



# St. Anthony's Catholic Primary School

## Reception Long-Term Plan

	Autumn 1 All about me	Autumn 2 A kaleidoscope of colour	Spring 1 Once Upon a Time	Spring 2 It's a bug's life	Summer 1 Transport	Summer 2 Journey afar
<b>Rationale</b>	Progression from Nursery – Myself to My Family. Exploration of diversity and different families. Harvest is an important whole school celebration. Begin to look at the world around them – seasonal changes (Autumn) African story - exploring another culture and reflection of the make-up of the cohort.	Building on All About Me / physical body parts. Calendar influences e.g. bonfire night and Celebration and story of Diwali to look at different beliefs and celebrations in different ways. Christmas is an important celebration in the Catholic calendar.	Storytelling and story structure. Building on children's limited repertoire. Links with Spring and growth – planting. Traditional story from another country /culture linked to events in the calendar.	Building on growth topic from Nursery. Opportunities for children to experience first-hand and explore their immediate environment. Exposure to non-fiction texts. Easter is an important celebration in the Catholic calendar.	Links to the local community – Manchester airport. Raising awareness of the world of work and the different job roles. The airport provides jobs for many local families. Make comparisons with transport of the past through the Introduction of historical figure – Amelia Earhart.	Broaden children's knowledge of the wider world and how we can travel there – locate on a map. Travel to India to compare and contrast countries and cultures. Build upon knowledge of transport from Summer One and Indian celebrations (Diwali) from Autumn Two
<b>Communication &amp; Language</b>	Wellcomm focus: Learning the meaning of when. Learning the meaning of after. Learning that things that go together are not always the same.	Wellcomm focus: Understanding more complex sentences, providing additional information e.g. Look, the winning car, is red. What colour is the losing car? Understanding either/or in a sentence. Understanding prepositions (next to, behind, in front of) Following instructions to create hedgehog bread and Christmas cards.	Wellcomm focus: Understanding emotions from facial expressions. Learning and remembering to say five things. Understanding question words from stories (who, what, where, when, why, how)	Wellcomm focus: Using superlatives – biggest, tallest, shortest, longest, smallest, furthest, and closest. Understanding passive sentences (when the subject of the sentence has an action done to it by someone or something else) e.g. The cup was washed by Mrs Matloob.	Wellcomm focus: Understanding which day comes next. Understanding idioms (pull your socks up, it's raining cats and dogs) Predicting what might happen next. Understanding periods of time.	Wellcomm focus: I can find the odd one out, explaining similarities and differences within the same group. Talking about things that are going to happen (future tense)
Literacy: High Quality Texts. These texts are read 4 times per day.	Week 1: 					



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	Week 2:						
	Week 3:						
	Week 4:						
	Week 5:						



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	Week 6:						
Literacy: Early Reading & Phonics	Read first 16 single-letter Set 1 sounds <b>m a s d t i n p g o c k u b f e l</b>	Read all Set 1 single-letter sounds (m a s d t i n p g o c k u b f e l) h r j v y w z x  Blend sounds into words orally	Blend sounds to read words  Read short Ditty stories  Read Set 1 Special Friends sh th ch qu ng nk ck	Read Red Storybooks  Read 4 double consonants	Read Green Storybooks	Read Green or Purple Storybooks  Read first 6 Set 2 sounds <b>p ay ee igh ow (as in blow) oo (as in zoo) oo (as in look)</b>	
Literacy: Explicit teaching of letter formation & handwriting	Pre-writing Patterns   In addition to this, children will learn the letter formation rhymes for the letters taught.	Pre-writing Patterns   In addition to this, children will learn the letter formation rhymes for the letters taught.	Pre-writing Patterns   In addition to this, children will learn the letter formation rhymes for the letters taught.	Pre-writing Patterns   In addition to this, children will learn the letter formation rhymes for the letters taught.	Improving pencil control and fine motor skills 	Improving pencil control and fine motor skills 	



