



A. Diggins (2024/2025)



Acorn Class (Reception) - Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves	Festivals	Dinosaurs	Come outside	Traditional Tales	Our World
Wow Moments	Autumn Trail Firefighter visit Nurse/Doctor Visit Harvest Harvest Festival Food tasting Birthdays Halloween Healthy Eating When I grow up... Black history month	Forest School Bonfire night Remembrance Day King's Birthday Diwali Christmas Hanukah Road safety World space week Children in need Anti-bullying Nativity Pantomime Visit	Chinese New Year LENT Pancake Day Story telling Random acts of kindness Valentines Internet safety Animal art Fossil Workshop World Book Day	Picnic Planting seeds Easter Weather Nature hunt Mother's Day Science week Easter egg hunt Prepare for Butterflies	Forest School Treasure hunt - maps Start of Ramadan Eid Butterflies	Under the sea activities and songs Fathers' Day World environment day Pirate day Beach day Summer Fair Sports Day School Production School Trip TBC
Values	Friendship Tolerance	Courage Kindness	Determination Cooperation	Cooperation Appreciation	Responsibility Respect	Honesty Thoughtfulness
Personal, Social and Emotional Development including managing self and self-regulation	Making relationships Playing cooperatively, taking turns, speaking in a group	To explore different cultures. To play cooperatively, take turns and choose own resources.	To play cooperatively, take turns and choose own resources.	To play cooperatively, take turns and choose own resources.	To play cooperatively, take turns and choose own resources. Taking turns in team games.	To play cooperatively, take turns and choose own resources. Taking turns in team games.

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<p>SCARF - links to Foundation Stage Curriculum</p> <p>Keeping Safe - we talk about the pants rule, how to deal with our feelings, keeping safe online</p>	<p>and choose own resources. To understand class rules and routines. To explore being valuable individuals and their dreams and goals. To begin tidying up after themselves.</p> <p>Me and my relationships - who is my family and what we do together How to deal with emotions: Feelings Celebrating similarities and differences: diversity</p>	<p>Getting on and failing out. How to deal with emotions. Building self-confidence. Building relationships. To tidy up after themselves.</p> <p>Rights and Respect - looking after my friends Caring for our classroom</p>	<p>Celebrating similarities and differences. To identify and manage own feelings socially and emotionally. Encourage thoughts of own feelings and others feelings. To tidy up after themselves.</p> <p>Valuing Differences - <u>on going all through the year through our values activities</u> I'm special, you're special Same and different Same and different families I am caring I am a friend</p>	<p>Explore what makes a good friend. Random acts of kindness. Looking after the planet and others e.g. pets. Explore different strategies to manage strong emotions. To tidy up after themselves. Being My Best - Bouncing back when things go wrong Yes, I can! Healthy Eating A Healthy Mind A good night's sleep</p>	<p>Winning and losing Friendships. Show resilience and perseverance when challenged. To tidy up after themselves.</p> <p>Growing and Changing - life stages: animals, plants</p> <p>Rights and Respect - caring for our World</p>	<p>Winning and losing. Be confident about moving to KS1.</p> <p>Growing and Changing - Explore how we have grown in Reception and prepare for moving to Year 1 What I could do when I came to Reception and what I can do now, Getting Bigger</p>
<p>Physical Development</p>	<p>To develop fine and gross motor skills through control and movement of small and large objects. To develop an awareness of space and movement with control and coordination. To keep healthy through diet and exercise.</p>					
<p>Fine Motor:</p>	<p>Treading, cutting, weaving, playdough and fine motor activities.</p>	<p>Treading, cutting, weaving, playdough and fine motor activities.</p>	<p>Treading, cutting, weaving, playdough and fine motor activities. Begin to form</p>	<p>Treading, cutting, weaving, playdough and fine motor activities.</p>	<p>Treading, cutting, weaving, playdough and fine motor activities.</p>	<p>Treading, cutting, weaving, playdough and fine motor activities.</p>

