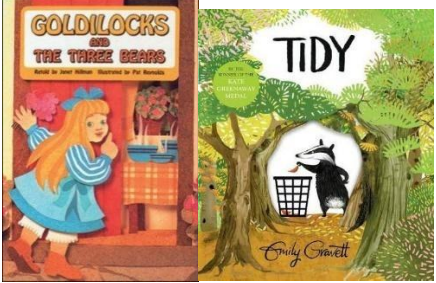
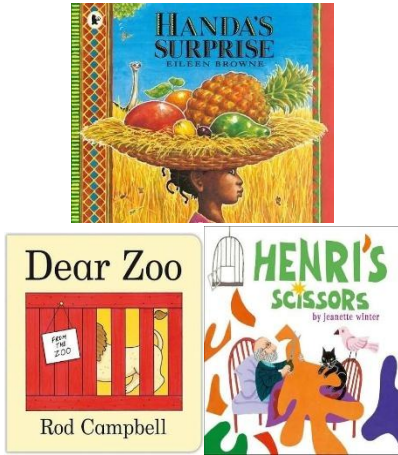
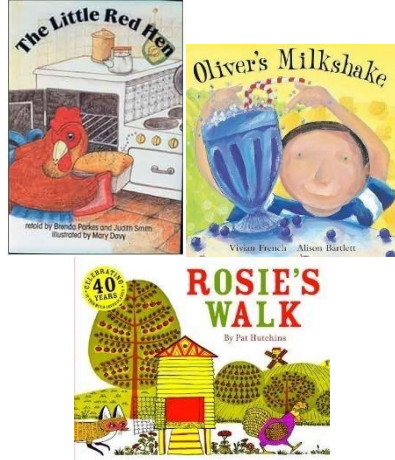
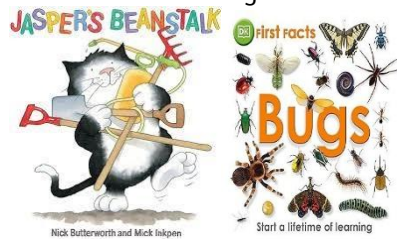


Heptonstall J & I School 2026-2027

Acorn Class: Reception Long Term Plan/Overview

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		<i>If You Go Down to the Woods Today</i>	<i>It Was a Dark, Dark Night</i>	<i>Go Wild!</i>	<i>Down on the Farm</i>	<i>Robot Rumpus</i>	<i>Down at the Bottom of the Garden</i>
Literacy Communication and Language	Core Texts	Goldilocks and the Three Bears; Tidy 	Little Glow; Room on the Broom; Can't You Sleep, Little Bear? 	Handa's Surprise; Dear Zoo; Henri's Scissors 	The Little Red Hen; Oliver's Milkshake; Rosie's Walk 	Robot Rumpus; Get Up, Elizabeth!; Martha Maps It Out 	Jasper's Beanstalk; DK First Facts: Bugs 
	Writing Focus	Hear, identify and/or record an initial sound when an adult dictates the word; use the task to practise letter formation.	Independently hear and record initial sounds to match a picture; orally segment a dictated CVC word and build it, then form the letters.	Write a dictated CVC word; independently write CVC words to match a picture or object.	Write simple dictated captions of two or more words with support to hold the caption (e.g. a dog, big cat).	Write simple dictated phrases or sentences with support to hold the phrase / sentence.	Write simple dictated phrases / sentences from memory that others can read; secure children compose and write their own.
	Phonics Essential Letters and Sounds	• Oral blending • Sounding out and blending with 23 new grapheme:phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	• Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2			• Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3	• Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words
	Oracy	Colourful Semantics introduced: who, what doing and where, built through the Tidy woodland animals.	The where (blue) card rehearsed in new, more complex settings: the dark cave, by the fire, on the broom, in the mud.	The describe (purple) card added, building toward a four-part sentence as children describe fruits and animals.	Sequencing language (first, next, then) combined with sentence building, to retell a process in order.	The full four-part Colourful Semantics sentence (who, what doing, what, where) built independently.	Independent four-part sentences applied to non-fiction, to describe and compare minibeasts.
Mathematics	Maths White Rose	<u>Baseline (1 week)</u> Getting to Know You <u>Match, Sort and Compare (2 weeks)</u> - match pictures and objects - Identify a set - Sort objects to a type - Explore sorting techniques - Create sorting rules - Compare amounts <u>Talk about Measure and Patterns (2 weeks)</u> - Compare size, mass and capacity - Explore simple patterns	<u>Circles and Triangles (1 week)</u> - Identify, name and compare circles and triangles - Shapes in the environment - Describe position <u>1, 2, 3, 4, 5 (2 weeks)</u> - Find, subitise and represent 4 and 5 - 1 more and 1 less - Composition of 1-5 <u>Shapes with 4 Sides (1 week)</u> - Identify and name shapes with 4 sides	<u>Mass and Capacity (1 week)</u> - Compare mass - Find a balance - Explore capacity - Compare capacity <u>Growing 6, 7, 8 (2 weeks)</u> - Find and represent 6, 7 and 9 - 1 more and 1 less - Composition of 6, 7 and 8 - Make pairs, odd and even - Find and make doubles to 8 - Combine 2 groups - Conceptual subitising	<u>Building 9 and 10 (3 weeks)</u> - Find, compare and represent 9 and 10 - Conceptual subitising to 10 - 1 more and 1 less - Composition and bonds to 10 - Make arrangements to 10 - Find and make doubles to 10 - Explore odd and even <u>Explore 3-D Shapes (2 weeks)</u> - Recognise and name 3D shapes - Find 2D shapes within 3D shapes	<u>To 20 and Beyond (2 weeks)</u> - Build numbers beyond 10 - Continue patterns beyond 10 - Verbal counting beyond 20 - Verbal counting patterns <u>How many now? (1 week)</u> - Add more - How many did I add? - Take away - How many did I take away? <u>Manipulate, Compose and Decompose (2 weeks)</u> - Select shapes for a purpose	<u>Visualise, Build and Map (3 weeks)</u> - Identify units of repeating patterns - Create and explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - describe positions - give instructions to build - explore mapping

