

Heptonstall J, I & N School 2024-2025

Reception/Year One Long Term Plan/Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Ocean Explorers	Look out London! (The Great Fire of London) <i>Diwali</i> <i>Christmas</i>	Superheroes to the Rescue!	Castles and Knights <i>Easter</i>	Sensational Safari	At the Sunny Seaside
Suggested Texts (NF: Non-Fiction)	<p><i>Storm Whale</i> by Benji Davies</p> <p><i>Commotion in the Ocean</i> by Giles Andreae</p> <p><i>Atlas of Ocean Adventures</i> by Emily Hawkins</p> <p><i>The Rainbow Fish</i> by Marcus Pfister</p>	<p><i>Rama and Sita: The Story of Diwali</i> by Malachy Doyle</p> <p><i>Toby and the Great Fire of London</i> by Margaret Nash</p> <p><i>Beginning History: The Great Fire of London</i> by Liz Gogerly</p>	<p><i>Eliot Jones: Midnight Superhero</i> by Anne Cottringer</p> <p><i>Supertato</i> by Sue Hendra and Paul Linnet</p> <p><i>10 Little Superheroes</i> by Michael Brownlow</p> <p><i>Traction Man</i> by Mini Grey</p>	<p><i>Rapunzel</i> by Ladybird Publishers</p> <p><i>See Inside Castles</i> by Katie Daynes</p> <p><i>The Princess and the Wizard</i> by Julia Donaldson</p>	<p><i>Handa's Surprise</i> by Eileen Brown</p> <p><i>We're Going on a Lion Hunt</i> by David Astell</p> <p><i>One Day on our Blue Planet: In the Savannah</i> by Ella Bailey</p>	<p><i>The Lighthouse Keeper's Lunch</i> by Ronda Armitage and David Armitage</p> <p><i>The Night Pirates</i> by Peter Harris</p> <p><i>Pirates Love Underpants</i> by Claire Freedman</p>
English	<p>Narrative: Well-known Stories (Storm Whale)</p> <p><i>Poetry - Commotion in the Ocean</i></p>	<p>Narrative: Stories from other Cultures (Rama and Sita, The Story of Diwali)</p> <p><i>Recount - Samuel Pepys (GFoL)</i></p>	<p>Narrative: Fantasy Stories/Science Fiction Stories (Traction Man)</p> <p><i>Poetry – Superheroes</i></p>	<p>Narrative: Traditional Tales (Rapunzel)</p> <p><i>Poetry – Easter performance poems</i></p>	<p>Narrative: Stories from other Cultures (We're Going on a Lion Hunt)</p> <p><i>Non-Chronological Report – Plants (Science Link)</i></p>	<p><i>Instructions – Seaside Snacks (DT Link)</i></p> <p><i>Recount – Trip to the Zoo</i></p> <p>Narrative: Stories from a Familiar Setting (The Lighthouse Keeper's Lunch)</p>
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	<p>Ready to Write(3 wks) Leaving spaces between words Separation of words with spaces</p> <p>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</p>	<p>Word Classes (2 wks) How words can combine to make sentences</p> <p>Capital Letters(2 wks) Using a capital letters for names of people, places, days and the personal pronoun 'I'</p>	<p>Conjunctions (4 wks) Joining words and clauses using 'and' How words can combine to make sentences</p> <p>Exclamations (2 wks) Introduction to exclamation marks to demarcate sentences Beginning to punctuate sentences using an exclamation mark</p>	<p>Capital Letters(2wks) Using a capital letters for names of people, places, days and the personal pronoun 'I'</p>	<p>Questions (2 wks) Introduction to question marks to demarcate sentences Beginning to punctuate sentences using a question mark</p> <p>Singular&Plural(3wks) Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun</p> <p>Prefixes (2wks) How the prefix 'un-' changes the meaning of verbs and adjectives</p>	<p>Suffixes (2wks) Suffixes that can be added to verbs where no change is needed in the spelling of the root word (ing, ed, er)</p> <p>Sequencing Sentences(2wks) Sequencing sentences to form short narratives</p>
Mathematics White Rose	<p>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</p>	<p>Y1: Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape</p>	<p>R: Mass and capacity Growing 6, 7, 8 Length, height and time Building 9 and 10 Explore 3D shapes</p>	<p>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</p>	<p>R: To 20 and Beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections</p>	<p>Y1: Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (Within 100) Measurement: Money Measurement: Time</p>
EYFS: Understanding the World	<p>Recognise some environments that are different to the one in which they live. Explore the natural world around them.</p>	<p><i>Recognise that people have different beliefs and celebrate special times in different ways (Diwali/Christmas).</i> Draw information from a simple map. Compare and contrast characters from stories, including figures from the past.</p>	<p>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.</p>	<p>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></p>	<p>Recognise some environments that are different to the one in which they live. Explore the natural world around them.</p>	<p>Comment on images of familiar situations in the past. Draw information from a simple map.</p>
	R: Understand the effect of changing seasons on the natural world around them			Describe what they see, hear, and feel whilst outside.		
Y1: Science	Identifying Animals		My Body	Everyday Materials	Plants	Seasonal Changes
Y1: Geography	The Continents and Oceans of the World	The UK and London			Kenya and the Maasai Tribe Versus Heptonstall	Blackpool, features of a Seaside Town
Y1: History	Intrepid Explorers (Significant Individuals: Christopher Columbus and Neil Armstrong)	The Great Fire of London (Significant Individuals: Samuel Pepys)		Castles		Seaside Holidays in the Past

