

Reception Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Interests	Autumn Family	Halloween Diwali Christmas Bonfire Night Winter	Chinese New Year Spring Valentines Day Chinese New Year Pancake Day	Pancake Day Easter Planting/gardening Mothers Day Mother Day Assembly Easter Hatching Chicks	Local Area/Other countries Summer Eid Environment Day Planting and growing Father's Day	Summer holidays
Topic	Marvellous Me, My body, My family, What am I good at? Interests, families, people who help us Autumn	Celebrations	Dinosaurs	Traditional Tales	Gardeners World	Down on the Farm
Key Days and celebrations	Baseline Deadline week 6 Harvest Festival		Valentines Day Chinese New Year – Class Assembly Pancake Day	Mothers Day Mother Day Assembly Easter Hatching Chicks	Environment Day Planting and growing Father's Day	Transition to Y1

Trips/visitors/Experiences	Phonics Workshop		Chinese New Year - day	Science Week World Book Day	Parents come in for tidy Friday/environment day World of work day	Trip to the farm
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Key texts/Love for Reading Texts	The Gruffalo Aliens in underpants Where the wild things are Going for a Song Chocolate Mug Cake		Harry and the Dinosaurs Handa's Surprise Three Billy Goats Gruff Mr Wolf's Pancakes Alternative versions		Jack and the Beanstalk Super worm Aaaaargghh, Spider The Very Quiet Cricket Mad About MiniBeasts The Enormous Turnip Jack and the Jelly bean Stalk The Proudest Blue The Snail and the Whale	Farmer Duck
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Phonics: Little Wandle Letters and Sounds	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
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PRIME AREAS	Personal, Social and Emotional Development	JIGSAW	Jigsaw - Being me in my world - We are all unique -How do I feel? How do I control my emotions? - Being in Reception -How to be a good friend -Having kind hands -School rules/our rights -Our responsibilities	Jigsaw - Celebrating differences -What I am good at? -We are all special for different reasons -What does your family look like? -What does your house/home look like? -How to make friends -Bullying/standing up for yourself	Jigsaw - Dreams and goals -Challenges -Never giving up -Setting goals/What is a goal? -Supporting each other -Obstacles -What do I want to be when I grow up? -The future -Reflecting on our goals	Jigsaw - Healthy Me -Sports -Celebrating sports achievements of children -What happens to our bodies when we do sport? -Stretching -What food is healthy? -Bedtime routines -Being clean/talking about germs -Stranger danger -Brushing Teeth	Jigsaw - Relationships -My family -What makes a good friend? -Arguments with friends -Falling out/bullying -How to calm down -Being the best friend we can be	Jigsaw - Changing Me -Can you name your body parts? -Respecting/looking after my body -Being healthy -Growing up – baby to a child – how have I changed? -Moving to Year 1 – fears and excitements
		Self-Regulation	Play alongside others Take parts in pretend play with familiar roles.	'Getting on and falling out' / 'Say no to bullying' - & cooperating with friends, talking about feelings	Going for goals - motivation, learning new things, keeping going	Good to be me - feeling excited, calming down, talk about self positively	Relationships - how situations make you feels: happy, sad, angry Changes - what we can do now, what if...?	
		Managing Self	Take part in pretend play with different role	Express their feelings and consider the feelings of others.	Good to be me - feeling excited, calming down, talk about self positively		SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour; accordingly,	
		Building Relationships	Negotiate solutions to conflict in play See themselves as a valuable individual. Build constructive and respectful relationships.	Show resilience and perseverance in the face of challenge. Develop friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.	Identify and moderate their own feelings socially and emotionally. Think about the perspective of others. Manage their own needs. Is increasingly flexible and co-operative as they are more able to		Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. MANAGING SELF	

