

**GARSTANG ST THOMAS CHURCH OF ENGLAND SCHOOL**

**RECEPTION LONG TERM PAN**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes		Animals		On the Move!	
Summary	<p>At the beginning of the autumn term, we welcome our children to school with their first topic: 'Superheroes'. Children are given the opportunity to explore being the best they can be, and we celebrate what makes each child unique and special. We have a focus on our bodies, relationships and being great learners. The children consider how to help their bodies be super strong and healthy, their brains – super sparky and their actions – super helpful. We are creative and the children are given lots of opportunities to develop their drawing and painting skills.</p>		<p>In the spring term, our topic is all about animals. Real and imagined animals inspire many creative learning activities in this topic. Children learn about pet animals, working animals, animals in the wild and animal habitats. We use high-quality texts to support this topic – the children hear stories to learn about the wider world and we share non-fiction books to learn more about animals. We use our school grounds to explore and look at habitats around us. As the weather warms, we look for new life and begin to explore animal life cycles – learning about young animals. We also have a focus on symbolic animals in literature and religion.</p>		<p>Our final topic of the year provides learning opportunities on the theme of travel. Children explore travelling over land, on water, through the air and into space. They consider how they move through their local area and where they go on holidays. The topic includes a block on classic tales of journeys such as <i>The Wind in the Willows</i>, <i>Rosie's Walk</i>, and the very different woodland walks taken by Little Red Riding Hood and the Gruffalo.</p>	
Key high-quality text (linked)	<ul style="list-style-type: none"> <li>• Outside In</li> <li>• You'll soon grow Alex</li> <li>• Superkid by Claire Freedman</li> <li>• Charlie's Superhero Underpants</li> <li>• Topsy and Tim Meet the Ambulance Crew' /the Firefighters/the Police'.</li> <li>• Things that go!</li> <li>• Dr Dog' by Babette Cole</li> </ul>		<ul style="list-style-type: none"> <li>• I want a pet</li> <li>• The Great Pet Sale</li> <li>• Superworm</li> <li>• The Detective Dog</li> <li>• The Gruffalo</li> <li>• Peace at last</li> <li>• Masha &amp; the Firebird</li> <li>• Sugarlump &amp; the Unicorn</li> <li>• Monkey Puzzle</li> <li>• Chicken Licken</li> </ul>		<ul style="list-style-type: none"> <li>• Wind and the Willows</li> <li>• Rosie's Walk</li> <li>• Little Red Riding Hood</li> <li>• The Gruffalo</li> <li>• You Choose</li> <li>• Alfie's Feet</li> <li>• What the Ladybird Heard on Holiday</li> <li>• Lucy and Tom at the Seaside</li> <li>• Mrs Armitage And the Big Wave</li> <li>• Mr Gumpy's Outing</li> </ul>	
Enrichment/ educational visits and visitors	<ul style="list-style-type: none"> <li>• Life Education van (Harold)</li> <li>• Local walk to war memorial</li> <li>• Garstang Library</li> <li>• Autumn/Winter seasonal change</li> </ul>		<ul style="list-style-type: none"> <li>• Visits from Year 1 teacher</li> <li>• St Thomas' Church</li> <li>• Beacon Fell</li> <li>• Engineers Visit/Dyson Engineering Box</li> <li>• Winter/Spring seasonal change</li> </ul>		<ul style="list-style-type: none"> <li>• Visits to Year 1 Classroom</li> <li>• Coach/Canal Boat trip</li> <li>• Trip To the Seaside?</li> <li>• Spring/Summer seasonal change</li> </ul>	

<p>Communication and language – listening, attention and understanding and speaking</p>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully when listening to familiar stories with increasing attention and recall.</li> <li>• Join in with storytimes, repeating phrases and actions.</li> <li>• To speak in front of a small group, talking about what they have found out and how they found it out when investigating their senses.</li> <li>• To learn new vocabulary; begin to use simple scientific language and then use this throughout the day.</li> <li>• Research superheroes and interview family members about which superhero they would want to be.</li> <li>• Talk about their families &amp; know that all families are different.</li> <li>• Make speeches saying why they are a Superhero and answer questions in front of the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Share an opinion with adults and peers and provide a reason for their opinions such as when talking about what makes a good pet and discussing their own pets.</li> <li>• Look up pictures of pets in the past and compare with pictures of pets in the present.</li> <li>• To understand a range of complex sentence structures.</li> <li>• To re-tell a story to follow a story without pictures of props</li> <li>• To develop the confidence to talk to other adults, for example, listen to a vet discuss how the vets help animals. Ask questions to find out more</li> <li>• To share their work to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• To talk with confidence about their own walking experiences.</li> <li>• To understand questions such as who what where when why and how when talking to others about their experiences of journeys.</li> <li>• To have conversations with adults and peers with back-and-forth exchanges.</li> <li>• To link statements and stick to a main theme.</li> <li>• To talk to different adults around the school.</li> <li>• Describe how water feels, looks and moves.</li> <li>• Create a water poem.</li> <li>• Ask questions and use good reasoning to explain answers.</li> <li>• Use play experiences to explore and extend learning.</li> </ul>
