

Iqra Academy School- Reception- Long Term Plan

With curriculum coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intent	<p>There will be a staggered intake and children will initially be settled in part time, so that they become accustomed to the new setting. Emphasis will be on continuous provision and ensuring children learn all the basic rules now of the class so that we settle quickly and begin academic learning. The role of the adult will be to facilitate play and begin to make basic assessments so that we can begin to form baselines and plan for the rest of the term/ year. Children will be introduced to nursery rhymes at carpet session as these are short and will hold children attention as we begin to take part in whole class session. In numeracy we will sing number songs and rhymes in short carpet session, but majority of learning will come through continuous provision and playing alongside adults</p> <p>Children will have been assessed and will now be in basic ability groups, refer to literacy and numeracy planning. Continuous provision will have greater independent expectation as can be seen by the challenge cards. Children will have been put into phonics groups by the middle of the term and will begin their phonics journey of RWI</p> <p>Children will be introduced to the book 'The Something' a narrative about a losing story where children will learn to inform orally. This will be followed by 'The Colour Monster' and 'The</p>	<p>Children will be introduced to provocations around the book 'Star in the Jar' where children will learn to write and tell a finding story. We will focus on light and dark through Peace at Last and Whatever Next to bring in the aspect of space and the moon. This will then lead on to astronauts and Neil Armstrong been a famous part of history.</p> <p>We will discuss bonfire night in more depth and we will have a real bonfire and fireworks to give the children first-hand experience of events that can be used in their literacy work. In the week we listen to a simple story about Guy Fawkes to begin to understand why we celebrate bonfire night each year. The actual bonfire and firework will then inspire music and arts work.</p> <p>Children will visit the local church who will lead the children through key activities that will teach the children the Christmas story, take part in making traditional decorations and Christmas games and crafts. There is also a social aspect in which children will have snack and chat with adults of a Christian background enabling children to realise that while we have different beliefs, we are all the same and should treat each other with respect. We will</p>	<p>Children will be introduced to provocations around the book 'Juniper Jupiter'. We will start with the children's knowledge and interest of superheroes and discussing what makes a good superhero their powers and their strengths etc. there will be lots of role playing and small world activities that will enable the children to develop their language. We will then move children into thinking of people who help us in the community. There will be visitors into school to enable children to speak to and see people who help us in the community and we will use the mini bus to look for key places so that children gain a greater awareness of what /who is in their community .continuous provision will support people who help us.</p> <p>We will use seasonal walks to give the children a first-hand experience, in which we will model the language that will need for this aspect of learning. Artefacts will be brought back to school that will inspire them in their imagination and creative work. Continuous provision will contain a range of winter work, i.e. clothe sin home corner, white paint, snow and ice work etc.</p>	<p>Children will be focusing on traditional tales and starting with the story 'Little Red', children are to discover a basket of buns and a red cape. As children develop the topic of traditional tales they will learn more about the character analysis, morals and story structure. Once children have gained knowledge about traditional tales we will then move into looking at Cinderella and find a glass slipper. We will then take a greater in depth look at castles which leads on to St George as famous people in history.</p> <p>We will celebrate the Chinese New Year with the children being shown and taking part in a dragon dance, this will led into research work to try and discover more about the festival. Children will learn the animal race story and we will support this by going to pet shops to look at as many of the animals as possible from the story and learn about them as they handle them at the workshop. We will also explore the foods and visit supermarkets to look for the celebration foods an bring them back to school to try. Play in CP will support all this learning as well</p> <p>Children will visit the local church who will lead the children through key activities that will teach the children the</p>	<p>Children will be introduced to provocations around the book 'The Extraordinary Gardener'. There will be visits to the park to give the children hands on experiences and bring artefacts back to school that can used across all areas of learning in continuous process. However we will also be encouraging children learn in more detail from power point, computer research and books, now that their listening and understanding skills are of a higher level. Learning in continuous provision will support work on growth, plants/ seeds/growth/ flowers and seasons.