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Physical Development		<p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs.</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups</p>	<p>understand other people’s needs, wants and behaviours.</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community.</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave; accordingly,</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>BUILDING RELATIONSHIPS</p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others’ needs.</p>			
	PE	<p>Yoga for PE Moving safely, in a space, in different ways, balancing,</p>	<p>Dance for PE - Moving in different ways - Moving safely, in a space, in different ways, balancing - Changing speed & direction - Children show good control and co-ordination in large and small movements</p>	<p>Gymnastics for PE - Balancing, using climbing equipment - Rolling, throwing, catching, kicking - Moving safely, in a space, in different way</p>	<p>Tennis - Rolling, throwing, catching, kicking - Moving safely, in a space, in different ways, balancing</p>	<p>Multi skills for PE - outside coach - Changing speed & direction. - Using equipment - Moving safely, in a space, in different way</p>	<p>Team games for PE – sports day practice - Changing speed & direction. - Using equipment - Moving safely, in a space, in different way - Children show good control and co-ordination in large and small movements</p>
	Fine-motor skills	<p>Developing fine motor skills - pencil & scissor grip and control, manipulating objects, tools, construction, malleable materials. Baseline assessment for fine motor skills Children have access to tools and fine motor skills activities in the provision</p>	<p>- Uses pencil effectively & has a controlled scissor grip --Handles objects, tools, construction, malleable materials with control Handwriting letter/number Children have access to tools and fine motor skills activities in the provision.</p>	<p>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing Handwriting letter/number formation Children have access to tools and fine motor skills activities in the provision.</p>			
	Gross motor skills	<p>Revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping – Climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently (including pencils, paintbrushes, scissors, knives, forks, and spoons).</p> <p>Use simple tools to effect changes to materials.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall bodystrength, balance, coordination and agility.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p> <p>Promoting use of outdoor gross motor skills: Large construction toys, bikes, scooters, climbing equipment, digging tools</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education disciplines.</p> <p>Combine different movements with ease and fluency</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - physical activity, - healthy eating, - toothbrushing, - sensible amounts of ‘screen time’, - sleep routine, - being a safe pedestrian.</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Promoting use of outdoor gross motor skills: Large construction toys, bikes, scooters, climbing equipment, digging tools</p>	<p>GROSS MOTOR SKILLS</p> <p>• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Promoting use of outdoor gross motor skills: Large construction toys, bikes, scooters, climbing equipment, digging tools</p>			

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Communication and Language	Listening, Attention and Understanding	Use sentences of four to six words Use sentences joined up with words like 'because' 'or' 'and' Use future and past tense Answer simple why questions Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Learn new vocabulary. Develop social phrases. Engage in storytimes. Listen carefully to rhymes and songs, paying attention to how they sound. Create talking hot spots in the classroom to encourage conversation. Role play corner encourages conversations and learning new vocabulary. Use circle time/Jigsaw rules for listening and sharing ideas each session. Children's understanding is assessed via language link. Interventions are put in place for children who need to develop in this area.	Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Listen and respond to ideas expressed by others in conversation or discussion. Create talking hot spots in the classroom to encourage conversation. Role play corner encourages conversations and learning new vocabulary. Use circle time/Jigsaw rules for listening and sharing ideas each session. Capture speaking and listening opportunities from key events.	Create talking hot spots in the classroom to encourage conversation. Role play corner encourages conversations and learning new vocabulary. Use circle time/Jigsaw rules for listening and sharing ideas each session. Capture speaking and listening opportunities from key events. Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives. Describe events in some detail. Use new vocabulary in different contexts. Use language to imagine and recreate roles and experiences in play. Engage in non-fiction texts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	LISTENING, ATTENTION & UNDERSTANDING Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. SPEAKING Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Create talking hot spots in the classroom to encourage conversation. Role play corner encourages conversations and learning new vocabulary. Use circle time/Jigsaw rules for listening and sharing ideas each session. Capture speaking and listening opportunities from key events.		
	Talk for Writing/The Write Stuff	N.A Recalling story assessments Marking making assessment Recount assessments Leaf Man	The Gruffalo	The Little Green Dinosaur	The Three Little Pigs Story Writing Instruction Writing (Non-fiction)	Jack and the Beanstalk	Farmer Duck
	Poetry		Caterpillar Cake	Zim Zam Zoom!		A Great Big Cuddle	
Nursery rhymes	Nursery rhymes: Adding to the song bag when most of the children have mastered the other nursery rhymes. Five Little Ducks Hickory Dickory Dock Five Little Speckled Frogs Five little men in a flying saucer 5 Little monkeys ABC Baa Baa Black Sheep Head Shoulders Knees and Toes Humpty Dumpty I'm a Little Teapot Incy Wincy Spider Jack and Jill O! MacDonald Ring Around the Rosie Row, Row, Row Your Boat The Wheels on the Bus Twinkl Twinkl Little Star Wind the bobbin up One, Two, Three, Four, Five Once I caught a Fish Alive						

