

## St Oswald's Catholic Primary School

### Reception Long Term Plan 2024-25

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key question/learning focus</b>	<p><b>All about me!</b> How are we different?</p> <p>Who are the people who help us?</p>	<p><b>Super Seasons!</b></p> <p>What season is it?</p>	<p><b>Ticket to ride!</b> Which countries are in the UK and what are they like?</p>	<p><b>Around the world in 80 days!</b> Where in the world could we visit?</p>	<p><b>Come outside!</b> How can we look after our wonderful world?</p>	<p><b>Afloat on a boat!</b> Which materials float and sink?</p>
<b>During this unit the children will be learning:</b>	<p>General themes include: <i>Starting school/my new class/new beginnings.</i> <i>Me, my family and where I live.</i> <i>People who help us/careers.</i> <i>Staying healthy/food and the human body.</i> <i>What am I good at?</i> <i>Being kind and staying safe.</i> <i>Black History Month – Rosa Parks study</i></p> <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, developing a sense that they are unique. We will explore different family structures.</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. Children will learn about how people from the past have helped to change the way we live today. We will learn positive attitudes and challenge negative stereotypes.</p> <p>Visit from different community members.</p>	<p>General themes include: <i>Traditional and well-known stories</i> <i>Links with role play / puppet making</i> <i>Celebrations from different religions including Christmas, Diwali &amp; Hanukkah.</i> <i>Remembrance Day</i> <i>Nativity story</i> <i>Christmas activities</i></p> <p>Children will know and recognise the signs of Autumn and winter – looking closely at natural objects and recording what they see through drawing.</p> <p>We will link changes in the weather to the seasons, recording their findings through weather charts. We will extend our understanding of how animals behave in different seasons e.g. gathering food and hibernating using a range of media.</p> <p>Children will recognise a range of colours seen in nature, exploring the work of Jeff Hanson and his use of colour in nature.</p> <p>Children will develop their love of reading through sharing books linked to our Autumnal topic with friends, family and through a Library visit.</p>	<p>General themes include: <i>Liverpool, Wales, N .Ireland, Scotland, London,</i> <i>Different ways of travelling within the UK.</i> <i>Design your own transport</i> <i>The Giant's Causeway</i> <i>Lunar New Year / China Town in Liverpool</i></p> <p>We will compare and contrast different local areas familiar to the children, where children can talk about their own experiences and share stories. Look at aerial maps of the school and local area. Children will also be able to observe seasonal effects on places that are familiar to them.</p> <p>Children will explore how the weather is different in a range of UK locations and how we would prepare to visit these.</p> <p>Creative activities will incorporate opportunities to explore different joining techniques to create different modes of transport to travel around the UK, also objects associated with the different countries eg. Welsh dragon, giant, bagpipes etc.</p> <p>Children will have the opportunity to explore similarities and differences between transport used in the past and now using key vocabulary.</p>	<p>General themes include: <i>7 different continents</i> <i>What is it like to live in different parts of the world?</i> <i>Which animals live in different environments?</i> <i>What do people eat and drink around the world?</i></p> <p>In this topic, Children will explore the food and drink of cultures from around the world. We will take this opportunity to explore maps and the globe, talking about where different countries are and how they are similar or different to our own. This will include knowing that people speak different languages around the world.</p> <p>This topic will also provide the opportunity to discuss where our different favourite animals live and how habitats vary, such as Africa, India and South America. They will be introduced to the work of Steve Mbatia, exploring techniques he uses to represent different animals.</p> <p>Explore Jane Goodall's study of chimpanzees in Tanzania (Little People Big Dreams) End of term focus on 'Out of This World' – Space theme, exploring key British figures in space travel such as Tim Peake and Helen Sharman.</p>	<p>General themes include: <i>Plants and flowers</i> <i>Weather/seasons</i> <i>Planting seeds and caring for plants</i> <i>Mini beasts – lifecycle of a butterfly</i> <i>Recycling</i> <i>Outside at night!</i></p> <p>Children will know how to care for plants and observe the changes over time – there will be an opportunity to plant some flowers/vegetables. They can create their own drawings through careful observation and know an increasing range of plant-based vocabulary.</p> <p>Children will also have the opportunity to explore the changes over time through observations of caterpillars changing into butterflies.</p> <p>Children can observe light and shadow, investigating casting their own shadows and the shadows of objects they've made.</p> <p>Children can explore the changes in their own bodies as they have grown and compare to when they were babies.</p> <p>Children will investigate states of matter by freezing and melting water and the conditions that are needed to make this happen.</p>	<p>General themes include: <i>Pirates</i> <i>Buried treasure</i> <i>Map work</i> <i>Ocean investigation and caring for the ocean</i> <i>Sea life</i> <i>Floating and sinking DIY pirate ships</i></p> <p>During this topic, children will explore materials to create floating boats linked with pirate themes. They will use a variety of materials to create seascapes and evaluating their work, talking about the process.</p> <p>Children will develop chopping skills when harvesting the vegetables they have grown and take the opportunity to taste home grown produce.</p> <p>They will be able to talk about the changes they have observed over time and changes in the natural world, including the life cycle of the vegetable plants and other animals within a familiar environment.</p> <p>Children will discuss things that are man made and those that are natural. Links with the sea and littering/plastic in the oceans; caring for our planet and recycling in order to be ecofriendly.</p>

