

Coten End Primary School - Planning Overview 2024-25

Reception

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 4 weeks	Summer 2 7 weeks
Learning Theme	Heroes Among Us	Shining Bright	Space Explorers	Habitat Safari	The Garden Adventure	Dino Detectives
Literacy	<p style="text-align: center;">Phonics Teach s,a,t,p,i,n,m,d,g,o,c,k,ck,e Tricky words- I, to, the the</p> <p>Story Dough/ Drawing Club Wk 1- home visits Wk 2- staggered start Wk 3- The Family Book Wk 4- The Smeds and the Smoos Wk 5- The Colour Monster Wk 6- You Can't Call an Elephant in an Emergency Wk 7- Doctosaurus Wk 8- What's in the Witch's Kitchen</p> <p>Rhyming Rabbit? rhyming Oi Frog? tongue twisters The Artist Ed Vere?</p>	<p style="text-align: center;">Phonics Teach u,r,h,b,f,ff,l,ll,ss,j,v,w Tricky words no,go,into,me,be</p> <p>Drawing Club Wk1- Pattan's Pumpkin Wk2- Little Glow- Katie Sahota Wk3- *Children bring in items/ photos from their cultures* Wk4- The Christmas Pine Wk5- *Christmas Show/ Nativity* Wk6- Mince Spies Wk7- Stick Man</p> <p>Writing LIs To hear and represent initial sounds</p>	<p style="text-align: center;">Phonics Teach x,y,z,zz,qu,ch,sh,th,th,ng,ai,ee Tricky words he,my,they,she</p> <p>Drawing Club Wk1- Beegu Wk2- The Way Back Home Wk3- Whatever Next! Wk4- The Magic Paintbrush Chinese New Year 29th Jan Wk5- Man on the Moon Wk6- How to Catch a Star</p> <p>Writing LIs To write initial and end sounds that we hear in words</p> <p>To begin to use the correct letter formation</p> <p>To label a picture</p>	<p style="text-align: center;">Phonics Teach igh,oa,oo,oo,ar,or,ur,ow,oi,ear,a ir,ure,er Tricky words we,are,you,her</p> <p>Drawing Club Wk1- The Tiger Who Came to Tea Wk2- We're Going on a Bear Hunt Wk3- Penguin Wk4- Lost & Found Wk5- Tiddler Wk6- Billy's Bucket Wk7- The Journey Home</p> <p>Writing LIs To begin to say and write a caption</p> <p>To continue to use correct letter formation</p> <p>To draw and write using an effective pencil grip</p>	<p style="text-align: center;">Phonics</p> <p>Group children for Phonics</p> <p>Drawing Club Wk1- The Very Hungry Caterpillar Wk2- Superworm Wk3- What the Ladybird Heard Wk4- Bumble Bear</p> <p>Writing LIs To begin to say and write a simple sentence</p>	<p style="text-align: center;">Phonics</p> <p>Group children for Phonics</p> <p>Drawing Club Wk1- Are the Dinosaurs Dead, Dad? Wk2- Non-fiction book 'My Book of Fossils' Wk3- Dinosaurs Love Underpants Wk4- Never Show a T-Rex a Book Wk5- Tyrannosaurus Drip Wk6- The Girl and the Dinosaur Wk7-</p> <p>Writing LIs To write simple sentences with most letters correctly formed</p>
Maths (taken from Master the Curriculum)	<p>Weeks 1,2 Home visit/ staggered start</p> <p>Wk 3,4 Match, sort and compare</p> <p>Wk 5,6 Talk about measure and patterns</p> <p>Wk 7,8 It's me 1,2,3</p> <p>Focus on number formation</p>	<p>Wk 1 Circles and triangles</p> <p>Wk 2,3 1,2,3,4,5</p> <p>Wk4 Shapes with 4 sides?</p> <p>Wk5,6,7 Recap & assess</p>	<p>Wk 1, 2 Alive in 5</p> <p>Wk 3 Mass and capacity</p> <p>Wk 4 , 5 Growing 6,7,8</p> <p>Wk 6 Recap???</p>	<p>Wk 1,2 Length, height and time</p> <p>Wk 3,4,5 Building 9 & 10</p> <p>Wk 6,7 (Summer 1) Exploring 3D shapes</p>	<p>Wk 1 & 2 To 20 and beyond</p> <p>Wk 3 How many now?</p> <p>Wk 4 Manipulate, compose and decompose</p>	<p>Wk 5 (1) Manipulate, compose and decompose</p> <p>Wk 2,3 Sharing and grouping</p> <p>Wk 4,5,6 Visualise, build and map</p> <p>Wk 7 Make connections</p>
Physical Development	PE expectations - practise dressing and undressing, safe behaviour in the hall.	Ball Skills – Manipulation and Coordination	Gymnastics	Gymnastics	Sports Day Prep	Dance - Suzanne