</p> <p>Children will follow instructions they have created to plant their own seeds and be encouraged to take care of them. We will have on growth and decay. We will look closely at different flowers that grow in our gardens and school grounds. We will describe them, draw and make them and observe how they grow thinking about how we can help them grow. Children will discuss the weather changes and how this can help the plants grow.</p>	<p>Children will be introduced to provocations around the book 'The Storm Whale'. The purpose of the story is to encourage children to write a friendship story and explore sea creature poems and stories in more depth.</p> <p>Children will learn about going on a journey and will go on a train ride and explore what they can see so that they can learn to use new vocabulary in context. This is a chance for children to bring together all the knowledge that they have gained to recreate their own story. We will also take the children on a trip to the seaside so we can deepen their knowledge about sea life and different environments.</p> <p>Children to reflect upon everything that they have achieved this year and take pride in what they have done. Also set themselves targets for next year.</p>

	Rainbow Fish' as this enables children to learn about their feelings, emotions and friendships. They will look at different types of natural environments which will link into learning about seasonal changes they can see in Autumn time (as shown by termly overview of enhancements) continuous provision will support work on bear craft/ habitat/ environments/ woods and artefacts you can find there.	also enable the children to experience other traditions of visiting Santa and we will use their new knowledge to compare and contrast to their own festivals. Continuous provision will support this through Christmas craft activities, decorations in the classroom, home corner to be made into a Christmas house counting baubles in maths		Easter story, take part in making traditional decorations and Christmas games and crafts. There is also a social aspect in which children will have snack and chat with adults of a Christian background enabling children to realise that while we have different beliefs, we are all the same and should treat each other with respect. We will consolidate and deepen this knowledge at school as we look more in depth at the Easter story. Continuous provision activities will enable children to widen their knowledge and skills and cover the objectives below		
Implementation						
Topic	Friendship and Animals My friends My feelings Animals Seasons of the year - Autumn Hibernation	Stars and Space Light and dark Space and Astronauts Guy Fawkes - Fireworks and bonfire Christmas	Super Hero Seasons of the year - Winter People in the community who help us Famous people from the past	Traditional Tales Castles and weddings Chinese New Year – Festivals Easter	Growing Growth and decay Plants and flowers Seasons of the year - Spring	Seaside Journeys Under the water sea creatures Rhyme Friendship Seasons of the year - Summer
Core Stories	The Something	Star in the Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Supportive stories	The rainbow Fish The Colour Monster Don't Hog the Hedge	Peace at Last Whatever Next Famous Astronauts It's Nearly Christmas	Jack Frost People Who Help Us Saint George and the Dragon	Cinderella The Great Race The Easter Journal	Jack and the Beanstalk Spring	The Train Ride Fidgety Fish Smiley Shark Summer
Songs and Rhymes	I like being me song I am a little hedgehog song Red and yellow and pink and green If your happy and you know it Draw a portrait Baa Baa Black sheep The animals went in 2 by 2 5 Little Ducks	Twinkle, Twinkle 5 Little men in a flying saucer Jingle Bells When santa got stuck up the chimney We wish you a merry Christmas	Hear we go round the Mulberry bush If you're a super hero and you know it 5 super heros London's bridge is falling down If you're a Super Hero and you know it 5 Brave Firefighters	There was a Princess long ago Humpty Dumpty Grand old Duke of York Pop goes the Weasel Sing a song of sixpence 5 current buns Miss Polly	In my little garden Mary, Mary quite contrary I'm a little bean Pat a cake, pat a cake Growing plants song 5 Little Speckled frogs	Train ride song We're all going on a summer holiday A Sailor went to sea, sea, sea 1,2,3,4,5 once I caught I had a little turtle 10 Green bottles The wheels on the bus
