Sorting numbers/ odd</p> | <p>rotate and manipulate shapes explain shape arrangements compose and decompose shapes find 2D shapes within 3D shapes</p> <p>Mastery Number weeks 21-25 Counting larger sets and things that cannot be seen Subitising to 6 Composition- 5 and a bit Composition of 10 Composition linked to ordinality Play track games</p> | <p>create and explore own pattern rules describe positions explore mapping Make connections Deepen understanding patterns and relationships Consolidation</p> <p>Mastery Number weeks 26 Subitise to 5 Introduce the rekenrek</p> <p>Mastery Number weeks 27-31 Review and assess Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number Patterns Counting</p> |
|--|---|--|---|---|--|--|

| | | | | | | |
|-------------------------|---|---|--|--|--|---|
| | | <p>Explore the concept of whole and part Composition of 3,4 and 5 Counting objects Match numerals to quantities within 10 Verbal counting beyond 20.</p> | | and even numbers | | |
| Understanding the World | <p>Growing and changing from babies to adults</p> <p>Parts of the body</p> <p>Talk about their family.</p> <p>Draw information from a simple map – schools location</p> <p>Houses and Homes</p> <p>Talk about people in our Community - Nurse, doctor, paramedic, dentist, lollypop</p> | <p>Seasonal changes- Autumn</p> <p>Remembrance Day – What does the Poppy represent?</p> <p>Guy Fawkes – The Gunpowder Plot</p> <p>Nocturnal animals</p> <p>Hibernation/ animal homes</p> <p>Explore the natural world around them –</p> | <p>Seasonal changes – Winter</p> <p>Explore the natural world around them - Freezing and Melting</p> <p>Explore the natural world around them - Investigate materials/textures/ magnets/ Waterproof</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Explore the natural world around them - Investigate floating and sinking</p> <p>Name and describe different sea creatures - research sea creatures and their environment</p> <p>Sea/oceans/ landmarks/ parts of the world.</p> <p>Compare the beach/seaside</p> | <p>Seasonal changes- Spring</p> <p>Mini-beast hunt</p> <p>Observing minibeast - similarities and differences</p> <p>Looking after living things</p> <p>Life cycle of a butterfly</p> <p>Life cycle of stick insects and ladybird</p> | <p>Seasonal changes – Summer</p> <p>Naming different parts of a plant</p> <p>Looking after living plants</p> <p>Life cycle of tadpoles and butterflies</p> <p>Growing plants under different conditions</p> <p>Healthy Eating</p> |

| | | | | | | |
|----------------------------|--|---|---|---|--|--|
| | lady, vet, firefighter | light and shadows | To find information about Chinese New Year using the Internet/non fiction books Recognise environments that are different to one in which they live – houses and homes | holidays from the past to now. | | Compare countries (Discuss growing fruits and vegetables in different countries) |
| Expressive Arts and Design | Core Rhymes - Singing songs and nursery rhymes Songs to make you go Mmmm! Self Portraits Paint houses and homes Make 3D houses and homes using different materials | Core Rhymes - Singing songs and nursery rhymes Songs to make you go Mmmm! Andy Goldsworthy – Artist/sculptor Create pictures with natural resources Making hedgehogs/owls Firework Pictures Making rockets | Charanga music – My stories Wassily Kadinsky – Artist Create shape pictures using a range of colours in the style of Kandinski Make a Chinese Dragon Colour mixing Explore dance using the Chinese dragon Make own homes using different materials | Charanga music- My stories Make sea creatures using play dough/ clay Make under the water collage/sea creatures/ fish tanks/Sand pictures Retell stories without props | Charanga music-Our world Louise Bourgeois – Artist Create spider sculptures in various sizes including a large collaborative piece. Mini-beast observational drawings use junk modelling/ play dough to | Charanga music- Our world Yayoi Kusama – Artist Make fruit pictures using dots To use a variety of tools and resources to create models and pictures of animals/plants Children perform, sing, dance and use instruments to |

| | | | | | | |
|--|--|-----------------------------|--|--|--|---|
| | | Performing Nativity Play | | | make own minibeast Spring flowers observational drawings | represent life cycles/ plant growth. Vincent Van Gogh - Artist Using the Sunflowers as an inspiration, paint flowers in the style of Van Gogh |
|--|--|-----------------------------|--|--|--|---|