

**Ash Class (Reception)
Long-term planning**

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Core Texts | <p>All about me</p> <ul style="list-style-type: none"> • What makes me a me? • The wonder • I'm (almost) always kind • Avocado Baby • Billy's bucket | <p>What's the weather today/Nativity</p> <ul style="list-style-type: none"> • Pumpkin Soup • The squirrels who squabbled • Celebrations around the world • The Christmas promise • Jesus' Christmas party | <p>How things change</p> <ul style="list-style-type: none"> • Clean up • Each Peach Pear Plum • Anansi and the golden pot • Shu Lin's Grandpa | <p>Look at all the animals</p> <ul style="list-style-type: none"> • Mr Wolfs pancakes • The story orchestra-Carnival of the animals • Giraffes can't dance • Animal babies • Range of non-fiction texts about animals | <p>Down the bottom of the garden</p> <ul style="list-style-type: none"> • Tad • Mrs Noah's Garden • Martha maps it out • Jack and the beanstalk • Jim and the beanstalk | <p>Let's move</p> <ul style="list-style-type: none"> • Thing's that move • Chicken Clicking • William Bee –Things that go • Duck in a truck • Emma Janes aeroplane |
| Science | <ul style="list-style-type: none"> • names of different body parts on both humans and animals • the vocabulary same/different/similar/similarities/differences • modelling talking about and celebrating similarities and differences, e.g. You have blue eyes and I have brown eyes. • modelling observation, • different simple bodily functions • the basic human life cycle | <ul style="list-style-type: none"> • the different types of weather • the different types of clothing we wear for different weather types • the difference between hot and cold, including items that are hot and cold • the difference between day and night and what we do during the day/at night • the seasons and what happens in each | <ul style="list-style-type: none"> • names of different body parts on both humans and animals • the vocabulary same / different / similar / similarities / differences • modelling talking about and celebrating similarities and differences one. • modelling observation • different simple bodily functions • how to care for animals | <ul style="list-style-type: none"> • using senses to explore a range of natural loose parts • how to sort using simple criteria • similarities and differences between school / their homes and other places • how we can look after the local environment • how to care for plants and animals • how humans are harming the world and how they can help (simple ways), | <ul style="list-style-type: none"> • how to make observations, e.g. Look the jelly wobbles when we touch it! • modelling how to explore how to make things work, e.g. remote controlled toys, switches, different push / pull forces • modelling how to use different construction kits • modelling how to use different tools, including safety aspects | <ul style="list-style-type: none"> • how to observe plants carefully • noticing plants and trees in the environment • where plants usually grow • the life cycle of plants • how to care for plants • the names of plants and trees • similarities and differences in plants • how to care for plants and animals • how humans are harming the world |

