

Atlas Academy Long Term Planning Reception 24-25

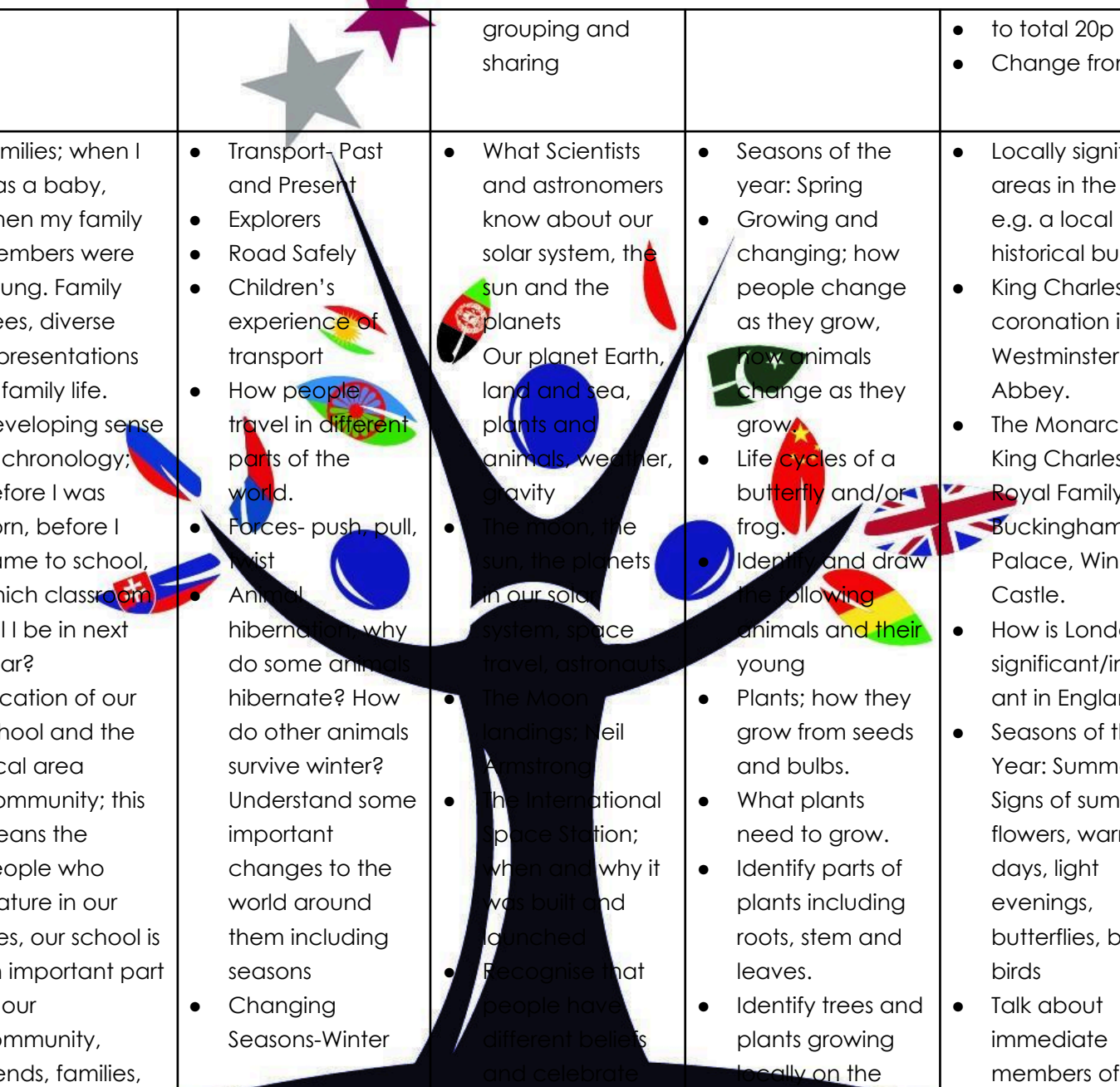
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/hooks for learning	Who am I?	Why and how do we travel?	What's out there? (Space)	How do living things grow and change?	Why is the king important?	What do we learn from stories?
Communication & Language	<ul style="list-style-type: none"> Listen to others one on one or in small groups Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Retell past events from stories and from own experience in chronological order 	<ul style="list-style-type: none"> Join in with repeating refrains and anticipating key events and phrases in rhymes and stories Following Directions and understand prepositions. Ask questions using what, where, when and why to find out information. Use vocabulary, including phrases, from recently read stories in conversations 	<ul style="list-style-type: none"> Build up vocabulary that reflects their knowledge and experience. Use different tenses to talk about things that happen now, things that happen in the past and things that happened a very long time ago. Ask relevant questions to find out more information Build up vocabulary that reflects knowledge and experience 	<ul style="list-style-type: none"> Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts Use increasingly complex sentences to link thoughts e.g. using 'and', 'because' Use newly acquired vocabulary to name and describe, and in conversations Apply new vocabulary to 	<ul style="list-style-type: none"> Describe a pretend object in play-based situations Question to understand why things happen e.g. who, what, when, how Use intonation and rhythm when joining in with stories and rhymes Respond to questions using full sentences 	<ul style="list-style-type: none"> Use talk to explain what is happening and anticipate what might happen next Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order Respond to comments from peers using full sentences Explain ideas and experiences using different tenses, prepositions, temporal connectives and

