

Red Class Long Term Plan Reception Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics (See Half Termly overview)	My World	The Night Sky	Happy Ever After	Dinosaur Roar	How does your garden grow?	The World
RE Development matters links	Creation Harvest Exploring where food comes from.	Incarnation Christmas Story Learning the story of Christmas and how we celebrate it.	Celebrations - Hinduism - Chinese New Year Recognise that people have different beliefs and celebrate special times in different ways.	Salvation Easter Story Looking at how we celebrate Easter, traditions	Special Places - Judaism - Islam - Christianity Understand that some places are special to members of their community.	What can we learn from stories? Discussing the stories that Jesus told.
Understanding the World	Past and Present Children to bring in pictures of	The Natural Worlds Go on an Autumn walk and describe the local area.	Past and Present look at pictures of grandparents - link to Red Riding Hood.	The Natural Worlds Explore the natural world around	The Natural World Describe what they see, hear and feel whilst	People, Cultures and Communities Compare and contrast

	<p>their family for discussion. Introduce people at school for the children to become familiar. Discuss how they help. Comment on images of familiar situations in the past.</p> <p>People, Cultures and Communities</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>The Natural Worlds</p>	<p>Describe what they hear, see and feel outside. Describing the changes in the trees. Looking at seeds on the ground - conkers/acorns/pinecones</p> <p>Looking at the habitats of owls. Nocturnal animals.</p> <p>People, Cultures and Communities</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Past and Present</p> <p>Looking at pictures/films about the moon landings. Compare and contrast characters from stories, including</p>	<p>Compare and contrast characters from stories, including figure from the past.</p> <p>People, Cultures and Communities RE - Celebrations</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World</p>	<p>them making observations and drawing pictures of animals and plants. Chn will identify animals including dinosaurs and start to identify common body parts such as wings/fins. They will think about what dinosaurs ate and the environments they lived in.</p> <p>People, Cultures and Communities RE - Celebrations</p>	<p>outside. Understand the effect of changing seasons on the natural world around them. Caterpillar/butterfly life cycles. Explore the natural world around them. Scavenger hunt to look for natural items. Chn to view plants as living things and learn parts e.g. root. Plant sunflowers.</p> <p>People, Cultures and Communities RE - Celebrations</p> <p>Understand that some places are special to members of their community.</p>	<p>characters from stories, including figures from the past. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World</p> <p>Recognise some environments that are different to the one in which they live.</p>
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	<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>figures from the past. Recognise some environments that are different to the one in which they live.</p>	<p>Describe what they see, hear and feel whilst outside The hook for Goldilocks - find the items from the story outside. Draw information from a simple map. - Goldilocks/Red Riding Hoods journey. What did she see on the way?</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>		<p>Explore the natural world around them.</p>
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