				Children will explore the food of different countries and the concept of fair trade.		
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								Children will develop their knowledge about maps and will explore how simple symbols are used to identify features on a map.	
								Trip to Crosby beach	
<b>RE</b>	Why am I precious? <b>Myself</b>	Why is welcome important? <b>Welcome</b>	Why do we celebrate birthdays? <b>Birthday</b>	What and why do people celebrate? <b>Celebrating</b>	Why do people gather together? <b>Gathering</b>	How and why do things grow? <b>Growing</b>	What is good news? <b>Good News</b>	Is it good to have friends? <b>Friends</b>	What makes our world so wonderful? <b>Our World</b>

			<i>Other faiths week:</i> Judaism					<i>Other faiths week:</i> Hinduism	
<b>RHSE</b>	<b><i>Journey in Love: The wonder of being special and unique (Social and emotional)</i></b> <b><i>Handmade with Love Story Sessions</i></b> <i>-I am me</i> <i>-Head, shoulders, knees and toes</i> <i>-Anti-bullying week</i> <i>-Road Safety Week</i> <i>-Ready Teddy?</i>  <b><i>Additional PSHE elements:</i></b> <i>Class charter, Good to be Green, Black History Month, Bonfire Safety</i>			<b><i>Journey in Love: The wonder of being special and unique (Physical)</i></b> <i>-I like, you like, We all like</i> <i>-Children's mental health week</i> <i>-All the feelings!</i> <i>-Let's Ger Real</i> <i>-Growing up</i>  <b><i>Additional PSHE elements:</i></b> <i>Internet Safety Day, Chinese New Year, Blue for Bobby</i>			<b><i>Journey in Love: The wonder of being special and unique (Spiritual)</i></b> <i>-God is love</i> <i>-Loving God loving Others</i> <i>-Me, You, Us</i> <i>-My Money Week</i>  <b><i>Additional PSHE elements:</i></b> <i>Sports and Health week</i> <i>Transition</i>		
<b>Computing</b>	Can I describe how to use a range of technology safely and who to turn to if something goes wrong? <b><i>I am a Super Surfer!</i></b> <i>Digital literacy &amp; Information Technology</i>			Can I use a range of technologies to create multi-media? <b><i>Look what I can do!</i></b> <i>Information Technology</i>			Can I use basic programming to make a robot move? <b><i>I am a computer scientist</i></b> <i>Computer Science</i>		

	<p><b>SETTLE WEEK</b></p> <p><b>Self-image and Identity</b></p> <p>I can recognise, online or offline, that anyone can say 'no' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p><a href="https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/self-imageand-identity/">https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/self-imageand-identity/</a></p>	<p><b>AUTUMN 1</b></p> <p><b>Online Relationships</b></p> <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I might use technology to communicate.</p> <p><a href="https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/onlinereputations/">https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/onlinereputations/</a></p>	<p><b>AUTUMN 2</b></p> <p><b>Online Reputation</b></p> <p>I can identify ways that I can put information on the internet.</p> <p><a href="https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/onlinebullying/">https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/onlinebullying/</a></p>	<p><b>E-SAFETY DAY</b></p> <p><b>Online Bullying</b></p> <p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p> <p><a href="https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/onlinebullying/">https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/onlinebullying/</a></p>	<p><b>SPRING 1</b></p> <p><b>Managing information online</b></p> <p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet.</p> <p><a href="https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/managingonline-information/">https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/managingonline-information/</a></p>	<p><b>SPRING 2</b></p> <p><b>Health, Wellbeing and Lifestyle</b></p> <p>I can identify rules that help keep us safe and healthy in and beyond home when using technology.</p> <p>I can give some simple examples of these rules.</p> <p><a href="https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/health-wellbeing-and-lifestyle/">https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/health-wellbeing-and-lifestyle/</a></p>	<p><b>SUMMER 1</b></p> <p><b>Privacy and Security</b></p> <p>I can identify some simple examples of my personal information.</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> <p><a href="https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/privacy-and-security/">https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/privacy-and-security/</a></p>	<p><b>SUMMER 2</b></p> <p><b>Copyright and Ownership</b></p> <p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p> <p><a href="https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/copyright-and-ownership/">https://projectevolve.co.uk/toolkit/resources/years/earlyyears-7/copyright-and-ownership/</a></p>
PE	<p><b>Fundamentals Unit 2</b></p> <p>In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p>	<p><b>Gymnastics Unit 2</b></p> <p>In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p>	<p><b>Dance Unit 2</b></p> <p>In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p>	<p><b>Ball Skills Unit 2</b></p> <p>In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p>	<p><b>Games Unit 2</b></p> <p>In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p>	<p><b>Gymnastics Unit 2</b></p> <p>In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p>		
<p>During the academic year, year-group planning will also include the children's interests.</p>								
<p>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.</p>								