	<ul style="list-style-type: none"> Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. 		<ul style="list-style-type: none"> Share opinions, explaining preferences 	explain changes noticed		vocabulary acquired from all areas of the curriculum
Physical Development We follow Get Set for PE	<p>Introduction to PE</p> <p>Safely, sharing and spatial awareness</p> <p>Working individually, with a partner and in a group</p> <p>Multi-step instruction games</p> <p>Running, jumping, skipping</p>	<p>Fundamentals of PE</p> <p>Balancing, running, hopping, jumping, travelling and changing direction.</p> <p>Developing fine and gross motor skill.</p> <p>Handling equipment</p> <p>Build on safely, sharing and spatial awareness</p> <p>Further develop ability to follow multi-step instruction games</p>	<p>Ball Skills</p> <p>Throwing and catching, rolling, using a target, dribbling, kicking, bouncing</p> <p>Further developing fine and gross motor skills through playing a range of ball games.</p>	<p>Dance</p> <p>Expressive movement.</p> <p>Explore space safely.</p> <p>Explore travelling, actions, shapes and balances.</p> <p>Choose their own actions.</p> <p>Copy, repeat and remember action</p>	<p>Gymnastics</p> <p>Exploring creating shape and balances, jumps and rolls.</p> <p>Perform basic s skills on floor and apparatus</p> <p>Copy, create, remember and report short sequences</p> <p>Develop their understanding of levels and direction when travelling and balancing</p>	<p>Games</p> <p>Further develop fundamental movements skills</p> <p>Develop skills to play a variety of simple games</p> <p>Learn how to work as a team, take turns, keep score, play against an opponent and play by the rules</p>

PSE Development We follow Jigsaw PSHE	Jigsaw 1: Being Me in my World <ul style="list-style-type: none"> • See themselves as a valuable individual – self-identity/family 	Jigsaw 2: celebrating difference <ul style="list-style-type: none"> • See themselves as a valuable individual – interests/talents 	Jigsaw 3: Dreams & Goals <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge 	Jigsaw 4: Healthy Me <ul style="list-style-type: none"> • Manage their own needs – healthy eating • Self-regulation techniques 	Jigsaw 5: Relationships <ul style="list-style-type: none"> • Think about the perspectives of others • Build constructive and respectful relationships 	Jigsaw 6: Changing Me <ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally – fun and fear
Literacy	<ul style="list-style-type: none"> • Fiction including picture books with familiar settings, relating to families, people who help us. • Oral retelling of familiar stories using own words and recently introduced vocabulary. • Story language; becoming familiar with phrases like 'once upon a 	<ul style="list-style-type: none"> • Fiction & Non-fiction books about seasons and weather • Identify and anticipate key events in familiar stories including repeated refrains. • Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories 	<ul style="list-style-type: none"> • Fiction & Non-fiction texts about transport including space travel. • Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. • Reading words through sound blending as part of an SSP scheme 	<ul style="list-style-type: none"> • Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g. labelling seed pots Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall. • Letter writing including simple sentences and phrases 	<ul style="list-style-type: none"> • Fiction & Non-fiction texts about the monarchy, history etc. Children can annotate pictures of monarchs with speech bubbles and thought bubbles. • Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. 	<ul style="list-style-type: none"> • Fiction & Non-fiction books about the past. • Character profiling; what do we know about St George? • Using descriptive language in oral storytelling and in writing. • Creating our own stories (orally or written) with a Beginning, middle and end. • Jumping into the story Settings-

