


# Reception Long Term Plan

## 2023/24

 <b>Allscott Meads</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Only One You	In my imagination...	Winter Wonderland	Spring has Sprung	Fresh as a Daisy	When I grow up!
<b>Communication and Language</b>  Listening, Attention and Understanding  Speaking	<ul style="list-style-type: none"> <li>- Know the different ways they can show they are listening and understanding when engaged in conversation.</li> <li>- Demonstrate understanding of what is being discussed by contributing to small-group conversations.</li> <li>- Adapt their own language of past and present tense based on the model of a teacher.</li> <li>- Work alongside a teacher to create and perform helicopter stories.</li> <li>- Talk to a teacher and peers about what has happened, what is happening and what will happen.</li> <li>- Communicate with the lunchtime staff to order their lunch using appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>- Initially respond to adult led conversations and then continue to share their ideas.</li> <li>- Use a variety of question starters to develop understanding of a specific topic.</li> <li>- During play engage in conversation with peers, having a conversation about their play and other topics.</li> <li>- Imitate a teacher's model of using memorable vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- When engaged in a conversation, demonstrate they are listening using different strategies.</li> <li>- Spontaneously offer comments to whole class conversations.</li> <li>- Use a variety of verbs in all three tenses when talking about their play and experiences out of school.</li> <li>- Develop a love for creating and performing helicopter stories which imbued new vocabulary.</li> <li>- Speak in extended sentences, with the use of conjunctions.</li> <li>- Confidently greet and express their wants and needs with an adult around school, using appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in and instigate conversations of interest to them, during play.</li> <li>- Ask questions to develop their understanding of topics which interest them.</li> <li>- Engage in a back-and-forth conversation led by a teacher during play.</li> <li>- Recall and talk about memorable vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Use eye contact, head movement and appropriate responses to show they are listening and understanding.</li> <li>- Add relevant comments to whole class and small group discussions to demonstrate their attention and understanding.</li> <li>- Talk in the past tense about what they have enjoyed doing in school and at home, using newly introduced language.</li> <li>- Create and perform helicopter stories which use and embed new vocabulary.</li> <li>- Speak in extended sentences, with the use of conjunctions, when talking about what has happened, what is happening and what will happen.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to adults and their peers to either add to the conversation or provide an answer to a posed question.</li> <li>- Ask questions about a range of topics (stories, the natural world, different cultures, their immediate environment etc.) in order to clarify their understanding.</li> <li>- Engage in a meaningful back and forth conversation during play with a peer or teacher where both parties contribute.</li> <li>- Consistently use new and memorable vocabulary, acquired from a range of texts, through imaginative play.</li> <li>- Communicate with adults around school in a variety of contexts using appropriate language.</li> </ul>
<b>Personal, Social and Emotional Development</b>  Self-Regulation  Managing Self  Building Relationships	<ul style="list-style-type: none"> <li>- Observe teacher models on regulating a range of big emotions and talk about which might work for them.</li> <li>- Independently consider how play-related goals can be achieved and begin to talk about this with peers.</li> <li>- Study and imitate turn-taking and sharing strategies which are modelled by teachers.</li> <li>- Explore their learning environment and talk about which play opportunities they find most enjoyable.</li> <li>- Work with peers when working towards play goals.</li> <li>- With support and reminders from teachers, change self to be ready for PE and forest school.</li> <li>- Play with a variety of peers depending on the chosen Learning Through Play opportunity.</li> <li>- Use talk and play to build relationships with teachers and their peers.</li> <li>- Be introduced to the school's pastoral team.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk with peers when they are feeling a range of emotions.</li> <li>- Talk to teachers and peers about how they demonstrate a 'never give up' attitude.</li> <li>- With teacher guidance, complete instructions with multiple steps.</li> <li>- Know and have a say in creating a set of class rules which must be agreed upon and followed by all.</li> <li>- Know the rules which make up the highway code and which elements apply to pedestrians.</li> <li>- Talk about and take part in activities which keep us healthy including exercise, diet, washing and dental care.</li> <li>- Study – and begin to imitate - teacher models for resolving conflicts with their peers.</li> <li>- Recognise and build relationships with members of the school's Senior Leadership Team.</li> </ul>	<ul style="list-style-type: none"> <li>- Approach teachers when they are feeling a big emotion and talk about regulating these feelings.</li> <li>- Set themselves a goal and talk to peers and teachers about how they intend to achieve it.</li> <li>- Use different strategies to ensure toys and equipment are shared fairly.</li> <li>- Follow their own interests, playing with a varied group of peers.</li> <li>- Ask teachers for support when working towards a goal which they are having difficulty with.</li> <li>- Dress and undress for PE and forest school, knowing the correct order actions should be done.</li> <li>- Develop relationships with a variety of peers.</li> <li>- Vary talk and behaviour based on whether they are speaking to a peer or a teacher.</li> <li>- Recognise and build relationships with the school's pastoral team.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk with their peers about strategies they use when feeling big emotions.</li> <li>- Talk with teachers about how they can improve their work and play-related learning activities.</li> <li>- Follow instructions with multiple steps where reminders may be required.</li> <li>- Know rules which apply to the whole school and understand how these can be followed.</li> <li>- Understand how the highway code keeps them safe.</li> <li>- Identify examples of healthy and unhealthy food choices.