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	<p>Manipulate objects with fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil grip</p>	<p>Develop muscle to put pencil pressure on paper. Use tools to effect changes to materials Show preference for dominant hand Guide them to draw, write and copy. Teach and model correct letter formation.</p>	<p>letter correctly. Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Manipulate small items.</p>	<p>Hold pencil effectively with comfortable grip. Form recognisable letters with most formed correctly</p>	<p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors and shaped lines.</p>	<p>Copy a square Begin to draw diagonal lines, like a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks e.g. Lego.</p>
Gross Motor:	<p>Primary PE: 'First PE' Weekly Yoga. Cooperation games. Climbing on outdoor equipment. Different ways of moving. Showing control when moving a ball. Changing for PE Personal Hygiene including</p>	<p>Forest School Primary PE: 'Mini Muay Thai' Weekly Yoga. Exploring the forest, climbing objects. Using large forest school equipment e.g. balancing rope and the large tree swing. Balance bikes Prams Wheelbarrows Changing for PE</p>	<p>Primary PE: 'Dinosaur Dance' Weekly Yoga. Controlling movements and linking movements together. Coordination. Keeping in time with the music. Personal Hygiene including handwashing and toileting.</p>	<p>Primary PE: 'Gymnastics' Weekly Yoga. Balance - moving with confidence Control movements Balance Coordination Use picture books to explain a healthy lifestyle.</p>	<p>Forest School Primary PE: 'Tennis' Weekly Yoga. Obstacle activities Moving under, over, through and around equipment Encourage children to be highly active throughout the day Opportunities for different</p>	<p>Primary PE: 'Athletics' Weekly Yoga. Races and team games Involvement in sports day. Less confident children able to observe and listen without pressure to join in.</p>

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	handwashing and toileting.	Personal Hygiene including handwashing and toileting.			movements	
Communication and Language	<p>Daily Story Time: 'Welcome to EYFS' Listen to stories and accurately participate in discussion. Respond to what they hear with comments, questions or actions. Respond appropriately when engaged in another activity. Follow instructions. Talk about experiences that are familiar to them. Talk through daily routines and model talk routines e.g. Good Morning. Show and Tell.</p>	<p>Daily Story Time: 'Tell me a story'. Listen to stories and accurately participate in discussion. Respond to what they hear with comments, questions or actions. Respond appropriately when engaged in another activity. Talk in full sentences. Follow instructions. Retelling stories. Understand how to listen carefully. Choose books that will develop their vocabulary. Show and Tell Take Ted home</p>	<p>Daily Story Time: 'Tell me why'. Listen to stories and accurately participate in discussion. Ask how and why questions. Ask questions to see what they have understood. Retell a story. Describe events with some detail. Learn Rhymes, poems and songs. Show and Tell Take Ted home</p>	<p>Daily Story Time: 'Talk it through' Listen to stories and accurately participate in discussion. Describe events and their order. Understand why listening is important. Talk about objects or items in a story - about what they can see, where can they find it etc. To keep a sustained focus when listening to a story. Show and Tell Take Ted home</p>	<p>Daily Story Time: 'What happened?' Listen to stories and accurately participate in discussion. To ask questions - how and why. To show understanding of the story using learnt vocabulary. To re-read stories and share those that have been read at home. Extend Vocabulary Use phonics to spell Show and Tell. Take Ted home</p>	<p>Daily Story Time: 'Time to share' Listen to stories and accurately participate in discussion. Sharing what happened over their weekend. To read books to extend knowledge of the current topic. To emphasise conjunctions, tense and vocabulary used. Use phonics to spell Show and Tell. Take Ted home</p>

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<p>Vocabulary Focus</p>	<p>Names of those in the classroom Manners Family Body parts Senses Oral Hygiene Job roles</p>	<p>Guy Fawkes Bonfire Night Past/Present Autumnal words Scientific words - e.g. waterproof Growing</p>	<p>Dinosaur names and body parts. Herbivore/carnivore Describing habitats, dinosaurs and features. What is a habitat and landscape? Dinosaur eggs Fossil Volcano First birds. Chinese New Year</p>	<p>Seasonal changes Environment Animal names - including minibeasts Climate - hot/cold Fruit tasting and use senses Instructions - how something is made Shrove Tuesday Holi Easter related</p>	<p>Maps from stories e.g. Little Red Riding Hood. Specific tales vocabulary Repetitive phrases e.g. Once upon a time. Fiction/Non-fiction Character Names Character descriptions Setting description</p>	<p>Coral Sea/Ocean names Under water animal names Ice and melting Sandcastles and descriptive words e.g. which works best and why What is recycling? Weather key words Naming places they have visited Continents</p>
<p>Literacy including comprehension, word reading and writing</p>	<p>Whole class shared reading /writing Imagine and recreate roles. Retell stories Enjoy using language Listen attentively Link sounds to letters Write for a purpose Form letters</p>	<p>Use phonic knowledge to decode regular words and read them aloud. Also read some common irregular words. Demonstrate understanding of what they have read using pictures and words. Use phonic</p>	<p>Respond to stories, Imagine and recreate roles. Sequence stories writing words/phrases Use phonic knowledge to decode regular words and read them aloud. Also read some common irregular words. Demonstrate understanding of</p>	<p>Stories Using non-fiction books Read and understand simple sentences. Begin to use sentences Continue to sequence stories writing words/phrases Use phonic knowledge to decode regular</p>	<p>Find information Know sequence of stories Know characters in stories Handwriting Read and understand simple sentences Use phonics to decode Demonstrate understanding when talking about what they</p>	<p>Find information Sequence stories Explore characters in stories Read and understand simple sentences Use phonics to decode Demonstrate understanding when talking about what they have read</p>