Visits	Walking the Heaton woods observing wildlife with a focus on hibernation	Manningham Park (Autumn) Visit to Eureka – Christmas / winter theme	Visit from the fire brigade Care taker Police Vets Funzy	Manningham Park (Spring) Cliff Castle Roberts park – races	Garden centre Pets at Home Into the wild	Manningham Park (Summer) City Park Trip to seaside – Lytham
Visitors	Teacher	Fire Service	Fireman	Dental nurse	Care taker	Lollipop man
PSE	Settling in Play with other children Select play and begin to join in with others	Follow routines and rules Show an understanding of boundaries with support from adult	Lead play and listen to the ideas of others Abide by the rules and boundaries	Extend play and elaborate play ideas Take on board other peoples ideas and opinions	Play as a larger group taking on a role Find a solution to conflicts Develop appropriate ways	Transition to Year 1 and talk with others to resolve conflicts Understand others feelings and respond appropriately

	understand feelings and friendships	Build relationships with others Have responsibilities within the classroom	Aware of the behaviour and actios	Find a solution to conflicts	of being assertive Understand others feelings	
PD GMS	Gymnastics Unit 2 To develop confidence in fundamental movements To learn and refine a variety of shapes, jumps, balances and rolls To link simple balance, jump and travel actions	Dance unit 2 Recognise that actions can be reproduced in time to the music; learn beat patterns and different speeds.	Body Management unit 2 Explore a variety of rolling, sliding and slithering. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet in a variety of combinations.	Manipulation and control Coordinate similar objects in a variety of ways	Speed agility and Travel Participate in a variety of agility-based activities moving and controlling objects. Recognise the difference between.	Cooperation and solve problems Copy and repeat various patterns and actions
PD FMS	Putting on coat independently Dressing and undressing Use one handed tools and equipment Use a range of mark making implements Turn pages confidently one at a time when reading a book	Do fastenings on clothing Phonics – Hand writing Hold scissors correctly Use a range of mark making implements develop strength in fingers	Use a range of tools and equipment and adjust materials to fit for purpose Use scissors with control Use a range of mark making implements to develop the tripod grip.	Use the tripod grip to securely hold the pencil Use scissors to achieve a purpose	Use the tripod grip to securely hold the pencil and form recognisable letters Manipulate materials and equipment for a desired outcome	Use the tripod grip to securely hold the pencil and form recognisable letters
CLL/Vocabulary	Names of animals Names of friends Autumn / hibernation – leaves, conkers Names of feelings / emotions	Story character names Star Planets Astronauts Neil Armstrong Christmas – Festivals	Winter – Jack Frost, ice, snow, freeze Super hero – special powers, hero, cape, help, magic	Once upon a time, Princess, kings, queen, castles Chinese new year – festivals, race, names of animals, ordinal numbers	Parts of flower, seed soil, leaf, compost, water Food that grows Plants and flowers that grow in our gardens	Under the water sea creatures, Seaside’s and their properties, transition
Phonics	Speed sounds 1 / Ditty sheets / blending books	Speed sounds 1 / Ditty sheets / blending books	Speed sounds 1 / Ditty books / Alien words and MS speed sounds 1	Speed sounds 2 green	Speed sounds 2 purple	Speed sounds 2 pink
Writing	Developing letter formation for SS1 write recognisable letters for name, drawing small scale, main shapes to be in proportion	Consolidate letter formation for SS1 Small scale mark making – more detail to be added, such as features etc Full name writing,	Consolidate letter formation for SS1 Full name writing using correct letter formation for each letter	Developing letter formation for SS2 Full name writing using correct letter formation for each letter and a correct use of capital letters Develop sentence writing	Developing letter formation for SS2 Develop sentence writing using full stops and capital letters	Consolidate letter formation for SS2 Consolidate sentence writing full stops and capital letters
Maths	Matching and sorting Making pairs Making simple patterns Representing 1,2,3, Comparing 1,2,3 Composition of 1,2,3, Circles, triangles, shapes with 4 sides	Four Spatial Awareness Five Composition of 4 and 5 Comparing numbers to 5 Number bond 4 and 5 One more and one less	Comparing Mass 6,7,8 Even and odd Combining 2 groups Length and height 9 and 10 Comparing numbers to 10	Number bonds to 10 Number bonds to 10 3D Shapes Number beyond 10 Counting patterns beyond 10	Doubling Sharing and grouping Adding Subtracting Consolidating weaknesses	Consolidating weaknesses Night and day Time Comparing, Mass and capacity Number work to consolidate any weaknesses before year 1.
