

St. Oswald's Catholic Primary School



EYFS Long term planning- Reception

Term	Autumn 1 Healthy Eating/Exercise	Autumn 2 Gardening follow up activities	Spring 1	Spring 2 Organise an activity	Summer 1 Butterflies – the world	Summer 2
Key question/learning focus	<ol style="list-style-type: none"> <li>How are we different?</li> <li>Who are the people who help us?</li> </ol>	How do toys work?	<p>What do astronauts do?</p> <p>Food they eat in space - Healthy</p>	<p>What makes a good story?</p> <p>Ducks – the World</p>	<p>Where do animals live?</p> <p>Healthy Diet</p>	<p>What lives under the sea?</p> <p>What is Water used for?</p>
During this unit the children will be learning :	<p>During the topic ‘How are we different?’ children will be exploring how they are special through talking about similarities and differences between themselves and their friends. They will show an understanding that they are unique by the end of the topic.</p> <p>Within the topic ‘who are the people who help us?’ children will explore the roles of the people who help us within our community. We will talk about the different occupations and responsibilities of those who have an impact on our lives. We will learn positive attitudes and challenge negative stereotypes.</p>	<p>Within this topic we will explore how different toys work and the materials used. This will incorporate the use of batteries and what happens when toys are switched on – sound and movement. They will learn how to use programmable toys and will have the opportunity to build and make their own toys using different materials and construction kits. They will be encouraged to talk about toys they have made, expanding vocabulary and extending sentences. Developing questioning skills, answering questions about stories they’ve heard – some with pictures/some not. Counting and money skills will be developed during role-play activities in the toyshop.</p> <p>We will explore ways of moving to demonstrate different toys, such as a toy car, a teddy bear, a robot and a doll. Children will explore sounds through using different musical instruments.</p> <p>We will focus on personal and social skills through turn</p>	<p>This topic provides the children with the opportunity to explore ways of life and specialist careers. We will use non-fiction books and the internet to find information linked with space and astronauts. After reading stories linked to space, the children will be encouraged to work together in groups to create stories, props and different scenarios. Children will be supported in applying sounds that they have learnt during writing opportunities e.g. labelling rockets, writing questions and creating fact files. They will learn about simple properties of two and three dimensional shapes through construction activities linked to space and will use different techniques to create planets and rockets.</p>	<p>Children will look at a range of traditional tales and modern stories. They will read and retell stories using real objects and props. Drama activities will be used to explore characters, their actions and feelings at different points throughout a story. Children will be encouraged to offer personal opinions relating to the characters and stories heard. Children will explore behaviour through different characters and make links to their own actions. Listening and understanding skills will be developed using stories without pictures. We will explore the structure of a story and the key aspects needed, such as characters setting and problems. Instructional writing will be covered when making things linked to stories eg gingerbread men or porridge.</p> <p>Different resources will be provided to encourage the children to create their own stories and apply with writing skills to create character profiles, wanted posters,</p>	<p>Within this topic, we will look at different animals and their habitats. The children will investigate similarities and differences between animals, such as number of legs, patterns, fur or scales. We will group animals according to where they live eg on a farm, in the woods or jungle.</p> <p>Clay will be used to create animals, developing the safe use of tools to create patterns and toad detail. Children will create movements for difference animals through dance, linking actions to create a story. Children will learn about how to care for some animals, using books and research on the internet. They will use writing skills to create animals, create lists of animals they can find, record treatments at the vets during role play etc. Focus on questioning skills encourage children to ask relevant questions.</p>	<p>In our under the sea topic children will learn about different sea creatures and marine plants. We will explore under the sea habitats and make comparisons with habitats from the previous topic. Children will investigate floating and sinking, identifying how to make a fair test and planning what resources are needed. This will build on previous knowledge about materials and their use.</p> <p>Our under the sea is a good opportunity for the children to develop their understanding of what water is used for and how to look after our seas, covering environmental issues. Towards the end of the topic, there will be a focus on pirates, bringing opportunities to consolidate a range of skills linked to all areas of learning including role-play, creative development, writing skills and problem solving.</p>