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<p>Literacy: Explicit teaching of writing (transcription)</p> <ul style="list-style-type: none"> <li>Representing name and initial letter sounds.</li> <li>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</li> <li>Writing initial sounds and simple captions.</li> <li>Use initial sounds to label characters / images.</li> <li>Writing Names and Labels.</li> <li>Writing messages. Practising correct letter formation.</li> </ul> <p><b>Working towards expected standard in Reception</b></p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Write name</td> <td>Fred talk initial sounds</td> <td>Some letters formed</td> <td>Good pencil control</td> <td>Comfortable pencil grip</td> <td>Write CVC words</td> </tr> </table>							Write name	Fred talk initial sounds	Some letters formed	Good pencil control	Comfortable pencil grip	Write CVC words	<ul style="list-style-type: none"> <li>Writing CVC words.             <ul style="list-style-type: none"> <li>Name writing. Labelling using initial sounds and CVC words.</li> <li>Story scribing.</li> <li>Retelling stories in writing area. Sequencing the story. Practising correct letter formation.</li> <li>Start to write captions.</li> <li>Say a simple sentence for writing.</li> <li>Guided writing based around developing short sentences in a meaningful context.</li> </ul> </li> </ul> <p><b>Working towards expected standard in Reception</b></p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Write name</td> <td>Fred talk initial sounds</td> <td>Some letters formed</td> <td>Good pencil control</td> <td>Comfortable pencil grip</td> <td>Write CVC words</td> </tr> </table>							Write name	Fred talk initial sounds	Some letters formed	Good pencil control	Comfortable pencil grip	Write CVC words	<ul style="list-style-type: none"> <li>Caption Writing and Tricky Words.</li> <li>Writing some of the tricky words such as I, me, my, like, to, the.</li> <li>Writing CVC words. Labels using CVC, CVCC, CCVC words.</li> <li>Guided writing based around developing short sentences in a meaningful context.</li> <li>Create a story board. Practising correct letter formation.</li> </ul> <p><b>Working at expected standard in Reception</b></p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Finger space</td> <td>Capital letters</td> <td>Full stops</td> <td>Fred talk</td> <td>Correct letter formation</td> <td>Read back writing</td> </tr> </table>							Finger space	Capital letters	Full stops	Fred talk	Correct letter formation	Read back writing	<ul style="list-style-type: none"> <li>Begin to write simple sentences.</li> <li>'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences.</li> <li>Writing short sentences to accompany story maps.</li> <li>Labels and captions.</li> <li>Write a sentence.</li> <li>Ensuring correct letter formation.</li> </ul> <p><b>Working at expected standard in Reception</b></p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Finger space</td> <td>Capital letters</td> <td>Full stops</td> <td>Fred talk</td> <td>Correct letter formation</td> <td>Read back writing</td> </tr> </table>							Finger space	Capital letters	Full stops	Fred talk	Correct letter formation	Read back writing	<ul style="list-style-type: none"> <li>Writing simple sentences.</li> <li>Hold and write a sentence.</li> <li>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</li> <li>Form lower-case and capital letters correctly.</li> <li>Rhyming words.</li> <li>Write 2 sentences.</li> <li>Ensuring correct letter formation.</li> </ul> <p><b>Working at expected standard in Reception</b></p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Finger space</td> <td>Capital letters</td> <td>Full stops</td> <td>Fred talk</td> <td>Correct letter formation</td> <td>Read back writing</td> </tr> </table>							Finger space	Capital letters	Full stops	Fred talk	Correct letter formation	Read back writing	<ul style="list-style-type: none"> <li>Writing simple sentences and phrases that can be read by others.</li> <li>Story writing, writing sentences using a range of tricky words that are spelt correctly.</li> <li>Beginning to use full stops, capital letters and finger spaces.</li> <li>Using familiar texts as a model for writing own stories.</li> <li>Write a character description.</li> <li>Write three sentences with beginning, middle and end.</li> <li>Using correct letter formation.</li> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul> <p><b>Working at expected standard in Reception</b></p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Finger space</td> <td>Capital letters</td> <td>Full stops</td> <td>Fred talk</td> <td>Correct letter formation</td> <td>Read back writing</td> </tr> </table>							Finger space	Capital letters	Full stops	Fred talk	Correct letter formation	Read back writing
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Mathematics – Mastering Number	<p>Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than</p>	<p>Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20</p>	<p>Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</p>	<p>Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers</p>	<p>Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games</p>	<p>Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting</p>
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Physical Development	Gymnastics	Dance	Games	Gymnastics	Dance	Games
	I can travel using different parts of my body.	I can move confidently in a range of ways.	I can roll a ball.	I can carry out a straight roll with control.	I can copy, remember and repeat movements.	I can run safely, negotiating space.
	I can make shapes using my body.	I can safely negotiate space.	I can track a ball.	I can use different parts of my body by themselves and together.	I can work with others to share ideas and movements.	I can change direction when I run.
	I can balance on different parts of my body.	I can show good control and co-ordination in small and large movements.	I can throw a ball (at a target).	I can to use my core muscles to rock and roll to stand.	I can perform my movements.	I can throw a ball to somebody else.
	I can jump with control and land safely, on two feet.	I can copy, remember and repeat movements.	I can bounce a ball.	I can begin to practise the steps of a forward roll – chin to chest, hands on floor, head on floor, knees bent and push.	I can talk about ways to keep healthy and safe.	I can catch a ball knees bent hands cupped track the ball
	I can hop with control and land safely, on one foot.	I know the importance of good health and physical activity.	I can dribble a ball with my feet.	I know the importance of good health and physical activity.		I can strike a ball using my feet and equipment. I can handle equipment correctly.
	I can talk about ways to keep healthy and safe.		I can kick a ball.			I know the importance of good health and physical activity.



