

Oakley School – Long Term Planning Overview 2025-26

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Theme	Incredible You	Illuminate and Celebrate	All Things Wild	Dino Detectives	Get set, Grow!	Once Upon a Time...
Overview of Learning Theme	Our new school family, our community and locality, people who help us	Sharing and celebrating one another's faiths, cultures and beliefs. Recognising and learning about national and global celebrations and festivals inc. Bonfire Night, Diwali, Remembrance Day, Birthdays, Christmas	Learning about animals in different habitats, key individuals linked to animals (David Attenborough) and how they can help protect endangered animals.	Children in this cohort are particularly interested in dinosaurs. Opportunity to look at prehistoric times, names and features of dinosaurs, fossils etc.	To inspire children to take part in looking after our developing landscape. To encourage children to grow their own produce and set the tone for being more eco minded. To create a foundation of learning for KS1 Science Plants curriculum.	As an opportunity to showcase the progress children will have made with reading and writing, encapsulating the successes of Drawing Club. Also, an opportunity to revisit Traditional Tales from Nursery, in preparation for alternative stories in Year 1 (English)
Phonics	Phase 1 Recap – listening skills Little Wandle Phonics Scheme	Little Wandle Phonics Scheme	Little Wandle Phonics Scheme	Little Wandle Phonics Scheme	Little Wandle Phonics Scheme	Little Wandle Phonics Scheme
Literacy <i>Oracy</i> <i>Using The Oracy Skills Framework as guidance</i>	Rhythm and Rhyme -Nursery Rhymes (see progression doc) -Use Little Wandle Foundations for Phonics rhyming work -Phase 1 Listening Skills -Rhyming Rabbit -Oi Frog -Tongue Twisters -Giraffes Can't Dance -Each Peach, Pear, Plum	Voice 21 Framework Social & Emotional -Look at someone who is speaking to them -Take turns to speak, when working in a group - Zones of Regulation - Show and Tell (Cultures and Festivals week inc.)	Voice 21 Framework Physical -Speak clearly with appropriate volume - Look at who is talking and who you are talking to -Begin to use gestures to support meaning in play	Voice 21 Framework Linguistic -Use talk in play to practice new vocabulary e.g. lighter, heavier - Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'	Voice 21 Framework Cognitive -Use 'because' to develop their ideas - Make relevant contributions that match what has been asked - Ask simple questions - Describe events that have happened to them in detail	Select from the Oracy Voice 21 Framework areas that need further development and practice
Literacy Reading and Writing <i>Carefully selected texts to underpin our topic and promote high-quality vocabulary</i>	Story Dough/ Pre-Writing Shapes Week 1- home visits Week 2 – staggered start Week 3- Incredible You Week 4 – The Family Book Week 5 – Owl Babies Week 6 – Colour Monster Week 7 - 'What's in the Witch's Kitchen? Week 8 – Pattan's Pumpkin	Drawing Club Week 1- The Quiet Little Firework Week 2- Alive with Poppies Week 3- Little Glow / (children bring in items/ photos from their cultures) Week 4- You must bring a Hat Week 5- The Christmas Pine	Drawing Club Week 1- (Pets) Oi Dog! Oi Cat! Week 2 – (Jungle) Rumble in the Jungle Week 3 – (Farm) What the Ladybird Heard Week 4 – (African) Ugly Five Week 5 – (Arctic) Lost and Found Week 6 – (Ocean) Shark in the Park /	Drawing Club Week 1- The Dinosaur that Pooped a Planet Week 2 -Stone Girl, Bone Girl * (linked to memorable experience) Week 3- Harry and a Bucketful of Dinosaurs Week 4– The Dinosaur Department Store Week 5 –Are the Dinosaurs Dead, Dad?	Drawing Club Week 1- Veggies in the Valley of Doom Week 2 - The Enormous Turnip Week 3- The Tiny Seed Week 4 –Plant the Tiny Seed Week 5 –Flower Block: A Magical Story Week 6- Have you Ever Seen a Flower?	Drawing Club Week 1- Little Red Riding Hood Week 2- Jack and the Meanstalk Week 3- The Three Little Pigs Week 4- The Little Red Hen Week 5- The Gingerbread Man Week 6-The Three Billy Goats Gruff