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SPECIFIC AREAS	Literacy	Comprehension	<p>Little Wandle Reading Practice</p> <p>The Write Stuff/Talk for Writing</p>	<p>Little Wandle Reading Practice</p> <p>The Write Stuff/Talk for Writing</p>	<p>Little Wandle Reading Practice</p> <p>The Write Stuff/Talk for Writing</p>
		Word Reading	<p>Little Wandle Autumn</p> <p>Read individual letters by saying sounds for them.</p> <p>Blend sounds into words so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them (in line with Letters and Sounds/phonics play)</p> <p>Read captions and simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read common exception words</p>	<p>Read individual letters by saying sounds for them (in line with Letters and Sounds/phonics play)</p> <p>Blend sounds into words so that they can read short words made up of known letter-sound correspondences</p> <p>Read common exception words</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form some upper- and lower-case letters correctly.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write short sentences with words and known sound/letter correspondences, beginning to demarcate them using capital letters and full stops.</p>	<p>Word Reading</p> <p>Most children to be working within phase 3 and 4.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
		Writing	<p>Little Wandle Letter formation</p> <p>Begin to form upper- and lower-case letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Enjoy an increasing range of print and digital books, both fiction and non-fiction</p> <p>Describe main story settings, events and principal characters.</p> <p>Give meaning to the mark they make as they draw, write, paint and type.</p> <p>Begin to apply their phonic knowledge, writing recognisable letters in sequence.</p>	<p>Engage with books and other reading materials at an increasingly deeper level, drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.</p>	<p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.</p> <p>Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
	Maths	Number	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers <p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and cordiality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek <p>ELG:</p> <p>Have a deep understanding to 10, including composition of each number.</p> <p>Subitise (Recognise quantities without counting) up to 5;</p> <p>Automatically recall(without reference to rhymes, countin or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>



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Understanding of the World						<p>Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including up to 10, including evens and odds, double facts and how quantities can be distributed.</p>	
	KIRFS	Kirf: Counting up to 20.	Kirf: Recognise and ordering numbers to 10.	Kirf: Recognise and ordering numbers to 15.	Kirf: Counting back from 20.	<p>Kirf: Subitise number to 5.</p> <p>Kirf: Recall number bonds to 5.</p>	
	White Rose	Compare size, mass and capacity			Comparing Mass		Spatial Reasoning
	Numerical Patterns	Exploring Pattern			Comparing capacity		Match, Rotate and Manipulate
		Positional Language			Time		Compose and decompose
		Time			Pattern		Visualise and build
	Discovery RE scheme	<p>What makes people special? <i>Religions: Christianity, Judaism</i></p> <p>-I know who Jesus is and why he is special to Christians. -I know what a role model is. -I know what the 10 commandments are.</p>	<p>What is Christmas? <i>Religions: Christianity, Judaism</i> <i>Christian concept: Incarnation</i></p> <p>-I can discuss traditions; celebrations, saying thank you, giving presents etc. -I understand why Christians celebrate Christmas -I know why the shepherds, angels and wise men are key part of the Christmas story.</p>	<p>How/what do people celebrate? <i>Religions: Hinduism</i> <i>Cultures from different countries: Iran, India, China</i></p> <p>-New Years Eve -I know how people celebrate Chinese New Year and the history of it. -I know how people celebrate Nowruz (Persian New Year)and the history of it. -I know the history of the Holi festival and how people celebrate the New Year in India.</p>	<p>What is Easter? <i>Religions: Christianity</i> <i>Christian concept: Salvation</i></p> <p>-I can observe signs of spring. -I can discuss and understand spring is the start of new life being born with lots of animals. -I understand animal life cycles. -I can talk about my own Easter traditions. -I understand why Easter is important to Christians. -I know what the Christian symbols of Easter are. -I know about the psalm Sunday story and why it is important to Christians. -I know why Jesus reincarnated.</p>	<p>What can we learn from stories? <i>Religions: Christianity, Islam, Hinduism, Sikhism</i></p> <p>Traditional stories I will learn: -The boy who cried wolf(Aesop fable) -The crocodile and the priest (Sikhism story) - Bilal and the Beautiful Butterfly (A Muslim Story) - The Gold-Giving Serpent (An Indian Fairy-tale) - Best Friends (A Story from Asia) -The Lost Coin (A Christian Parable)</p>	<p>What makes a place special? <i>Religions: Christianity, Islam, Judaism</i></p> <p>-I understand everybody's homes are different and are special for different reasons. -I understand why rooms – such as places of worship are special to people. -I can talk about why iconic places around the world are special. - I understand why churches are special to Christians. -I understand why mosques are special to Muslims.</p>
	People, Culture and Communities	<p>Enjoys joining in with family customs and routines</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>		<p>-They know about similarities and differences between family customs and routines. -Children can talk about events in their own lives and the lives of family members.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>		<p>-Children talk about past and present events in their own lives and in the lives of family members. -They know that other children don't always enjoy the same things and are sensitive to this. -They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	
	The Natural World	<p>Welly Walks exploring the natural environment</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of the changing seasons on the natural world around them.</p> <p>Key experiments and observations contexts: -Observing ice and the effects of melting. -Observing changes in bacteria on bread experiment. Ongoing documentation. -Autumn walk observing the environment -Draw on information form a simple map.</p>		<p>Welly Walks exploring the natural environment</p> <p>Exploring use of maps and the local area</p> <p>Explore the natural world around them.</p> <p>Explore the local environment – visit Olton Library</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live. Comparing England to Ghana.</p> <p>Understand the effect of the changing seasons on the natural world around them.</p> <p>Fruit experiment Chicks – life cycles Spring walk observing the environment</p>		<p>Welly Walks exploring the natural environment</p> <p>PAST AND PRESENT</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>PEOPLE, CULTURE & COMMUNITIES</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	
		<p>Links to Technology</p> <ul style="list-style-type: none"> - Role play – have a variety of model/broken technology devices for children to explore with - Using Interactive pets – simple technology programming - Use interactive whiteboard in continuous provision for games and art - Use ipads to play games 		<p>Links to Technology</p> <ul style="list-style-type: none"> - Role play – have a variety of model/broken technology devices for children to explore with - Beebots – explore and experiment with how to use them - Use interactive whiteboard in continuous provision for games and art - Use ipads to play games and use the functions .e.g. camera and videoing 		<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>THE NATURAL WORLD</p>	