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<p>Understanding the World</p>	<p><b>History</b></p>  <p><b>My family history (unit 1) 2 weeks (Week 1/2)</b> I know that there was a time before now that we call the past. I know that I was born in the past. I know that there are some similarities and differences between things in the past and now. I know that some things change and some things stay the same.</p> <p><b>Vocabulary to be taught:</b> History, past, weeks, months, born, baby, grow, used to, bigger, smaller</p>  <p><b>I am a Weather Scientist – Autumn (unit 2) 2 weeks (Week 3/4)</b> I know some of the changes in the natural world due to the seasonal changes of autumn. I know that autumn is the season of crops and harvest. I know that autumn is an</p>	<p><b>Geography</b></p>  <p><b>My place in Wythenshawe 2 weeks (unit 3) (Week 2/3)</b> I know that I live in Wythenshawe, which is a town. I know that I live in England which is a country. I understand that I go to St Anthony's Primary. I know people and places in my community. I know that a map is a drawing of a place. I know that a map helps people find their way. I know that people in my community have different beliefs and celebrate special times in different ways – Harvest, Diwali. I know that there are people locally that help us.</p> <p><b>Vocabulary to be taught:</b> Geography, place, Wythenshawe, town, school, church, road, map, journey, ariel view.</p>	<p><b>Science</b></p>  <p><b>Materials (unit 7) 2 weeks (Week 1/2)</b> I can identify man-made and natural resources. I can identify some common materials – wood, plastic, glass, I know some of the properties of the above materials</p> <p><b>Vocabulary to be taught:</b> Science, Materials, natural, man-made, properties, hard, soft, stretchy, stiff, absorbent.</p>  <p><b>Changes of State 2 weeks (unit 7) Week 4/5</b> I know that some food can be eaten raw. I can identify solid foods and liquid foods. I know that food can change from one state to another.</p>	<p><b>Science</b></p>  <p><b>I am a weather scientist – Spring (unit 8) 2 weeks (week 1/2)</b> I know some of the changes in the natural world due to the seasonal changes of Spring I know how plants grow. I know that plants have a life-cycle. I know that some religious faiths celebrate festivals in spring to recognise new life.</p> <p><b>Vocabulary to be taught:</b> Spring, seasons, sun, earth, orbit, change, growth, life-cycle, warmer, lighter.</p>  <p><b>Life Cycles 2 weeks (unit 9) (week 3/4)</b> I know and understand the term 'life-cycle'. I know that all animals have a life-cycle, including humans. I know the life cycle of a butterfly. I know that there are four stages in the life cycle.</p>	<p><b>Science</b></p>  <p><b>Forces (unit 5) 2 weeks (Week 2/3)</b> I know that I can make things move, slow down, stop or change shape by applying a push or a pull. I know that a push or a pull is a force. I know that a forces have size. I know that I can make things move more easily and faster by adapting them e.g. putting wheels on them.</p> <p><b>Vocabulary to be taught:</b> Science, forces, push, pull, twist, bend, stretch, move, faster, slower.</p>  <p><b>Transport over time 2 weeks (Week 4/5)</b> I understand that Amelia Earhart lived in the past. I know that Amelia Earhart was the first woman to fly solo across the Atlantic</p>	<p><b>Geography</b></p>  <p><b>India (unit 10) 2 weeks (Week 1/2)</b> I know that India is a different country. I know that India is far away from England. I know that India is hotter than England. I know that life in India is different to life in England. I know that people in India have different languages, clothes and customs.</p> <p><b>Vocabulary to be taught:</b> Geography, England, India, country, elephant, jungle, chapatti, mountains, dancing, culture.</p>  <p><b>I am a weather scientist – Summer (unit 12) 2 weeks (week 3/4)</b></p>
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	<p>important time for some animals. I know that birds and fish migrate. I know that animals such as hedgehogs begin to hibernate.</p> <p><b>Vocabulary to be taught:</b> Autumn, seasons, sun, earth, orbit, weather, changes, hibernation, migration, deciduous.</p>	 <p>I am a weather scientist – Winter (unit 4) 2 weeks (Week 5&amp;6)</p> <p>I know some of the changes in the natural world due to the seasonal changes of Winter. I know that some animals are active throughout the winter, digging up buried stores of food. I know that some animals survive the winter by hibernating/migrating. I know that some animals adapt to the cold weather by growing a thicker layer of fur, or changing colour so that they're camouflaged in the snow.</p> <p><b>Vocabulary to be taught:</b> Winter, seasons, sun, earth, orbit, weather, icy, freeze, adapt, camouflage.</p>	<p>I know that heating food can change its state. I know that freezing food can change its state. I know that some foods change state from solid to liquid.</p> <p>I know that some foods change state from a liquid to a solid.</p> <p>I know that a food can go back to its original state (lollies).</p> <p><b>Vocabulary to be taught:</b> solid, liquid, change, state, cook, heat, cold, freeze, change, reverse</p>	<p>I know that butterflies undergo a complete change and each stage in the cycle is completely different. I know the correct vocabulary to explain the life cycle of a butterfly.