	<p>time', 'a long time ago', 'lived happily ever after'.</p> <ul style="list-style-type: none"> • Use puppets to retell familiar stories. • Poetry; learning and reciting simple poems with rhyme and repetitive language • Initial sounds and simple CVC words in line with an SSP scheme • Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, 	<ul style="list-style-type: none"> • Initial sounds and simple CCVC words and more in line with an SSP scheme • Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing whiteboards and pens, clipboards outside etc. • Focus on letter formation in line with handwriting policy 	<ul style="list-style-type: none"> • Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing whiteboards and pens, clipboards outside etc. • Focus on letter formation in line with handwriting policy 	<ul style="list-style-type: none"> • Recognise common exception words within a SSP scheme Write simple phrases and sentences • Focus on letter formation in line with handwriting policy Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. 	<p>Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide! Create fact books about kings and queens and notice the difference between writing stories and writing information.</p> <ul style="list-style-type: none"> • Role play using newly acquired vocabulary e.g. role play a coronation • Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. 	<p>what was the character thinking at this point in the story?</p> <ul style="list-style-type: none"> • Instructions; writing numbered lists in a logical order. • Nonsense poetry- how authors play with words
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	<p>painting with water onto walls, window paints etc.</p> <ul style="list-style-type: none"> Focus on letter formation in line with handwriting policy 					
<p>Mathematics</p> <p>We follow Ark Mastery</p>	<ul style="list-style-type: none"> Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets Ordering objects and sets Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting 	<ul style="list-style-type: none"> Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six Explore zero Explore addition and subtraction Estimate, order compare, discuss and explore capacity, weight and lengths Describe, and sort 3-D shapes Describe position accurately 	<ul style="list-style-type: none"> Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Days of the week, seasons Sequence daily events Explore addition as counting on and subtraction as taking away Counting and sharing in equal groups Grouping into fives and tens Relationship between 	<ul style="list-style-type: none"> Count up to 15 objects and recognise different representations Order and explore number patterns to 15 One more or fewer Doubling and halving Relationship between doubling and halving Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns 	<ul style="list-style-type: none"> Commutativity Explore addition and subtraction Compare two amounts Count up to 10 and beyond with objects Represent, compare and explore numbers to 20 One more or fewer One more one less Estimate and count Grouping and sharing Coin recognition and values Combinations 	<ul style="list-style-type: none"> Describe capacities Compare volumes Compare weights Estimate, compare and order lengths Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards

			grouping and sharing		<ul style="list-style-type: none"> to total 20p Change from 10p 	
Understanding the World	<ul style="list-style-type: none"> Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Location of our school and the local area Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, 	<ul style="list-style-type: none"> Transport- Past and Present Explorers Road Safely Children's experience of transport How people travel in different parts of the world. Forces- push, pull, twist Animals- hibernation, why do some animals hibernate? How do other animals survive winter? Understand some important changes to the world around them including seasons Changing Seasons-Winter 	<ul style="list-style-type: none"> What Scientists and astronomers know about our solar system, the sun and the planets Our planet Earth, land and sea, plants and animals, weather, gravity The moon, the sun, the planets in our solar system, space travel, astronauts The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched Recognise that people have different beliefs and celebrate 	<ul style="list-style-type: none"> Seasons of the year: Spring Growing and changing; how people change as they grow, how animals change as they grow Life cycles of a butterfly and/or frog. Identify and draw the following animals and their young Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the 	<ul style="list-style-type: none"> Locally significant areas in the past e.g. a local historical building King Charles' coronation in Westminster Abbey. The Monarchy; King Charles, the Royal Family, Buckingham Palace, Windsor Castle. How is London significant/import ant in England? Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds Talk about immediate members of their 	<ul style="list-style-type: none"> Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Stories from different cultures Aesop's Fables The Legend of St George and the Dragon Fairy tales (tales from the past) Locate the places that feature in the key stories chosen for this topic. Understand that some places are special to members of their community (religious/sacred buildings).

	<p>religious communities, people with shared interests</p> <ul style="list-style-type: none"> • The human body: Facial features, body parts, the senses • Changing Seasons- Autumn • My Feelings; words I can use to describe how I am feeling. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • Changing state of matter; frost and ice- looking closely at ice • Teamwork and sharing • Talk about immediate members of their family and community and understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate • special times in different ways (Christmas, Diwal) 	<ul style="list-style-type: none"> • special times in different ways (New Year, Holi) • Changing season- spring 	<p>school grounds or in local parks.</p> <ul style="list-style-type: none"> • Draw pictures of local plants. • Identify where the fruit and vegetables we eat come from • Farming in the past • Recognise that people have different beliefs and celebrate special times in different ways (Easter) • Recognise some similarities and differences between life in this country and life in other countries. 	<p>family and community</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past (fables, parables & traditional religious stories). 	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Talk about members of their immediate family and community.
Expressive Arts & Design	<ul style="list-style-type: none"> • Exploring colour. Painting with primary colours. • Mixing secondary colours. 	<ul style="list-style-type: none"> • Colour and the seasons. • Exploring which colours show us different seasons. 	<ul style="list-style-type: none"> • Creating painting and pictures with clip, spirals and curves • Puppets 	<ul style="list-style-type: none"> • Exploring what we can see in the world around us. • Observational drawings 	<ul style="list-style-type: none"> • Line drawings of buildings/monuments • Animals in art 	<ul style="list-style-type: none"> • Drawing people • Exploring fabrics

Introduction to technology	Introduction to computational thinking and vocabulary <ul style="list-style-type: none"> • Mouse, keyboard, login, search, internet, online, webpage • Pressing buttons to: change volume, turn on/off • Children will have opportunities to compose their own questions and use the internet alongside an adult to find the answer 	Using real technology in role play <ul style="list-style-type: none"> • Laptops • Mobile phones • Landline phones • Cameras • TV remotes • Washing machine • Traffic lights 	Introduction to real world technology <ul style="list-style-type: none"> • Remote control toys • Battery operated toys – • Beebots • CD players • Interactive white boards (Top maths / Google Earth) • Tablets (taking photos/videos)
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