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Expressive Arts and Design	Past and Present	<ul style="list-style-type: none"> - Use QR codes to listen to stories - Practice planning/saying/writing a set of instructions 	<ul style="list-style-type: none"> - Use QR codes to find clues/solve problems - Practice planning/saying/writing a set of instructions - Project Evolve 	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Key experiments and observations contexts:</p> <ul style="list-style-type: none"> -Observing changes in shadows -Summer walk observing the environment -Observing minibeasts <p>Links to Technology</p> <ul style="list-style-type: none"> - Role play – have a variety of model/broken technology devices for children to explore with - Beebots – program them to follow a set of instructions on a path/map - Use interactive whiteboard in continuous provision for games and art - Use ipads for ‘dance mat typing’/‘animal typing’ - Use QR code to link to other apps or things they have made – link to chatterpix video of things talking - Practice planning/saying/writing a set of instructions
		<p>Context: Children use 2 Simple programmes to create artwork or achieve specific goals. E.g drawing a picture of my family.</p> <p>Comment on images of familiar situations in the past.</p> <p>Use Floor book and images of events throughout the year to develop the concept of past and present.</p>	<p>-Talk about the lives of people around them and recall their our experiences.</p> <p>-Understand the past in different contexts. E.g., Characters and events.</p> <p>Use Floor book and images of events throughout the year to develop the concept of past and present.</p>	<p>-Children recognise that a range of technology is used in places such as homes and schools.</p> <p>-They select and use technology for purposes.</p> <p>The children are able to use the skills learnt over the past two terms to achieve the development matters goal.</p>
	Creating and materials	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Makes music in a range of different ways</p>	<p>Return to, and build on, their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>CREATING WITH MATERIALS</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>BEING IMAGINATIVE & EXPRESSIVE</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when</p>
	Being imaginative and Expressive	<ul style="list-style-type: none"> -Create simple representations of events, people and objects. -Initiates a new combination of movement and gesture in order to express and respond to feelings, ideas and experiences. -Chooses particular colours to use for a purpose. -Introduces a storyline or narrative into their play. -Plays alongside other children who are engaged in the same theme. - -Plays cooperatively as part of a group to develop and act out a narrative -Christmas performance -Performing songs and rhymes at the end of the day. 	<ul style="list-style-type: none"> -Create simple representations of events, people and objects. -Uses movement and gesture in order to express and respond to feelings, ideas and experiences. -Chooses particular colours to use for a purpose. -Introduces a storyline or narrative into their play. -Plays alongside and leads play with other children who are engaged in the same theme. - -Plays cooperatively as part of a group to develop and act out a narrative. -Chinese New year assembly -Performing songs and rhymes at the end of the day. 	<ul style="list-style-type: none"> -Children use what they have learnt about media and materials in original ways by thinking about uses and purposes -They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. -Performing songs and rhymes at the end of the day.
<p>-Continuous provision opportunities to access tools and materials to create independently.</p> <p>-Use of small world objects, construction and role play area to encourage imaginative and cooperative play.</p>				