</p> <p><b>Vocabulary to be taught:</b> Life-cycle, grow, change, transform, egg, caterpillar, lava, pupa, cocoon, butterfly.</p>	<p>Ocean. I know that there are similarities and differences between planes in the past and planes now. I am beginning to develop a sense of chronology. I can compare Amelia Earhart's plane with the types of planes used at Manchester Airport.</p> <p><b>Vocabulary to be taught:</b> History, past, present, time line, aeroplane, pilot, hot air balloon, glider, biplane, Concorde.</p>	<p>I know some of the changes in the natural world due to the seasonal changes of summer. I know that there are more hours of sunshine meaning longer days. I know that there are less hours of darkness meaning shorter nights. I know that leaves and plants will grow quickly and will bear fruit. I know that we can eat lots of soft fruits at this time. I know that the fruit and vegetables will become the harvest in autumn.</p> <p><b>Vocabulary to be taught:</b> Summer, seasons, sun, earth, orbit, weather, sunshine, hotter, warmer, brighter.</p>
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Expressive Arts & Design	 <p><b>Music</b> <b>African Beats 1 week (Week 5)</b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Verbalise and express feelings towards music. Distinguish between tempo of music. <b>Vocabulary to be taught:</b> Voice, body, beat, perform, lyrics.</p>  <p><b>Drawing - Self-Portraits – 1 week (Week 6)</b> I know that Picasso was a famous artist who created self-portraits and portraits. I know that a self-portrait is a drawing or painting of oneself. I know that a portrait is a drawing or painting of another person. I know that shapes can be used to represent facial features and add detail. <b>Vocabulary to be taught:</b> Picasso, draw, lines, detail, portraits.</p>	 <p><b>Design Technology</b> <b>Sculpture - Diya Lamps 1 week (Week 1)</b> I know that there are different forms of modelling – basic ball, egg, pancake, volcano, snake, sausage and ribbon etc I know that if I manipulate clay it will change shape. I know how to make a basic 3D shape. I know how to make a pinch pot using my fingers. I know that adding shapes to my pinch pot will make it three dimensional. <b>Vocabulary to be taught:</b> Diya lamp, model, sculpt, 3D, pinch.</p>	 <p><b>Design Technology</b> <b>Food &amp; Nutrition</b> <b>Gingerbread People 1 week (Week 6)</b> I know that we use tools for different reasons e.g. to chop, mix, stir, slice and peel. I know that tools must be used safely. I know that a recipe tells me how to make something to eat. I know that evaluation is saying if something went well or not. <b>Vocabulary to be taught:</b> Recipe, sieve, roll, cut, change.</p>	 <p><b>Art</b> <b>Collage – A Bug's Life 1 week (Week 5)</b> I know that Henri Matisse was a famous artist who was inspired by the natural world, especially by animals. I know that a collage is using different forms/materials to create a new piece. <b>Vocabulary to be taught:</b> Henri Matisse, collage, tear, crumple, layer.</p>	 <p><b>Design Technology</b> <b>Structures – Motor Car for Mr Grumpy (unit 6) 1 week (Week 1)</b> I know that research is looking at what somebody else has made and using it to help us. I know that a plan is a drawing of what we're going to make. I know that scissors can be used to cut foam and paper. I know that materials can be joined using a variety of media e.g. glue, tape, staples, split pins etc I know that if my design does not work, I can change my plans. I know that evaluation is saying if something went well or not. <b>Vocabulary to be taught:</b> Design, plan, join, material, evaluate</p>	 <p><b>Art</b> <b>Painting – Monet Waterlilies 1 week (Week 5)</b> I know that the primary colours. I know that colours change when they are mixed. I know that different sized brushes make different strokes. I know that different applicators make different patterns and effects. <b>Vocabulary to be taught:</b> Claude Monet, painter, primary colours, mix, tone.</p>
	 <p><b>Music</b> <b>Spooky Songs Week 1 (Week 4)</b> Remember and sing entire songs. Sing at the correct pitch sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <b>Vocabulary to be taught:</b> Voice, body, beat, perform, lyrics.</p>	 <p><b>Music</b> <b>Music 1 week – Music to reflect emotions (week 6)</b> Listen attentively, move to and talk about music, expressing their feelings and responses. Move in time to the music. Play instruments with increasing control to express their feelings and ideas. Replicates familiar choreographed dances. <b>Vocabulary to be taught:</b> Music, listen, instruments, sounds, beat.</p>	 <p><b>Music</b> <b>Music 1 week (Week 6) We're going on a journey</b> Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Keep to a steady beat whilst playing instruments. Play along to the beat of the song. <b>Vocabulary to be taught:</b> Speed, tempo, pitch, high, low.</p>	 <p><b>Music</b> <b>Music 1 week (Week 6) Sea Shanties &amp; Songs 1 Week (Week 6)</b> Sing in a group or on their own, increasingly matching. Perform songs, rhymes, poems and stories with others. <b>Vocabulary to be taught:</b> Speed, tempo, pitch, high, low.</p>		



