

Heptonstall J, I & N School 2023-2024

Reception/Year One Long Term Plan/Overview

Area of Learning	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)		
Theme	People Who Help Us		Traditional Tales <i>Harvest Festival</i> <i>Christmas</i>		Polar Regions	Off on a Journey <i>Easter</i>	On the Farm	There's No Place Like Home (Heptonstall)
Suggested Texts (NF: Non-Fiction)	Zog and the Flying Doctors by Julia Donaldson Burglar Bill by Janet and Allan Ahlberg The Extraordinary Life of Mary Seacole by Naida Redgrave Little People Big Dreams: Florence Nightingale by Maria Isabel Sanchez Vegara	Pumpkin Soup by Helen Cooper Jack and the Beanstalk by Ed Bryan Jasper's Beanstalk by Nick Butterworth The Enormous Turnip by Katie Daynes	Lost and Found by Oliver Jeffers Polar Bear, Polar Bear What Do You Hear? By Bill Martin Jr The Emperor's Egg by Martin Jenkins Polar Regions by Steve Parker	Mr Gumpy's Outing by John Burningham The Night Train by Matilda Woods The Journey Home by Frann Preston-Gannon Look Inside: Things That Go by Rob Lloyd Jones	Farmer Duck by Martin Waddell What the Ladybird Heard by Julia Donaldson Farmyard Hullabaloo by Giles Andreae	The Colour Monster by Anna Llenas What Makes Me a Me? By Ben Faulks Children of the World by Nicola Edwards		
English	Narrative: Well-known Stories (Zog and the Flying Doctors) Biography – People from Other Cultures (Mary Seacole)	Narrative: Traditional Tales/Fairy tales (Jack and the Beanstalk) Instructions – How to Grow a Beanstalk (Science Link)	Narrative: Well-known Stories (Lost and Found) Poetry – Weather Poems	Fiction: Science Fiction Stories (The Night Train) Non-Chronological Report – Vehicles	Narrative: Stories with a Familiar Setting (Farmer Duck) Poetry – Farm Animal Poems Recount – Trip to the Farm	Narrative: Well-known Stories (The Colour Monster) Poetry – Poems about Ourselves		
Phonics Essential Letters and Sounds	Essential Letters and Sounds R Phase 2/3 Y1 Phase 5		Essential Letters and Sounds R Phase 3/4 Y1 Phase 5		Essential Letters and Sounds R Phase 4/5 intro Y1 Consolidation			
Y1 SPaG Classroom Secrets	Ready to Write(3 wks) Leaving spaces between words Separation of words with spaces Punctuating Sentences (4 wks) Introduction to capital letters to demarcate sentences Introduction to full stops to demarcate sentences Beginning to punctuate sentences with a capital letter Beginning to punctuate sentences with a full stop Name the letters of the alphabet in order	Word Classes (2 wks) How words can combine to make sentences Capital Letters1(2 wks) Using a capital letters for names of people, places, days and the personal pronoun 'I'	Conjunctions (4 wks) Joining words and caluses using 'and' How words can combine to make sentences Exclamations (2 wks) Introduction to exclamation marks to demarcate sentences Beginning to punctuate sentences using an exclamation mark	Capital Letters2(5wks) Using a capital letters for names of people, places, days and the personal pronoun 'I'	Questions (2 wks) Introduction to question marks to demarcate sentences Beginning to punctuate sentences using a question mark Singular&Plural(3wks) Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun Prefixes (2wks) How the prefix 'un-' changes the meaning of verbs and adjectives	Suffixes (2wks) Suffixes that can be added to verbs where no change is needed in the spelling of the root word (ing, ed, er) Sequencing Sentences(2wks) Sequencing sentences to form short narratives		
Mathematics White Rose Maths	R: Match, sort and compare Talk about measures and patterns It's Me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides Alive in 5	Y1: Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape	R: Mass and capacity Growing 6, 7, 8 Length, height and time Building 9 and 10 Explore 3D shapes	Y1: Number: Place Value (within 20) Number: Addition and Subtraction (within 20) Number: Place Value (Within 50) Measurement: Length and Height Measurement: Mass and Volume	R: To 20 and Beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections	Y1: Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (Within 100) Measurement: Money Measurement: Time		
EYFS: Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community.	<i>Recognise that people have different beliefs and celebrate special times in different ways (Harvest/Christmas).</i> Compare and contrast characters from stories, including figures from the past.	Recognise some environments that are different to the one in which they live. Explore the natural world around them.	Comment on images of familiar situations in the past. <i>Recognise that people have different beliefs and celebrate special times in different ways (Easter)</i>	Recognise some environments that are different to the one in which they live. Explore the natural world around them.	Comment on images of familiar situations in the past. Draw information from a simple map.		
	R: Understand the effect of changing seasons on the natural world around them			Describe what they see, hear, and feel whilst outside.				
Y1: Science	My Body	Identifying Plants	Identifying Animals (Arctic Adventures)	Materials Travel and Transport	Seasons Farming Seasons			
Y1: Geography			The Continents and Oceans of the world The Arctic	The UK and its Capital Cities	Rural Farming	Our Local Area, Heptonstall		
Y1: History	Nurturing Nurses (Significant Individuals: Mary Seacole and Florence Nightingale)			Travel and Transport: Changes Over Time (Significant Individual: Amelia Earhart)		Local History: Heptonstall & Hebden Bridge (Significant Individual: David Hartley)		
R/Y1: RE	What makes a good helper? And who helps us? F.5	Which books and stories are special? 1.1		How and why do we care for others? 1.4	How do we celebrate special events? 1.2	What do religious believers believe about who created the world? F.6		

