



## **Barnet Hill Academy Long term plans**

## Reception 2024/25

| Topic                                | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|--------------------------------------|--|---|---|---|---|--|
|                                      | Me and My Community  | Let's Explore   | Creep, Crawl and wriggle  | Ready Steady Grow   | Big Wide World  | Moving On  |
| Literacy  Communication and language | HIBISCUS<br>SONG<br>SONG<br>GE POGE  | OWL BABIES  Adminishase  Mr Gumpy's Outing  | Calefyllo<br>Calefyllo<br>Spider!   | Little Benver on The Echo merces NO DINNER!   | Naughty<br>Bus<br>Gigantic<br>Turnip  | My name is not Refugee with the state of the |
|                                      | Stories with familiar<br>settings.<br>Poetry and rhymes.<br>Labels/lists and<br>captions. Writing -<br>initial sounds & letter<br>formation. | Stories with predictable<br>and patterned<br>language. Instructions<br>Writing - CVC words,<br>labels and captions.           | Recounts Information<br>texts Writing - simple<br>sentences   | Instructions Stories<br>with familiar settings.<br>Writing - simple<br>sentences  | Instructions Writing<br>Stories with familiar<br>settings. Writing –<br>Independent writing                         | Recounts with facts Writing – with a purpose, simple stories with own ideas. Stories with familiar settings. Writing – Independent writing   |
|                                      | Base line Assessment Phoneme /s/ written as 's' Phoneme /a/ written as 'a' Phoneme /t/ written as 't' Phoneme /p/ written as 'p'             | Phoneme /o/ written as 'o' Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Language session Phoneme /c/ written as 'ck' | Phoneme /j/ written as 'j' Phoneme /v/ written as 'v' Phoneme /w/ written as 'w' Phoneme /x/ written as 'x' | Phoneme /y/ written as 'y' Phoneme /z/ written as 'z' and 'zz' Phoneme /qu/ written as 'qu' Language session Phoneme /ch/ written as 'ch' | Phoneme /ar/ written as 'ar' Phoneme /or/ written as 'or' Phoneme /ur/ written as 'ur' Phoneme /ow/ written as 'ow' | Adjacent consonants (cvcc) Language session 1 Adjacent consonants (ccvc) Language session 2 Adjacent consonants (ccvcc/cccvc/cccvcc) Language session 3  |

|             | Phoneme /i/ written as      | Phoneme /e/ written as  | Language session       | Phoneme /sh/ written  | Phoneme /oi/ written  |                        |
|-------------|-----------------------------|-------------------------|------------------------|-----------------------|-----------------------|------------------------|
|             | 'i'                         | 'e'                     | Phoneme /y/ written as | as 'sh'               | as 'oi'               | End of year Assessment |
|             | Phoneme /n/ written as      | Phoneme /u/ written as  | 'y'                    | Phoneme /th/ written  | Language session      | ,                      |
|             | 'n'                         | 'u'                     | Phoneme /z/ written as | as 'th'               | Phoneme /ear/ written |                        |
|             | Phonemes /s/, /a/, /t/,     | Phoneme /r/ written as  | 'z' and 'zz'           | Phoneme /ng/ written  | as 'ear'              |                        |
|             | /p/i/n written as 's', 'a', | 'r'                     | Phoneme /qu/ written   | as 'ng'               | Phoneme /air/ written |                        |
|             | 't', 'p' i, n'              | Language session        | as 'qu'                | Language session      | as 'air'              |                        |
|             | Phoneme /i/ written as      | Phoneme /h/ written as  | Language session       | Phoneme /ai/ written  | Phoneme /ure/ written |                        |
|             | 'i'                         | 'h'                     | Phoneme /ch/ written   | as 'ai'               | as 'ure'              |                        |
|             | Phoneme /n/ written as      | Phoneme /b/ written as  | as 'ch'                | Phoneme /ee/ written  | Phoneme /ur/ written  |                        |
|             | 'n'                         | 'b'                     | Phoneme /sh/ written   | as 'ee'               | as 'er'               |                        |
|             | Phoneme /m/ written         | Phoneme /f/ written as  | as 'sh'                | Phoneme /igh/ written | Language session      |                        |
|             | as 'm'                      | 'f' and 'ff'            | Phoneme /th/ written   | as 'igh'              |                       |                        |
|             | Phoneme /d/ written as      | Phoneme /I/ written as  | as 'th'                | Phoneme /oa/ written  |                       |                        |
|             | 'd'                         | 'l' and 'll'            | Phoneme /ng/ written   | as 'oa'               |                       |                        |
|             | Language session            | Phoneme /s/ written as  | as 'ng'                | Phoneme /oo/ (long)   |                       |                        |
|             | Phoneme /g/ written as      | 'ss'                    | Language session       | written as 'oo'       |                       |                        |
|             | 'g'                         | Language session        | Assessment             | Phoneme /oo/ (short)  |                       |                        |
|             |                             |                         |                        | written as 'oo'       |                       |                        |
|             | Assessment                  |                         |                        | Language session      |                       |                        |
| Mathematics | Getting to know you         | It's me 1, 2, 3!        | Alive in 5!            | Growing 6, 7, 8       | To 20 and beyond      | Find my pattern        |
|             | (time to play and get to    | Representing 1, 2 & 3   | Introducing zero       | Combining two         | Build numbers beyond  | Doubling               |
|             | know the children!)         | Comparing 1, 2 & 3      | Comparing numbers to   | amounts               | 10                    | Sharing & grouping     |
|             |                             | Composition of 1, 2 & 3 | 5                      | Making pairs          | Count patterns beyond | Even & odd             |
|             | Baseline Assessment         | Circles and triangles   | Composition of 4 & 5   | Length & height       | 10                    | Spatial reasoning 3    |
|             | Autumn White Rose           | Positional language     | Compare mass (2)       | Time (2)              | Spatial reasoning 1   | Visualise and build    |
|             | Maths                       | Light & dark            | Compare capacity (2)   | Building 9 & 10       | Match, rotate,        | On the move            |
|             | Match and sort              | Representing numbers    | VI                     | Counting to 9 & 10    | manipulate            | Deepening              |
|             | Compare amounts             | to 5                    |                        | Comparing numbers to  | First, then, now      | understanding          |
|             | Compare size, mass &        | One more or less        |                        | 10                    | Adding more           | Patterns &             |
|             | capacity                    | Shapes with 4 sides     |                        | Bonds to 10           | Taking away           | relationships          |
|             | Exploring pattern           | Time                    |                        | Exploring 3-D shapes  | Spatial reasoning 2   | Spatial mapping (4)    |
|             |                             |                         |                        | Spatial awareness     |                       |                        |