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| <p style="text-align: center;">History</p> | <ul style="list-style-type: none"> • ordering vocabulary, e.g. now, next, then, today, tomorrow • some differences between long ago and now • significant events in their lives, e.g. birthdays, starting school • how to compare, e.g. what life was like for them compared to what life was like for their grandparent • similarities and differences between their families and other families • how to find information from books about how humans change • drawing attention to the difference between then and now when reading books • significant people in their lives and in their community (and their roles), including those who help others | <ul style="list-style-type: none"> • days of the week • months of the year • weather and seasons • key customs, routines, special times, events and celebrations for different families / religions / culture | <ul style="list-style-type: none"> • know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • know some differences between long ago and now e.g. how animals were used for farming • know the differences between adult and baby animals | <ul style="list-style-type: none"> • about the life of one explorer and one inventor (through books/stories) • causes of events • how to find information from books about how humans change • drawing attention to the difference between then and now when reading books • how to empathise with historical characters, e.g. What sort of person did Matthew Henson/Amelia Earhart need to be to explore the Arctic/fly a plane on her own? (and associated vocab, e.g. brave) • how to compare and contrast characters from the past | <ul style="list-style-type: none"> • how familiar things have changed over time, e.g. toys, houses, transport • how to compare, e.g. what life was like for them compared to what life was like for their grandparents • ordering vocabulary, e.g. now, next, then, today, tomorrow • how to use simple timers • what a clock / watch is for | <ul style="list-style-type: none"> • how to order simple events • ordering vocabulary, e.g. now, next, then, today, tomorrow • weather and seasons • changes in animals and plants and life cycles • significant people in their lives and in their community • about Queen Elizabeth II and King Charles III • how to ask questions about the world around them • how to describe objects / scenes from the past, modelling correct vocabulary • how to compare things modelling stem sentences, • how to find answers to simple questions through reading / looking at videos / photos |
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| <p style="text-align: center;">Geography</p> | <ul style="list-style-type: none"> names of key locations around school names of key locations in the local community similarities and differences between their families and other families positive attitudes about the differences between people key customs, routines, special times, events and celebrations for different families / religions / cultures different occupations linked to people in their community and those who help us special places and places of significance | <ul style="list-style-type: none"> the different types of weather the different types of clothing we wear for different weather types the difference between hot and cold, including items that are hot and cold the difference between day and night and what we do during the day / at night the seasons and what happens in each, linked to weather, trees, animals and themselves, celebrations and clothing about life in another country | <ul style="list-style-type: none"> the difference between day and night and what we do during the day/at night - animal behaviours the seasons and what happens in each, linked to weather, trees, animals and themselves how to use atlases and globes to find where they live and where people and animals from stories live | <ul style="list-style-type: none"> names of different physical and human features through small world play similarities and differences in physical and human features of different places a key city and some physical/human features a key country and some physical/human features different types of houses | <ul style="list-style-type: none"> how to look at basic maps and find information how to draw /make simple maps a key city and some physical / human features a key country and some physical / human features observational skills vocabulary linked to the local environment how to use / draw information from simple maps how to use atlases and globes to find where they live and where people and animals from stories live that land is often green and water blue when looking at simple globes / maps | <ul style="list-style-type: none"> names of key locations in the setting names of key locations around school names of different physical and human features through small world play similarities and differences in physical and human features of different places the seasons and what happens in each, linked to weather, trees observational skills vocabulary linked to the local environment special places and places of significance |
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For other subjects, please see other relevant sections on the website.

Art and Design

Across the year the children will:

Creating with materials

- Model naming and describing materials.
- Teach pupils to stretch, squash, roll, tear, scrunch and join materials.
- Model imaginative construction.
- Explain choices of materials and shapes.

Tools and fixings

- scissor use and safety
- cutting tape safely on and off a cutter
- the different types of fixing and which to use in different scenarios, including different types of glue and tape
- correct use of cutlery
- safe use of hole punches, staplers, trowels, hammer, hand drills, hand vice and saw

Painting

- finger painting and using other body parts to paint, modelling how to press and lift (not smudge)
- how to use rollers, sponges, brushes and different types of paint
- correct paint brush grip
- how to mix colours (primary to secondary and shades – black and white)
- model using colours for different purposes

Drawing/lines

- mark making with different media, e.g. chalks, water, pens, pencils, crayons and in different materials such as shaving foam, sand, paint, mud
- model conversations about what you are making marks for, drawing to represent ideas / assigning meaning to marks
- drawing different lines, e.g. straight, wavy, zig zag
- how to draw accurately through observation
- how to make lines darker / lighter

Sculpting

- how to sculpt different shapes modelling vocabulary, e.g. roll like a ball, roll out like a sausage, stretch, twist, flatten, pull, squeeze, stick together
- model making simple items describing what you have made and the process

Colour, pattern, texture, shape

- meet the names for a range of different colours
- meet the names of textures through modelling using senses and using the correct vocabulary
- how to create texture by mixing things with paint and glue
- explain why different textures could be used for different purposes
- how to make patterns with colour and shape

Artists/wider concepts

- what an artist, an art show and an art gallery are (through structured story times)
- model expressing opinions about different pieces of art
- teach pupils stem sentences and the correct vocabulary to express opinions, e.g. I like/ dislike because ...
- model how to talk about shape, colour, pattern and texture in art
- the names of different artists