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		How are special times celebrated? Autumn Festivals F.2 Cycle A: Diwali Cycle B: Harvest Festival Christmas			How are special times celebrated? Spring Festivals F.4 Cycle A: Chinese New Year and Eid al-Fitr Cycle B: Pancake Day and Holi Easter				
Y1/2: Computing Purple Mash		1.4 Lego builders 3 wks	1.8 Spreadsheets 3 wks	1.5 Maze explorers 3 wks	1.7 Coding 6 wks	2.3 Spreadsheets 4 wks	2.1 Coding 5 wks	2.6 Creating pictures 5 wks	2.8 Presenting ideas 4 wks
EYFS: Expressive Arts and Design		Develop storylines in their pretend play. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them			Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively sharing ideas, resources, and skills. Explore, use, and refine a variety of artistic effects to express their ideas and feelings		Watch and talk about dance and performance art, expressing their feelings and responses Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.		
Y1: Art		Colour Creations Mondrian and Kandinsky		Arctic Adventure Art		Self portraits Matisse, Kahlo, Rembrandt, Van Gogh, Opie			
Y1: DT		Moving Pictures (Stable Structures)		Moving Minibeasts (Mechanical Structures)		Vehicles (Mechanical Structures)			
Y1: Music Music Express		Who Shall I Be Today? R Our Bodies 1	A Tale from Long Ago R Storytime 1	When Snowflakes Fall R Number 1	A Sky Full of Colour R Travel 1	Our Growing World R Seasons 1	Let's Go Green R Our School 1		
Communication and Language		Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.		
		Learn new vocabulary		Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary through the day		Use new vocabulary in different contexts Learn rhymes, poems, and songs.			
EYFS: Personal, Social and Emotional Development		See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.			
		<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout EYFS</i>							
Y1/2: PSHCE Twinkl Life		Relationships; TEAM	Health & well-being; It's my body	Living in the wider world; Diverse Britain	Living in the wider world; Aiming High	Living in the wider world; Money Matters	Relationships; Be Yourself		
EYFS: Physical Development		Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Combine different movements with ease and fluency	Develop overall body-strength, balance, co-ordination, and agility Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.		Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.			
		Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.							
R/Y1: PE	MD	EYFS Movement development	EYFS Me and myself	EYFS Fitness	EYFS Working with others	EYFS Throwing and catching	EYFS Fun and games		
	AS	Dodgeball 1	Dance 2	Gymnastics 2	Football 1	Orienteering 1	Tennis 1		