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	with care Names, labels, captions Initial sounds	knowledge to write words and/or sentences. Imagine and recreate roles. Introduce word work (whole group)	what they have read using pictures and words. Use phonic knowledge to write words and/or sentences. Imagine and recreate roles. Word work	words and read them aloud. Also read some common irregular words. Demonstrate understanding of what they have read using pictures and words. Use phonic knowledge to write words and/or sentences. Imagine and recreate roles.	have read Write sentences Spell words	Write sentences Spell words
Mathematics: Master the Curriculum based on Whiterose.	Topics: Getting to know you Match, sort and compare Talk about measure and patterns.	Topics: It's me 1,2,3 Circles and triangles Numbers 1-5 Shapes with 4 sides.	Topics: Alive in 5 Mass and capacity Growing 6,7,8	Topics: Length, Height and time Building 9 and 10 Explore 3D shapes	Topics: To 20 and beyond How many now? Manipulate, compose and decompose	Topics: Sharing and grouping Visualise, build and map Make connections Consolidation
Understanding the World	My family. My Local Area My senses Past: Growing and	Exploring Culture Explore light & dark	Materials: sorting and changing Computing and ICT Placing events in	The World; Life, living things and ourselves	The World; Life, living things Mapping the	The World; Life, living things and ourselves

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<p>Purplemash computing throughout the year (Minimash)</p>	<p>Changing. How have the children grown (Baby photos). Navigating around the classroom and outdoor area. People who help us Birthdays and experiences.</p> <p>Use ICT to support learning Bee bots.</p> <p>Daily weather chart</p>	<p>Christmas: Past and Present Christmas Celebrations</p> <p>Use ICT to support learning</p> <p>Daily weather chart</p>	<p>order. Comparing animals' habitats and how to take care of them. Draw pictures of the natural world after observation</p> <p>Daily weather chart</p>	<p>Learn about different environments Minibeasts Observe and talk about similarities and differences, and changes. Use ICT to support learning Journey to the park to discuss what they can see. Build a bug hotel. Daily weather chart</p>	<p>local grounds Living story maps Computing & ICT Fictional characters and creatures and differentiate these from real people.</p> <p>Daily weather chart</p>	<p>Understanding of where they live and mapping the grounds Computing & ICT Recycling and taking care of the world. Explore the weather and how living things change.</p> <p>Daily weather chart</p>
<p>Expressive Art and Design</p>	<p>Kapow: Music Exploring Sounds. Recognise musical patterns and sing songs. Express ideas creatively. Respond to senses. Begin to mix colours.</p>	<p>Kapow: Music Celebrating Music Kapow Art Drawing: Marvellous Marks. Explore different media Sing songs and use musical</p>	<p>Kapow: Music Music and movement. Recognise musical patterns and sing songs Express ideas creatively Explore sounds and sing songs</p>	<p>Kapow: Music Musical Stories. Kapow Unit Painting and Mixed Media: Paint my world. Drawing and painting from observation</p>	<p>Kapow: Music Transport. Explore 2D/3D art Make up musical patterns and sing songs Express ideas creatively Explore sounds</p>	<p>Kapow: Music Big Band. Kapow Unit Sculpture and 3D: Creation Station. Sing songs, make music and dance. Use a variety of materials, tools</p>

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	<p>Join in with role play Build models using construction Self portraits Junk model</p>	<p>instruments appropriately Explore 2D/3D art Use a variety of tools and resources Represent own ideas through D & T, art, music dance, role-play and stories Firework pictures Christmas decorations and cards Divas Nativity</p>	<p>Respond to senses creatively Explore animal related art and design. Make lanterns, Chinese writing, puppet making, Chinese music. Shadow puppets Joining materials using different techniques Make own fossils</p>	<p>Copy and make own musical patterns. Sing songs. Explore sounds Make different textures, patterns and colours Explore ways to protect growing plants by designing scarecrows. Pastel drawings, printing, Easter egg patterns, life cycles and sun flowers. Mothers' Day crafts. Artwork based on the seasons</p>	<p>Use imagination creatively Use textures and materials to make houses for the three little pigs and bridges for the three billy goats gruff. Use story maps, props and puppets.</p>	<p>and techniques safely. Experiment with colour, design, texture, form and function. Use media and materials in original ways. Represent their own ideas, thoughts and feelings thought DT, art, music, dance, role play and stories. pictures/rainbow fish collage. Lighthouse designs Paper plate jelly fish Puppet shows Father's Day crafts</p>
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