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Physical Development (OAK) <i>Inc. PE Get Set 4 Education Scheme</i>	Fine Motor Dough Disco Gross Motor PE – Introduction to PE Unit 2 <i>A range of equipment and resources in Continuous Provision</i>	Fine Motor Dough Disco Gross Motor PE – Fundamentals Unit 2 <i>A range of equipment and resources in Continuous Provision</i>	Fine Motor Group Time sessions, Drawing Club and CP Gross Motor PE – Gymnastics Unit 2 <i>A range of equipment and resources in Continuous Provision</i>	Fine Motor Group Time sessions, Drawing Club and CP Gross Motor PE – Games Unit 2 <i>A range of equipment and resources in Continuous Provision</i>	Fine Motor Group Time sessions, Drawing Club and CP Gross Motor PE – Dance with Suzanne (Wed 1-2:30) PE – Dance Unit 2 or Ball Skills Unit 1 <i>A range of equipment and resources in Continuous Provision</i>	Fine Motor Group Time sessions, Drawing Club and CP Gross Motor PE – Dance with Suzanne (Wed 1-2:30) PE – Ball Skills Unit 2/ Sports Day prep <i>A range of equipment and resources in Continuous Provision</i>
Understanding the World – History	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. -Comment on images of familiar situations in the past (family photos, baby pictures, grandparents). -Compare how they celebrate events or traditions with how others celebrate -Comment on significant events in their life -Consider the 'future' – i.e. Jobs and what I may like to do when I grow up - Language linked to time scales – days, months, yesterday, tomorrow, last week, next week etc. 	<ul style="list-style-type: none"> - About annual events e.g. birthday, Christmas, Diwali Ensure coverage of celebrations and festivals pertinent to the context of the cohort -About significant events and people in the past (Guy Fawkes, Remembrance Day) -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 (David Attenborough) -How to use information to find out about habitats, events and people in the past -About significant events and people in the past 	<ul style="list-style-type: none"> - Historical events and people have significant places in history (Mary Anning) -Talk about what life was like “a long time ago” (prehistoric). -Compare life in the past (dinosaurs, no humans, natural habitats) with life now. -Recognise that we learn about the past through evidence (fossils, palaeontologists). 	<ul style="list-style-type: none"> -Talk about how things were grown in the past compared to now (e.g. home-grown food, farming without machinery). -Explore traditional stories or historical farming methods. -Compare themselves growing (seed → plant / child → adult). -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 PSHE link) -Kapow Unit – Adventures through Time- My Achievements (linked to Transition to KS1)
Understanding the World – Geography Early Geography Skills: Places and Environments Human Geography Physical Geography Fieldwork Skills Time and Change	<ul style="list-style-type: none"> - Talk about the lives of people around them and their roles in society. -Know some similarities and differences between things in the past and now -Recognise similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> -Children talk about the lives of people around them and their roles in society. -They know about similarities and differences between themselves and others, and among families, communities, and traditions. 	<ul style="list-style-type: none"> - Children explore and talk about the natural world, including animals and where they live. -They can describe what they see, hear and feel while outside. -They begin to understand the life 	<ul style="list-style-type: none"> -Know some similarities and differences between things in the past and now. - Recognise similarities and differences between life in this country and life in other places. 	<ul style="list-style-type: none"> -Explore the local environment (e.g. school garden, allotments, farms, parks). -Talk about members of the community who help us grow food (farmers, gardeners). -Compare how and where people grow 	<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 (link to stories like Little Red Riding Hood)