UW	Autumn – changes in seasons, weather, animals hibernating, changes in the environments and making comparisons	Celebrations – Bonfire Night, Christmas- Festivals Outdoors- planting bulbs. People from different occupations	Seasons- winter /comparisons of autumn and changes Ice experiments Eid – Festivals	Chinese new year – festivals Noodles, Castles – famous buildings Weddings – customs and culture	Growing a bean – growth and decay Planting indoors and outdoors – caring for plants Make pizzas with plants the children have grown; cress Interest in different occupations	different countries/people and communities places in the world Summer Sea life Sea creatures Comparisons of environments

EAD	Enjoy songs Role play based on first hand experiences Create their own songs using words and instruments	Pretend play Peace at Last and Whatever next Create their own stories in role play Work together to produce a space display and an autumn display Art of the solar planets and stars	pretend play around super heroes and creating stories about who they need to recue and why Art work on seasons and winter - white chalks, pens and paint on blue paper. Using scissors to create a snowflake Create a winter dance and take on the role of Jack Frost	Play a range of music encouraging children to talk about how it makes them feel and how it makes them move. Give children opportunities to express through drawing, paint, dance and movement.	Encourage to express themselves in a variety of ways Dance and move they seeds growing into plants and moving in the wind	Create drawings and paintings of underwater sea creatures and seaside environments.
	Where do we live and who lives there?	How do people celebrate in Autumn?	What makes a good helper and who helps us?	How do people celebrate in Spring?	Which places are special and why?	What do believers believe about Creation?
	Christianity and Islam	Christianity, Judaism, Hinduism, Sikhism	Christianity and Islam	Christianity, Islam, Judaism, Hinduism, Sikhism	Christianity and Islam	Christianity, Islam, Judaism, Hinduism, Sikhism
R.E	This unit explores the concept of 'Special Objects and Books'. Children are encouraged to talk about where they live and who live in their house. The unit establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe where they live and who lives with them, as well as learning about other aspects of belonging to different and wider communities, including religious communities. This unit sets the scene for other units in EYFS. The artefacts and special books they are exposed to in this unit will be revisited when they visit places of worship in a later unit.	Festivals provide a useful starting point for RE in EYFS. The unit begins with a general exploration of festivals and how they are celebrated. This is followed by a simple introduction to religious and cultural festivals through Autumn and Winter including Harvest (Christianity), Rosh Hashanah and Sukkot (Judaism), the Mid-Autumn Festival (Chinese culture), Diwali (Hinduism/Sikhism), Hannukah (Judaism) and Advent/Christmas (Christianity). The unit aims to focus attention on religious celebrations as well as cultural festivals.	This unit can be introduced in either Nursery or Reception. It explores the need to follow rules, including the 'Golden Rule' of treating others as you would like to be treated. It introduces concepts of friendship and explores the way in which we care for our friends and families. The importance of caring for others in Christianity and Islam is demonstrated through storytelling, including stories about Jesus and the Prophet Mohammed. It helps children begin to develop an awareness of the wider world in which we live through supporting local and national charities.	Festivals provide a useful starting point for RE in EYFS. The unit begins with a recap and revision of festivals and how they are celebrated. This is followed by a simple introduction to religious and cultural festivals through Spring and Summer including Mardi Gras/Rio Carnival (cultural festival that marks the beginning of Lent for some Christians), Chinese New Year (Chinese culture), Holi (Hinduism), Vaisakhi (Sikhism), Pesach (Judaism) and Lent/Easter (Christianity) and Ramadan/Eid. The unit aims to focus attention on religious celebrations as well as cultural festivals.	This unit explores the concept of 'Special Places'. Children are encouraged to talk about and experience special places - not just the places themselves, but also the people and communities associated with them. The unit establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe special places for them and special places for religious people. This unit sets the scene for other units in EYFS. Ideally, it should include a short visit to a local place of worship.	This unit will involve children exploring the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take an interest in and look after the natural world. Religious beliefs and stories about creation will be explored and children will explore how believers take care of the world due to their beliefs about creation. This unit focuses solely on religious beliefs about creation however there are many interesting cultural stories about creation that teachers may wish to explore with children. EYFS teachers may wish to consider reading some simple creation stories from around the world- try creation stories from African, First Nation American or Aboriginal cultures.