|  |  |  |   | Patterns   | Compose and decompose   |   |
|--|--|--|---|--|---|---|
| Understanding of the world                 | Science: Seasons Notice seasonal change: Summer to Autumn Me and my community  | Science: seasons<br>Geography: The Natural<br>World  | Science: Minibeast<br>Geography: Local area                   | Science: Creating with<br>material<br>History; Food and<br>farming   | Science: Life changes<br>Geography: Comparing<br>countries  | Science- Space/ Forces<br>History-Famous People<br>and Events   |
| Expressive Art<br>& Design                 | Drawing: Marvellous marks  | Structures: Junk<br>modelling  | Sculpture and 3D:<br>Creation station                         | Seasonal projects  | Painting and mixed media: Paint my world  | design and Patterns   |
| Islamic studies                            | The names and attributes of Allah Islamic greeting Sunnah of eating and drinking Surahs & duas Al Faatiha An Naas Al Falak | Stories of the prophets Adam (a.s) Prophet Muhammad (s.aw) The prophet's birth and his early life. | As Samee Al Baseer Introductions to the six articles of faith | Surah and duas Al Ikhlas Al Masad An Nasr Dua before sleeping When awakening Going up the stairs Going down the stairs | Stories of the prophets Nuh (a.s) The first revelation of the Prophet (s. a. w) Story of Saleh (a. s) Introduction to the five pillars of Islam | Wudhu Salaah Sunnahs of going to the toilet Surah Al Kawthar Aayat ul kursi Revision of all previous duas. Stories of the prophets Ibrahim (a.s) The noble character of the Prophet Muhammad (s.aw) |
| Personal, social and emotional development | All about me Me and my Family, my friends What foods do I like? Class rules/school rules                                   | Class monitor<br>Anti-bullying<br>Managing feelings<br>Rules and routines                          | Taking turns Sharing Friendship Consequences of behaviour     | Achievement<br>Assemblies<br>Managing self<br>Building relationships   | Working together as a team/class Building resilience and perseverance   | health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a   |

|             | Choosing activities<br>Making friends<br>school council<br>Self-regulation |                               |                                  |                  | moderating own feelings Perspectives of others. | good sleep routine -<br>being a safe pedestrian |
|-------------|--|-------------------------------|----------------------------------|------------------|---|---|
| Physical    | Invasion Games   | <u>Gymnastics</u>             | Net Games  Bats and balls at the | Strike and Field | Outdoor Adventure                               | Athletics                                       |
| development | Bean Bag Skills<br>Ball skills at the Zoo                                  | Balance Jumping and Balancing | circus                           | Turn taking      | Fun games with friends                          | Fun with cones                                  |