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Religious Education	Creation and Covenant	Prophecy and Promise	Galilea to Jerusalem	Desert to Garden	To the ends of the earth	Dialogue and Encounter
PSHE/RSE	<p><b>Think equal</b></p> <p><b>Marvellous Me</b> To understand the concepts of same and different.</p> <p><b>These Feelings</b> To understand feelings come and go and develop strategies to manage feelings.</p> <p><b>The weather inside me</b> Understand that feelings come and go.</p> <p><b>A tiny seed</b> To understand that one person can make a positive difference.</p> <p><b>Faisels not himself</b> To take the perspective of someone else.</p> <p><b>Our Home</b> To demonstrate a sense of responsibility towards the environment.</p>	<p><b>RSE – Ten Ten</b></p> <p><b>Module 1 – Created and loved by God</b></p> <p><u><a href="#">Unit 1: Religious Understanding</a></u></p> <p>Session 1: Handmade with Love</p> <p><u><a href="#">Unit 2: Me, my body my health</a></u></p> <p>Session 1: I am Me</p> <p>Session 2: Heads, shoulders, knees and toes.</p> <p>Session 3: Ready Teddy</p> <p><u><a href="#">Unit 3: Emotional wellbeing</a></u></p> <p>Session 1: I like, you like, we all like!</p> <p>Session 2: All the feelings</p> <p>Session 3: Lets get real</p> <p><u><a href="#">Unit 4: Life cycles</a></u></p> <p>Session 1: Growing up</p>	<p><b>Think equal</b></p> <p><b>Ted the tiger tamer</b> To link emotions to feelings inside the body.</p> <p><b>Curly the chameleon</b> To name at least 5 different emotions.</p> <p><b>Ahmed's Journey</b> To name their 5 senses.</p> <p><b>Biju the brave pea</b> To discuss nature and the cycle of life.</p> <p><b>Passing clouds (Mental Health Week)</b> To recall strategies to help them have control over their own feelings.</p> <p><b>The secret adventures of Annoymous</b> To demonstrate an understanding that small acts of kindness can inspire other acts of kindness.</p>	<p><b>RSE – Ten Ten</b></p> <p><b>Module 2 – Created to love others</b></p> <p><u><a href="#">Unit 1 - Religious Understanding</a></u></p> <p>Session 1: Role Model</p> <p><u><a href="#">Unit 2 – Personal relationships</a></u></p> <p>Session 1: Who's who?</p> <p>Session 2: You've got a friend in me</p> <p>Session 3: Forever friends</p> <p><u><a href="#">Unit 3 – Life Online</a></u></p> <p>Session 1: What is the internet?</p> <p>Session 2: Playing Online</p> <p><u><a href="#">Unit 4 – Keeping Safe</a></u></p> <p>Session 1: Safe inside and out</p> <p>Session 2: My body, My Rules</p> <p>Session 3: Feeling poorly</p> <p>Session 4: People who help us</p>	<p><b>Think equal</b></p> <p><b>Nisha and the tiger</b> To express empathy for others.</p> <p><b>Francisco's Family</b> To identify things that make their family unique.</p> <p><b>Zelda goes on holiday</b> To see things from a different perspective.</p> <p><b>Rainbows in the windows</b> (International nurses' day)</p> <p><b>Monsters in the smoke</b> To understand that they can speak out when they see something unfair.</p> <p><b>Sydney the seahorse</b> To discuss diversity in skin colours positively.</p> <p><b>My dream in the drawer</b> To understand that gender does not affect one's dream.</p>	<p><b>RSE – Ten Ten</b></p> <p><b>Module 3 – Created to live in the community</b></p> <p><u><a href="#">Unit 1 – Religious Understanding</a></u></p> <p>Session 1: God is Love</p> <p><u><a href="#">Unit 2 – Living in the wider world</a></u></p> <p>Session 1: Me, you, us</p>