<p>Personal, social and emotional development – self-regulation, managing self and building relationships</p>	<ul style="list-style-type: none"> <li>• To recognise different emotions and understand how people show emotions.</li> <li>• Identify &amp; express their own and their families' strengths through thinking about What makes me, me? Personality, thinking ability, imagination, artistic ability and creativeness.</li> <li>• Form positive relationships and develop respect for others through finding out about members of the school community.</li> <li>• Learn how to live a healthy lifestyle by advising Mr Couch Potato how to become a Superhero.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and moderate their own feelings socially and emotionally., considering the feelings and needs of others.</li> <li>• Meet Super Worm! Think about the different ways he is helpful. To identify helpful behaviour, explore a range of different situations where they can demonstrate helpful behaviour to each other and recognise the positive feelings associated with being helpful to others.</li> <li>• To focus during longer whole class lessons.</li> <li>• To follow two step instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• To control their emotions using a range of techniques.</li> <li>• To maintain focus during extended whole class teaching.</li> <li>• To follow instructions of three steps or more.</li> <li>• To manage own basic needs independently.</li> <li>• To show resilience and perseverance in the face of challenge.</li> <li>• To show a can-do attitude.</li> <li>• To work as a group.</li> <li>• To begin to develop relationships with other adults around the school.</li> <li>• To have confidence to communicate with adults around the school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learn the importance of washing hands properly.</li> <li>• To put coat and socks on independently.</li> <li>• To get changed for PE with support.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to show resilience and perseverance in the face of challenge.</li> <li>• To develop independence when dressing and dressing for activities such as PE.</li> </ul>	<ul style="list-style-type: none"> <li>• To have strong friendships.</li> <li>• Travel through a forest working as a team to build a fairy house. work collaboratively and evaluate each other's work.</li> <li>• Work safely and with purpose.</li> </ul>
Physical development - gross motor	<ul style="list-style-type: none"> <li>• To balance and safely use apparatus</li> <li>• To move safely in a space.</li> <li>• To stop safely.</li> <li>• Develop control when using equipment.</li> <li>• To work cooperatively with a partner. To balance.</li> <li>• To run and stop.</li> <li>• Change direction.</li> <li>• To jump and hop</li> <li>• To explore different ways to travel using equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• To balance and safely use apparatus. <ul style="list-style-type: none"> <li>• To jump and land safely from a height.</li> <li>• To explore travelling round over and through apparatus.</li> <li>• To create short sequences linking actions together.</li> <li>• To develop accuracy when thrown into a target.</li> <li>• Throw and catch with a partner.</li> <li>• To kick a ball to a target</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To balance and safely use apparatus</li> <li>• To move safely with confidence and imagination communicating ideas.</li> <li>• Copy and link repeated actions exploring pathways and shapes.</li> <li>• To develop accuracy when throwing</li> <li>• To follow instructions and move safely when playing tagging games.</li> <li>• To learn to play against an opponent.</li> <li>• To play by the rules and develop coordination.</li> <li>• To explore striking the ball.</li> </ul>
Physical development – fine motor	<ul style="list-style-type: none"> <li>• To use a dominant hand.</li> <li>• To begin to use a tripod grip when using mark-making tools.</li> <li>• To use tweezers to transfer objects.</li> <li>• To large thread large beads.</li> <li>• To begin to use anticlockwise movement and retrace vertical lines.</li> <li>• To begin to write letters.</li> <li>• To hold scissors correctly make snips in paper, cutting along a straight and zigzag lines.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a tripod grip when using mark-making tools.</li> <li>• To hold scissors correctly and cut a large shapes and curved lines</li> <li>• To thread small beads.</li> <li>• To write letters using correct formation.</li> </ul>	<ul style="list-style-type: none"> <li>• To write letters using the correct letter formation and controlling the size of the letters</li> <li>• To hold scissors correctly to cut out small shapes.</li> <li>• To paint using thin paint brushes.</li> <li>• To create drawings with details.</li> </ul>