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		- Copy and continue simple patterns - Create simple patterns <u>It's Me 1, 2, 3 (2 weeks)</u> - Find, subitise and represent 1, 2, 3 - 1 more and 1 less - Composition of 1, 2, 3 <u>Consolidation</u>	- Combine shapes with 4 sides - Shapes in the environment - My day and night <u>Alive in Five (2 weeks)</u> - Introduce zero - Find, subitise and represent 0 to 5 - 1 more and 1 less - Composition - Conceptual subitizing to 5 <u>Consolidation</u>	<u>Length, Height and Time (2 weeks)</u> - Explore and compare length and height - Talk about time Order and sequence time	- Use 3D shapes for tasks - 3D shapes in the environment - Identify more complex patterns - Copy and continue patterns Patterns in the environment	- Rotate and manipulate shapes - Explain shape arrangements - Compose and decompose shapes - Copy 2D shape pictures - Find 2D shapes within 3D shapes <u>Sharing and Grouping (2 weeks)</u> - Explore sharing and grouping - Even and off sharing Play with and build doubles	- represent maps with models - create own maps <u>Make Connections (1 week)</u> - Deepen understanding - Patterns and relationships <u>Consolidation</u>
Understanding the World Personal, Social and Emotional	Science	Animals and Habitats (Woodland)	Changing States and Making Shadows Seasonal Changes	Senses and Animals/Pets	Changing States Seasonal Changes	Exploring Forces (magnets) and Electricity (circuits)	Lifecycles, Plants and Minibeasts Seasonal Changes
	Geography	The Woodland: Describing a Place	Embedding Where Language	Comparing Places: Kenya and Halifax	The Farm: A New Environment and a Farm Journey Map	Our Local Area: Martha Maps It Out and the Mosque Walk	The Garden: A New Setting, Plus Assessment
	History	My Story	Family History	A Real Artist from the Past: Henri Matisse	<i>No explicit history</i>	A Real Person from Long Ago: Queen Elizabeth I	Looking Back at My Year
	RE Believing and Belonging Syllabus	E.4 Who belongs in my family and community? Pathway 4: Personal Journey E.6 How do we understand and care for the world? Pathway 6: The Big Picture	E.5 How do people celebrate special times? Pathway 5: Influence and Authority	E.3 Who cares for me and how do I help others? Pathway 3: Good Life	E.5 How do people celebrate special times? Pathway 5: Influence and Authority E.6 How do we understand and care for the world? Pathway 6: The Big Picture	E.1 Which places are special to members of our community? Pathway 1: Nature of Religion and Belief	E.2 Why are some objects special? Pathway 2: Expressing Beliefs
	PSHE Jigsaw	Being Me in My World Identity, feelings, rules and belonging	Celebrating Difference Talents, difference, families and standing up for yourself	Dreams and Goals Perseverance, goals, aspiration and jobs	Healthy Me Healthy bodies and minds, hygiene and staying safe	Relationships Family, friendships, conflict and being a good friend	Changing me Growth, change, transition and celebrating the year
Expressive Arts & Design	Art	Andy Goldsworthy (sculptures using natural materials) <i>Drawing a person, and art from natural materials</i>	Vincent van Gogh (The Starry Night) <i>Painting the night sky, and celebration art</i>	Greg du Toit (sunset colour mixing) and Henri Matisse (collage) <i>Collage, sunset painting, and observational drawing</i>	Olga Prinku (weaving) <i>Weaving, and observational farm art</i>	Brian Mock (scrap metal robots) <i>Design and make: junk and loose parts robots</i>	Sandra Wall-Armitage (botanical watercolours) <i>Observational watercolour, and making with dough and junk</i>
	DT	Paper plate bears (joining) Food tech: cream cheese bears	Salt-dough Diya lamps	Treasury-tag snakes and bead necklaces (joining and threading) Food tech: fruit kebabs, pancakes, watermelon pizza	Weaving on a frame Food tech: bread making	Junk-model split-pin robots	Dough minibeasts Junk musical instrument (cross-referenced with Art and Music)
	Music Sparkyard	My Musical Classroom Step One: Hear my voice Step Two: What's the music saying? Step Three: Instruments everywhere Step Four: Playing with songs		Musical Patterns and Performing Step One: What's the pattern? Step Two: Playing musical patterns and accompaniments Step Three: Exploring descriptive sounds Step Four: Let's perform!		Sound Stories Step One: Pitch play and changing sounds Step Two: Patterns and sequences Step Three: Meet the characters Step Four: Perform a story!	
Physical	PE PE Planning	EYFS Me and myself <i>Plus Forest school</i>	EYFS Movement and development	EYFS Throwing and catching <i>Plus Forest school</i>	EYFS Ball skills	EYFS Fun and games <i>Plus Forest school</i>	EYFS Working with others