		taking, sharing and finding a compromise.		instructions, letters and their own stories.					
<b>Religious Education</b>	<b>Myself</b> Why am I precious?	<b>Welcome</b> Why is welcome important?	<b>Birthday</b> Why do we celebrate Birthdays?	<b>Celebrating</b> What and why do people celebrate?	<b>Gathering</b> Why do people gather together?	<b>Growing</b> How and why do things grow?	<b>Good News</b> What is good news?	<b>Friends</b> Is it good to have friends?	<b>Our World</b> What makes our world so wonderful?
<b>PE</b>	<b>Gymnastics</b> Improve the quality of their actions, body shapes and balance. Select appropriate actions and consolidate simple ideas, Know the importance of strength, balancing and moving. Exploring different body shapes Copy different shapes and movements	<b>Dance</b> Explore actions in response to stimuli of natural elements and story. Use improvisation. Copy movements. Vary levels of speed. Match movement to music coordination, movement, copy movements.	<b>Gymnastics</b> Improve the quality of their actions, body shapes and balance. Select appropriate actions and consolidate simple ideas, Know the importance of strength, balancing and moving. Balance and moving Exploring different body shapes	<b>Dance</b> Explore actions in response to stimuli of natural elements and story. Use improvisation. Copy movements. Vary levels of speed. Travel safely with different body parts, moving Copy and explore body shapes	<b>Dance</b> Explore actions in response to stimuli of natural elements and story. Use improvisation. Copy movements. Vary levels of speed. Recognise and use a variety of body shapes. Copy and explore body shapes.	<b>Athletics</b> Develop skills from the 3 main aspects of athletics – running, jumping and throwing. Link running and jumping movements. Can move safely and appropriately around, between and over apparatus. Running at different speeds, throwing at a target. Throw using one hand.			
<b>PHSCE/SEAL</b>	<b>Can we talk about groups we belong to?</b> <b>New Beginnings</b> Belonging, Self-awareness, Understanding/Managing my Feelings, Understanding the Feelings of others, Social skills.  <b>How can we be a good friends?</b> <b>Getting on and Falling Out</b> Friendship, Working Together, Managing Feelings, Resolving Conflict, Understanding My Feelings.			<b>Do we have goals we can work towards?</b> <b>Going for Goals</b> Knowing myself, setting a realistic goal, Planning to reach a goal  <b>What do I like about myself and why?</b> <b>Good to be Me</b> Knowing myself, Understanding my feelings, managing my feelings, standing up for myself.		<b>What makes us happy? What makes us sad?</b> <b>Relationships</b> Understanding my feeling, managing my feelings, understanding feelings of others [Playground games]  <b>Are we ready for Reception?</b> <b>Changes</b> Knowing Myself, Understanding My/Others' Feelings, Making Choices/Transition			
<b>Computing</b>	<b>How do computers work?</b> A1 – Little Computers (IT,DT) Activity explaining what is a computer and its peripherals. Children will make their own computer using junk and develop basic computer skills through playing a variety of games.	<b>What do you want for Christmas?</b> A2 – Let's Celebrate (IT,DT) This activity should be ideally delivered around the Christmas period as it can be directly linked to "writing an email to Santa". The aim is teach children about sending their first email and the rules that they should be aware of when communicating digitally.	<b>What are instructions?</b> Sp1 – A is for Algorithm (CS) This unplugged activity will demonstrate to children the importance of sequencing by breaking down popular stories into individual elements so children can see the importance of following a sequence. Children will gain an understanding of the term Algorithm.	<b>Can I create digital art?</b> Sp2 – Art Attack (DL) Children will experiment with difference drawing apps and software across a range of devices whilst being introduced to different styles of digital art. This activity will show children how to find images using the web.	<b>Can I retell a Fairy-tale?</b> Su1 – Fantastic Tales (DL) This is a cross curricula activity with links to both Literacy and Art. Children will learn a popular tale and then re-tell the story by producing their own animations.	<b>Where will the Bee Bot travel?</b> Su2 – Junior Explorers (CS) Children will learn to give sequences of instructions to control Bee-Bots (floor robot) Children will understand that instructions need to be given in a correct order.			
<p><b>During the academic year, year-group planning will also include the children's interests.</b></p> <p><b>PLODs (Possible Lines Of Development) - ideas about how staff can move children's learning and development forward from things that we have observed them doing, will also be used and recorded in short term planning.</b></p>									