Understanding of the World	<ul style="list-style-type: none"> <li>• To know how they have changed Look at how their body works by investigating the 5 senses, bones, teeth, muscles, blood, heart and brain.</li> <li>• To know some similarities and differences between things in the past and now, drawing on their</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about different types of pets including exotic ones and how they might need special care.</li> <li>• Begin to understand that animals are different (e.g., reptiles and mammals) and need different things.</li> <li>• To know some similarities and differences between things in the past</li> </ul>	<ul style="list-style-type: none"> <li>• To know about the past through settings, characters and events encountered in books and what has been read in class and storytelling linked to their experiences of visiting the seaside.</li> <li>• To learn about the Hajj, the pilgrimage undertaken by Muslim people at least once in their lifetime.</li> </ul>

	<p>experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• To know about family structures and talk about who is part of their family.</li> <li>• To identify similarities and differences between themselves and peers.</li> <li>• Know the name of the town the school is in.</li> <li>• To know about features of the immediate environment.</li> <li>• Talk about how we do celebrate Diwali.</li> <li>• To know that people around the world have different religions.</li> <li>• To ask questions about the natural environment.</li> <li>• To you know about and recognise the signs of autumn.</li> <li>• To know about the features of the world and earth.</li> </ul>	<p>and now drawing on experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Look at pictures of pets in the past and compare with pictures of pets in the present.</li> <li>• To learn about the life cycle of plants and animals.</li> <li>• To know that some animals are nocturnal</li> <li>• To know about and recognise the signs of winter/spring.</li> <li>• To know about some important processes and changes in the natural world including states of matter e.g., freezing.</li> <li>• To respect and care for the natural environments.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about some of the symbols and traditions of Islam.</li> <li>• To learn about special journeys (pilgrimage) undertaken by some Christian people</li> <li>• To know that people in other countries speak different languages</li> <li>• To know that simple symbols are used to identify features on a map using Rosie's walk as a stimulus for make a story map of a walking journey.</li> <li>• To observe the growth of seeds and talk about the changes.</li> <li>• To know how to care for growing plants.</li> <li>• To know about and recognise the signs of summer.</li> <li>• To know about the same things in the world are man-made and some things are natural.</li> <li>• Discuss how locations around the world are similar and different.</li> <li>• To know that there are many countries around the world</li> </ul>
Expressive arts and design	<ul style="list-style-type: none"> <li>• Look carefully at ourselves: paint a self-portrait for the gallery,</li> <li>• Experiment with mixing colours, recreate simple representations of people and objects.</li> <li>• To draw and colour with pencils and crayons</li> <li>• Role-play using props and costumes.</li> <li>• To explore different techniques for joining materials, glue stick.</li> <li>• To know how to work safely and hygienically.</li> <li>• To use colours for a particular purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• To experiment with different mark making tools such as art pencils pastels chalk.</li> <li>• To explore different techniques for joining materials glue stick, PVA masking tape.</li> <li>• Use natural objects to make piece of art, Andy Goldsworthy.</li> <li>• Share creations and talk about the process.</li> <li>• Learn a range of traditional Nursery Rhymes that include animal characters make adaptations to these to invent</li> </ul>	<ul style="list-style-type: none"> <li>• Paint something to represent their special personal journey using their knowledge of which primary colours you mix together to make secondary colours.</li> <li>• To draw more detailed pictures of people and objects.</li> <li>• To manipulate materials.</li> <li>• To create observational drawings.</li> <li>• To know some similarities and differences between materials.</li> <li>• To share creations, talk about process evaluate their work</li> <li>• To adapt work when necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>To share their creations</li> <li>To explore different techniques for joining materials when making superhero gadgets and dens.</li> <li>To use different construction materials</li> <li>To join in with the whole school worship.