

**Barnet Hill Academy Long term plans**

**Reception 2025/26**

Topic	Autumn 1 Me and My Community	Autumn 2 Let's Explore	Spring 1 Creep, Crawl and wriggle	Spring 2 Ready Steady Grow	Summer 1 Big Wide World	Summer 2 Moving On
<b>Literacy Reading</b>						
<b>Communication and language</b>	<p>Stories with familiar settings. Poetry and rhymes. Labels/lists initial sounds &amp; letter formation.</p>	<p>Stories with predictable and patterned language. Instructions Writing - CVC words, labels and captions.</p>	<p>Recounts Information texts Writing - simple sentences</p>	<p>Instructions Stories with familiar settings. Writing - simple sentences</p>	<p>Instructions Writing Stories with familiar settings. Writing – Independent writing</p>	<p>Recounts with facts Writing – with a purpose, simple stories with own ideas. Stories with familiar settings. Writing – Independent writing</p>
<b>Phonics</b>	<p>Base line Assessment Phoneme /s/ written as 's' Phoneme /a/ written as 'a' Phoneme /t/ written as 't' Phoneme /p/ written as 'p'</p>	<p>Phoneme /g/ written as 'g' Phoneme /o/ written as 'o' Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Language session</p>	<p>Phoneme /j/ written as 'j' Phoneme /v/ written as 'v' Phoneme /w/ written as 'w' Phoneme /x/ written as 'x'</p>	<p>Phoneme /y/ written as 'y' Phoneme /z/ written as 'z' and 'zz' Phoneme /qu/ written as 'qu' Language session Phoneme /ch/ written as 'ch'</p>	<p>Phoneme /ar/ written as 'ar' Phoneme /or/ written as 'or' Phoneme /ur/ written as 'ur' Phoneme /ow/ written as 'ow'</p>	<p>Adjacent consonants (cvcc) Language session 1 Adjacent consonants (ccvc) Language session 2 Adjacent consonants (ccvcc/ccvc/ccvcc)</p>

	<p>Phoneme /i/ written as 'i'</p> <p>Phoneme /n/ written as 'n'</p> <p>Phonemes /s/, /a/, /t/, /p/i/n written as 's', 'a', 't', 'p' i, n'</p> <p>Phoneme /i/ written as 'i'</p> <p>Phoneme /n/ written as 'n'</p> <p>Phoneme /m/ written as 'm'</p> <p>Phoneme /d/ written as 'd'</p> <p>Language session</p> <p>Assessment</p>	<p>Phoneme /c/ written as 'ck'</p> <p>Phoneme /g/</p> <p>Phoneme /o/ written as 'o'</p> <p>Phoneme /e/ written as 'e'</p> <p>Phoneme /u/ written as 'u'</p> <p>Phoneme /r/ written as 'r'</p> <p>Language session</p> <p>Phoneme /h/ written as 'h'</p> <p>Phoneme /b/ written as 'b'</p> <p>Phoneme /f/ written as 'f' and 'ff'</p> <p>Phoneme /l/ written as 'l' and 'll'</p> <p>Phoneme /s/ written as 'ss'</p> <p>Language session</p>	<p>Phoneme /y/ written as 'y'</p> <p>Phoneme /z/ written as 'z' and 'zz'</p> <p>Phoneme /qu/ written as 'qu'</p> <p>Language session</p> <p>Phoneme /ch/ written as 'ch'</p> <p>Phoneme /sh/ written as 'sh'</p> <p>Phoneme /th/ written as 'th'</p> <p>Phoneme /ng/ written as 'ng'</p> <p>Language session</p> <p>Assessment</p>	<p>Phoneme /ch/ written as 'ch'</p> <p>Phoneme /sh/ written as 'sh'</p> <p>Phoneme /th/ written as 'th'</p> <p>Phoneme /ng/ written as 'ng'</p> <p>Language session</p> <p>Phoneme /ai/ written as 'ai'</p> <p>Phoneme /ee/ written as 'ee'</p> <p>Phoneme /igh/ written as 'igh'</p> <p>Phoneme /oa/ written as 'oa'</p> <p>Phoneme /oo/ (long) written as 'oo'</p> <p>Phoneme /oo/ (short) written as 'oo'</p> <p>Language session</p>	<p>Phoneme /ar/ written as 'ar'</p> <p>Language session</p> <p>Phoneme /or/ written as 'or'</p> <p>Phoneme /ur/ written as 'ur'</p> <p>Phoneme /ow/ written as 'ow'</p> <p>Phoneme /oi/ written as 'oi'</p> <p>Language session</p> <p>Phoneme /ear/ written as 'ear'</p> <p>Phoneme /air/ written as 'air'</p> <p>Phoneme /ure/ written as 'ure'</p> <p>Phoneme /ur/ written as 'er'</p> <p>Language session</p>	<p>Phoneme /ear/ written as 'ear'</p> <ul style="list-style-type: none"> <li>Phoneme /air/ written as 'air'</li> <li>Phoneme /ure/ written as 'ure'</li> <li>Phoneme /ur/ written as 'er'</li> </ul> <p>Language session 3</p> <p>End of year Assessment</p>
<b>Mathematics</b>	<p>Getting to know you (time to play and get to know the children!)</p> <p>Baseline Assessment</p> <p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass &amp; capacity</p>	<p>Circles and triangles</p> <p>Positional language</p> <p>Light &amp; dark</p> <p>Representing numbers to 5</p> <p>One more or less</p> <p>Shapes with 4 side</p> <p>Identify and name shapes with 4</p>	<p>Alive in 5!</p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 &amp; 5</p> <p>Compare mass (2)</p> <p>Compare capacity (2)</p> <p>Growing 6,7,8</p> <p>Find 6,7,8</p>	<p>Length, height and time</p> <p>Explore length</p> <p>Compare length</p> <p>Explore height</p> <p>Compare height</p> <p>Combining two amounts</p> <p>Making pairs</p> <p>Time (2)</p>	<p>To 20 and beyond</p> <p>Build numbers beyond 10</p> <p>Count patterns beyond 10</p> <p>Spatial reasoning 1</p> <p>Match, rotate, manipulate</p> <p>First, then, now</p>	<p>Find my pattern</p> <p>Doubling</p> <p>Sharing &amp; grouping</p> <p>Even &amp; odd</p> <p>Spatial reasoning 3</p> <p>Visualise and build</p> <p>On the move</p> <p>Deepening understanding</p>