# St. Anthony's Catholic Primary School

## Reception Long-Term Plan

Enrichment	<p><b>Visitors:</b> People from local school/community e.g. lollipop person/site manager/cook etc People in school Dentist Experience Fruit tasting linked to Handa's Surprise Growing Outside - Gardener</p> <p><b>Trip:</b> Local area Autumn walk Walk to our church – linked to Geography Topic of our local area.</p> <p>Black History Month – Linked with the text – A Tiny Seed Yoshi is different – Anti Bullying Week. (To show empathy to others who have different ideas / interests)</p>	<p><b>Visitors:</b> Families to share their Diwali experiences. Priest – Fr Robert</p> <p><b>Experience:</b> Perform Nativity School Pantomime Growing Outside - Gardener</p>	<p><b>Visitors:</b> Chinese dance workshop</p> <p><b>Experience:</b> Follow a recipe to: bake Gingerbread biscuits Chinese food tasting Growing Outside - Gardener</p> <p><b>Trip:</b> Visit Library to listen to Traditional Tales</p>	<p><b>Visitors:</b> Animals Take Over – Minibeasts Priest – Fr Robert</p> <p><b>Experience:</b> Tadpoles - lifecycle.</p> <p><b>Trip:</b> Local area Minibeast hunt</p>	<p><b>Trip:</b> Manchester Airport using local transport.</p>	<p><b>Visitors:</b> People/families from India</p> <p><b>Experience:</b> Indian food tasting Indian dancing and music</p> <p><b>Trip:</b> Local church – RE topic</p>