</li> <li>To experiment with different instruments and their sounds.</li> <li>To talk about whether they like or dislike piece of music to create patterns using body percussion.</li> <li>To use costumes of resources to act out narratives.</li> <li>To perform a Christmas play.</li> </ul>	<p>original versions, work collaboratively to add music and actions and for each rhyme.</p> <ul style="list-style-type: none"> <li>Listen to The Great Pet Sale by Mick Inkpen, take part in pet shop sale, pay for animals, write price tags, draw out mathematical language and make zig-zag books.</li> </ul>	<ul style="list-style-type: none"> <li>To learn dance routines.</li> <li>To create narrative based around the story 'You Choose' as a stimulus for creative movements and drama</li> <li>Identify types of air transport.</li> <li>Examine van Gogh's work for creating our own art</li> <li>To consolidate their learning and to consider how to present their learning to others.</li> <li>Create a piece of art in the style of Kandinsky recognising shapes and describing position.</li> </ul>
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Schemes

P.E. (Linked to Physical Development)	<ul style="list-style-type: none"> <li>Elmer unit (including jumping, balancing and throwing)</li> </ul>	<ul style="list-style-type: none"> <li>Superworm unit (including jumping, hoping, catching, climbing)</li> </ul>	<ul style="list-style-type: none"> <li>Hungry Caterpillar unit (including travelling, hoping, stretching and running)</li> </ul>	<ul style="list-style-type: none"> <li>Rumble in the Jungle unit (including body control, travelling, running, throwing and catching)</li> </ul>	<ul style="list-style-type: none"> <li>Rosie's Walk unit (including balancing, negotiating space, throwing and catching)</li> </ul>	<ul style="list-style-type: none"> <li>Transport unit (including running, jumping, travelling)</li> </ul>
S.C.A.R.F (Linked to PSED)	<ul style="list-style-type: none"> <li>Me &amp; My Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Valuing Difference</li> </ul>	<ul style="list-style-type: none"> <li>Keeping Myself Safe</li> </ul>	<ul style="list-style-type: none"> <li>Rights and Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Being my Best</li> </ul>	<ul style="list-style-type: none"> <li>Growing and changing</li> </ul>
RWI (Linked to Literacy)	Read Write Inc and reading and writing as part of topics and interests					
Power Maths (Linked to Mathematics)	Power Maths – Numbers to 5, comparing groups within 5, shapes	Power Maths – Change within 5, number bonds within 5, space	Power Maths – Numbers to 10, comparing numbers within 10, addition to 10	Power Maths – measures, number bonds to 10, subtraction, exploring patterns	Power Maths – Counting on and counting back, numbers to 20, numerical patterns	Power Maths – shape, measures, sorting, time
RE (Linked to PSED & UTW)	I am Special & Harvest	Christmas	Stories Jesus Heard	Stories Jesus Told Easter	Special Places	Special Times

<p>Celebrations (Linked to PSED &amp; UTW &amp; RE))</p>	<p><b>Saying Thank You</b> We will start with the importance of saying thank you for all we are lucky to have, and for the people around us. We will learn about festivals that say thank you: Thanksgiving in USA; Harvest Festival in UK and around the world; the Jewish festival Sukkot. We will choose something or somebody to be grateful for and express our thanks.</p>	<p><b>Festivals of Light</b> We will reflect on the symbolism of light; learn about significant festivals of light such as Hanukkah, Diwali and Eid-ul-Fitr. Make Menorahs, Diva lights, Eid cards and create a fabulous firework light dance.</p>	<p><b>Special Birthdays</b> We find out about special birthdays. We learn about Guru Nanak's birthday and how Sikhs celebrate; We discover Wesak, an important festival for some Buddhists, that marks the Buddha's birthday; reflect on Christmas, the birthday of Jesus, and special Christmas customs.</p>	<p><b>Carnivals and Parades</b> We will Meet Nian monster, always chased away from Chinese New Year, will he ever find a festival or parade where he belongs? We take Nian on a colourful journey to Mardi Gras, help him discover the Japanese Lantern Festival and the New York Thanksgiving Parade.</p>	<p><b>Celebrating Me</b> We will listen to a story and think about what makes us special. We will Investigate birth months, the days of the week and make simple pictograms. We will think about how we celebrate.</p>	<p><b>New Beginnings</b> We invite parents or governors to share their expertise; can they explain about a customs or belief or celebration they have or tell a faith story. We think about and explore symbols of new life such as chicks, rabbits and lambs. We learn about festivals that celebrate new life and Spring.</p>
<p>Whole school Events</p>	<p><u>Autumn Term</u> Friendship Week Remembrance Day Advent</p>		<p><u>Spring Term</u> Fairtrade Fortnight World Book Day Safer Internet Day No Pens Wednesday (Oracy focus) Easter STEM Week</p>		<p><u>Summer Term</u> Healthy Body, Healthy Mind term focus Multi-cultural International Day</p>	