	<p>Exploring pattern It's me 1, 2, 3! Representing 1, 2 &amp; 3 Comparing 1, 2 &amp; 3 Composition of 1, 2 &amp; 3</p>	<p>sidesShapes in the environment My day and night</p>	<p>Represent 6,7,8 One less 6,7,8 Composition of 6,7,8 Making pairs – odd and even Double to 8 Explore length Compare length Explore height Compare height</p>	<p>Building 9 &amp; 10 Counting to 9 &amp; 10 Comparing numbers to 10 Bonds to 10 Exploring 3-D shapes Spatial awareness Patterns</p>	<p>Adding more Taking away Spatial reasoning 2 Compose and decompose</p>	<p>Patterns &amp; relationships Spatial mapping (4)</p>
<b>Understanding of the world</b>	<p>Science: Changing Seasons</p>	<p>Science: Whatever the weather  Geography: Outdoor adventure</p>	<p>Science: Animal Adventures</p>	<p>Science: Our Beautiful Planet</p>	<p>Geography: Around the world  Geography: Exploring maps</p>	<p>Science- Space/ Forces I am a scientist  History: Peek into the Past Adventures through time</p>
<b>Expressive Art &amp; Design</b>	<p>Drawing: Marvellous marks</p>	<p>Structures: Junk modelling</p>	<p>Sculpture and 3D: Creation station</p>	<p>Seasonal projects</p>	<p>Painting and mixed media: Paint my world</p>	<p>Let's get crafty</p>
<b>Islamic studies</b>	<p>The names and attributes of Allah Islamic greeting Sunnah of eating and drinking Surahs &amp; duas Al Faatiha</p>	<p>Stories of the prophets Adam (a.s) Prophet Muhammad (s.aw) The prophet's birth and his early life.</p>	<p>As Samee Al Baseer Introductions to the six articles of faith</p>	<p>Surah and duas Al Ikhlas Al Masad An Nasr Dua before sleeping When awakening Going up the stairs</p>	<p>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</p>	<p>Wudhu Salaah Sunnahs of going to the toilet Surah Al Kawthar Aayat ul kursi</p>

	An Naas Al Falak			Going down the stairs		Revision of all previous duas. Stories of the prophets Ibrahim (a.s) The noble character of the Prophet Muhammad (s.aw)
<b>Personal, social and emotional development</b>	All about me Me and my Family, my friends What foods do I like? Class rules/school rules Choosing activities Making friends school council Self-regulation	Class monitor Anti-bullying Managing feelings Rules and routines	Taking turns Sharing Friendship Consequences of behaviour	Achievement Assemblies Managing self Building relationships	Working together as a team/class Building resilience and perseverance moderating own feelings Perspectives of others.	health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
<b>Physical development</b>	<b><u>Invasion Games</u></b>  Bean Bag Skills Ball skills at the Zoo	<b><u>Gymnastics</u></b>  Balance Jumping and Balancing	<b><u>Net Games</u></b>  Bats and balls at the circus	<b><u>Strike and Field</u></b>  Turn taking	<b><u>Outdoor Adventure</u></b>  Fun games with friends	<b><u>Athletics</u></b>  Fun with cones