P.E.						
Understanding the World- History	<ul style="list-style-type: none"> *My place in my family *There is a past before I was born *About significant events in my life 	<ul style="list-style-type: none"> *About annual events e.g. birthday, Christmas *About significant events and people in the past *About significant events in my life *Time is measured in units (maths link) 	<ul style="list-style-type: none"> *Historical events and people have significant places in history *How to use information to find out about events and people in the past *About significant events and people in the past 	<ul style="list-style-type: none"> *Time has pattern e.g. days of the week, months of the year (maths link) 		<ul style="list-style-type: none"> *Things were different in the past- understanding of what we can do now that we couldn't when we were a baby (Jigsaw link)
Understanding the World- Geography	<ul style="list-style-type: none"> *Where I live *The key features of where I live *The capital city of the country I live in *There are four seasons and the key features of them 	<ul style="list-style-type: none"> *The names of different countries around the world *People have different customs and traditions *People in different countries have different customs and traditions *There are four seasons and the key features of them *How to get from one place to another (positional language in Maths) *The vocabulary I need to use to direct others (positional language in Maths) 		<ul style="list-style-type: none"> *Time has pattern e.g. days of the week, months of the year (maths link) 	<ul style="list-style-type: none"> *Some simple things that I can do to look after the planet *The names of different countries around the world *The names of different countries around the world *Different countries have different key features *The key features of different climates around the world *How to create a simple map 	<ul style="list-style-type: none"> *How to get from one place to another (maps in Maths) *The vocabulary I need to use to direct others (maps in Maths) *How to create a simple map
Understanding the World- Science			<ul style="list-style-type: none"> *What objects are made from *The properties of different materials *How different materials can be used (making/ designing spaceships) 	<ul style="list-style-type: none"> *The relationship between cause and effect *Changes can be reversible and irreversible (Science Week) *The names of different plants and animals *The features of plants and animals *What living things need to survive *About life cycles *How to keep healthy (Jigsaw link) 	<ul style="list-style-type: none"> *The names of different plants and animals *The features of plants and animals *Living things can be sorted into different groups *What living things need to survive 	<ul style="list-style-type: none"> *Internal and external body parts in humans (Jigsaw Wk1)
Expressive Arts & Design	<ul style="list-style-type: none"> *How to use different lines to draw a portrait 	<ul style="list-style-type: none"> *About famous artists and their techniques *Create collaborative art 	<ul style="list-style-type: none"> *Different colours and textures through collage and painting 			
Personal, Social & Emotional Development	<p>Jigsaw- Being Me</p> <p>The Taking Care Project</p> <p>Online Safety Objective I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>Jigsaw- Celebrating Differences</p> <p>Online Safety Objective</p> <p>I can describe ways that some people can be unkind online.</p>	<p>Jigsaw- Dreams and Goals</p> <p>Online Safety Objectives</p> <p>Safer Internet Day <i>Explore dreams and goals and make links with technology/ online presence</i></p>	<p>Jigsaw- Healthy Me</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples.</p> <p><i>Jigsaw Pieces: 6</i></p>	<p>Jigsaw- Relationships</p> <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know.</p>	<p>Jigsaw- Changing Me</p>

	<p><i>Taking Care Project</i> <i>Jigsaw Pieces: 2, 4</i></p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p>I can offer examples of how this can make others feel</p> <p><i>Jigsaw Pieces: 5, 6</i></p>	<p>I can talk about how to use the internet as a way of finding information online</p> <p>I can identify devices I could use to access information on the internet.</p> <p><i>To be taught when researching about China and pandas.</i></p>	<p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p> <p><i>Taught throughout the year.</i></p>	<p><i>Talk about times we have talked to friends and family online (FaceTime, Zoom etc)</i></p> <p>I can identify ways that I can put information on the internet.</p> <p><i>To be taught in isolation.</i></p>	
<p>Curriculum Enrichment (Trips/theme days/visitors)</p>	<p>Visit from a fire fighter, paramedic, police man, Dr Hannah Webber?</p>	<p>Autumn walk Children bring objects from their cultures into school to share with their friends Christmas Performance trip Nativity</p>	<p>Spaceship crash landing Chinese New Year party</p>	<p>Live caterpillars Planting seeds Fieldwork? Ryton Pools?</p>	<p>All Things Wild Trip</p>	<p>Dinosaur museum Library trip</p>