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R/Y1: RE	Where do we live and who lives there? F.1	Who brought messages about God and what did they say? 1.5 <i>Part A – Jesus & Christmas</i>	Which places are special and why? F.3	What does it mean to belong to a church or mosque? 1.3			Who brought messages about God and what did they say? 1.5 <i>Part B - Old Testament, Noah, Abraham, Isaac, Jacob and Joseph.</i>		
	How are special times celebrated? Autumn Festivals F.2 Cycle A: Diwali Cycle B: Harvest Festival <i>Christmas</i>		How are special times celebrated? Spring Festivals F.4 Cycle A: Chinese New Year and Eid al-Fitr Cycle B: Pancake Day and Holi <i>Easter</i>						
Y1/2: Computing Purple Mash	1.1 Online safety & Exploring Purple Mash 4 wks	1.2 Grouping & sorting 2 wks	1.6 Animated story books 5 wks	1.9 Technology outside school 2 wks	1.3 Pictograms 3 wks	2.4 Questioning 5 wks	2.5 Effective searching 3 wks	2.2 Online safety 3 wks	2.7 Making music 3 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	Mark Making <i>Kandinsky and Paul Klee</i>	Sparks and Flames <i>Rita Greer</i>				African Art			
Y1: DT			Superheroes (Mechanical Systems)	Stable structures (Mechanical Structures)			Seaside Snacks (Cooking and Nutrition)		
Y1: Music Music Express	Under the Sea R Pattern 1	Light a Candle R Weather 1	Beyond the Stars R Machines 1	New Beginnings R Ourselves 1	Amazing African Animals R Animals 1	Fabulous Food R Water 1			
Communication and Language	R: Understand how to listen carefully and why listening is important. Engage in story times.	R: Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	R: 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.	R: 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.	R: 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.	R: 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.			
	R: 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; VIPs	Health & well-being; Safety First	Relationships; Digital well being	Health & well-being	Living in the wider world; One World	Health & well-being; Growing Up (Non-Stat)			
EYFS: Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene 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.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop overall body-strength, balance, co-ordination, and agility	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. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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. Combine different movements with ease and fluency	R: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination, and agility Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.				
	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 PE Planning	MD	EYFS Movement development	EYFS Dance	EYFS Fitness	EYFS Ball skills	EYFS Throwing and catching	EYFS Fun and games		
	AS	<i>Fitness 1</i>	<i>Gymnastics 1</i>	<i>Dance 1</i>	<i>Hockey 1</i>	<i>Cricket 1</i>	<i>Athletics 1</i>		