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	-Where I live (located on a map and globe) - The key geographical features of where I live -The capital city of the country I live in. - The four seasons and the key features of them -Explore their local environment and community features (shops, parks, places of worship, etc.). -Draw information from a simple map.	-They explore, observe, and discuss different festivals and celebrations (e.g., Diwali, Christmas, Chinese New Year, Eid). -Begin to make sense of their world and other environments. -Recognise that different places have different customs and ways of life.	cycles of animals and plants. -They learn about similarities and differences between habitats (e.g., jungle vs. desert vs. local park). -Exploring how different animals live in different places around the world. -Looking at maps, globes, or images to see where animals come from.	- Know some similarities and differences between the natural world around them and contrasting environments.	food in different parts of the world. - Understand processes and changes in the natural world, including seasons and weather.	
Understanding the World – Science	-Know and introduce idea of keeping healthy: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of ‘screen time’ having a good sleep routine being a safe pedestrian Road Safety (Warwickshire) -Naming body parts -Observing how they grow overtime	-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	-Explore different animals, their features, and adaptations -Changing States of Matter: Link to different habitats – Arctic (freezing), Jungle/ Rainforest (melting/ rain), African (solid/ hot) -Living Things – Animals Living and Non-Living (Kapow) -What living things need to survive	-Science Week -Explore where dinosaurs lived and why. - Investigate fossils and what they tell us about the past.	-Understand what plants need to grow (light, water, soil). - Plant seeds, observe changes, explore life cycles.	Human Body *Internal and external body parts in humans (Jigsaw Wk1)
Understanding the World – Computing Kapow Scheme	Computing Systems and Networks 1: Using a computer	Programming 1: All About Instructions	Online Safety	Computing Systems and Networks 2: Exploring Hardware	Programming 2: Programming Bee-bots	Data Handling: Introduction to Data
Expressive Arts & Design	Art -Artwork for classroom door (linked to class name)	Art -Bonfire Night pictures – Remembrance Day Poppy Art	DT – Kapow Unit - Junk Modelling (inc joins and sculpture making)	Art/ DT- Kapow Unit Sculpture and 3D (linked to dinosaur sculptures)	Art Artist: Georgia O’Keefe Project	DT Finger Puppets (Traditional Tales)

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	Art Kapow Unit: Marvellous Marks (Mark making and different media) DT Begin to develop scissor skills	Art Kapow Unit Painting and Mixed Media (Colour Mixing – primary/secondary colours) Artist: Megan Coyle	Art Artist: Kandinsky -Continue to practise Colour Mixing – primary/secondary colours) Cookery Chinese Noodles		(Observational drawings and paintings) Cookery Healthy Smoothie	
Music <i>Get Set 4 Music Scheme</i>	Journeys: Unit 2	Whatever the Weather: Unit 2	Minibeasts: Unit 2	Circus: Unit 2	Deep Blue Sea: Unit 2	Space: Unit 2
Personal, Social & Emotional Development Jigsaw PSHE Scheme ‘The Taking Care Project’ – Protective Behaviours Scheme Online Safety Objectives taken from Education for a Connected World 2020.	Jigsaw- Being Me The Taking Care Project Online Safety Objective – Self-Image and Identity Privacy and Security	Jigsaw- Celebrating Differences Online Safety Objective – Online Bullying: Health, Wellbeing and Lifestyle	Jigsaw- Dreams and Goals Safer Internet Day Online Safety Objectives - Online Reputations	Jigsaw- Healthy Me Online Safety Objectives- Managing Online Information	Jigsaw- Relationships Online Safety Objectives- Online Relationships	Jigsaw- Changing Me Online Safety Objectives- Copywrite and Ownership
Curriculum Enrichment and Key Events <i>Memorable Experience</i>	-Starting school -Coffee Morning for Parents -Visit from Doctor, Reverend Paramedic, Police Officer, Dentist, Firefighter -Autumn Walk -Phonics and Early Reading Workshop for Parents	- Children bring objects from their cultures into school to share with their friends - Christmas Baking -Christmas theatre trip -Nativity/ Christmas Production	-Chinese New Year party inc. cooking - Animal Man - Fieldwork	-Dino Fossil Workshop experience - Science Week Workshop - Author Visit	-Planting seeds / growing plants - Visit to Canalside Community Foods Farm Live caterpillars to observe life cycle -Sports Day	-Dressing Up day for Traditional Tales (banquet) -End of year summer trip

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