</li> <li>- With teacher support, resolve peer conflicts through strategies which have been modelled.</li> <li>- Recognise and build relationships with teachers from other classes around school.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify when they are feeling big emotions and know how to regulate these feelings independently.</li> <li>- When playing, choose and talk about goals and adapt their approach if initially unsuccessfully.</li> <li>- Know when they need to wait patiently – to talk to a teacher, to play with a toy, to go outside etc.</li> <li>- Choose a play opportunity which interests them regardless of their friendships group's choices.</li> <li>- Call upon a range of sources of support when working towards a goal, including books.</li> <li>- Independently dress and undress for PE and forest school in a timely manner.</li> <li>- Play and have individual relationships with a variety of peers.</li> <li>- Have positive relationships with both teachers and peers and understand how these differ.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise when a peer is feeling a big emotion and know how to support them in regulating emotions.</li> <li>- Consistently demonstrate resilience when working towards goals which they have set themselves.</li> <li>- Follow instructions with several steps and remain disciplined to ensure they are followed accurately.</li> <li>- Know the consequences for not following rules and understand why consequences exist.</li> <li>- Follow the highway code around school and cross a zebra crossing safely.</li> <li>- Talk about the importance of a healthy diet, including caring for their teeth.</li> <li>- Independently resolve conflicts with peers through modelled strategies.</li> <li>- Adopt positive behaviours towards all members of the school community.</li> <li>- Know the purpose of the school's pastoral team.</li> </ul>
<b>Physical Development</b>  Gross Motor Skills  Fine Motor Skills	<ul style="list-style-type: none"> <li>- Experiment using alternating feet to push when riding a scooter to see which works better.</li> <li>- With support from an adult, move across a low balance beam, using the non-supported hand for balance.</li> <li>- Hold a rope in both hands and throw it overhead to retrieve a cone.</li> <li>- Explore different ways of leaping and use them in dance routines.</li> <li>- Follow lines and patterns, with increasing accuracy, when holding a pencil.</li> <li>- Practise obstacle courses to familiarise self with 'under', 'over', 'around' and 'through'.</li> <li>- Safely use a knife to cut food whilst holding it in place.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to play games, previously taught and led by an adult, independently and follow the known rules.</li> <li>- Catch a bean bag using one hand, throwing it up and catching independently.</li> <li>- Begin to move rhythmically and dance in response to changes in the music.</li> <li>- Use thick paint brushes, using the whole arm to paint a large surface.</li> <li>- Follow lines, including gentle curves, when using scissors independently.</li> <li>- Thread laces through increasingly smaller holes.</li> <li>- Apply glue to smaller materials by rubbing on the top of a glue stick.</li> <li>- Practise scrubbing technique, experimenting with pace and pressure to avoid pain and damage to teeth.</li> </ul>	<ul style="list-style-type: none"> <li>- When riding a balance bike, make simple turns and changes of direction by leaning body left and right.</li> <li>- When throwing at a given target, know whether an over or underarm throw would be more effective and talk through the reasoning for this.</li> <li>- Step onto a low balance beam, with support, and then balance in position independently.</li> <li>- Skip using a rope held themselves, jumping with both feet.</li> <li>- Experiment with different balances and use them in dance routines.</li> <li>- Write and draw in different directions, including curves and angles, to promote dynamism.</li> <li>- Use a fork to hold food in place whilst the knife cuts.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the handle to make simple turns when riding a scooter with both feet off the ground.</li> <li>- Play games, indoors and outdoors, and make suggestions for new rules.</li> <li>- Receive an underarm throw of a ball or bean bag and catch using one or two hands.</li> <li>- Dance to music and make changes to routines and movements.</li> <li>- Paint using a fine brush using a tripod grip for detail.</li> <li>- Manipulate paper, as well as scissors, when cutting more dramatic curves and changes of direction.</li> <li>- Practise lace-tying on a board using two differently coloured ends.</li> <li>- Apply PVA glue using a spatula in specific places.</li> <li>- Independently apply toothpaste to a toothbrush.</li> </ul>	<ul style="list-style-type: none"> <li>- When riding a balance bike, follow a set path using alternating feet to acceleration and deceleration.</li> <li>- Throw a wider variety of objects further distances and at given targets.</li> <li>- Skip using a rope they hold themselves, attempting to hop on alternating feet.</li> <li>- Use leaps and balances in their dance routines.</li> <li>- Hold a pencil using a dynamic tripod grip, using fingers for control when writing and drawing.</li> <li>- Do and undo small buttons on clothing.</li> <li>- Hold and use a knife and fork independently when eating, including cutting.</li> <li>- Independently hold and use a toothbrush to brush teeth effectively.</li> </ul>	<ul style="list-style-type: none"> <li>- Ride a scooter, using one foot to push and then resting both feet on the scooter. Use the handle to turn and follow a set path.</li> <li>- Create and set the rules for games to be played indoors and outdoors, sharing these with peers.</li> <li>- Catch smaller objects from greater distances.</li> <li>- Walk along a low, narrow balance beam, using arms for control.</li> <li>- Represent thoughts and feelings through dances and movements.</li> <li>- Use scissors to cut complex shapes, such as figures.</li> <li>- Tie shoelaces independently</li> <li>- Choose from and use a selection of adhesives which are fit for purpose.</li> <li>- Manipulate the grip on a paintbrush for effect.</li> </ul>
<b>Literacy</b>  Comprehension  Word Reading  Writing	<ul style="list-style-type: none"> <li>- Use props, provided by the teacher, to support retells of familiar stories.</li> <li>- Make predictions based on clues provided by the teacher.</li> <li>- Recognise key words around the classroom (toilet, sink, window, table, chair etc.).</li> <li>- Sing the alphabet song and know that each of these letter names has a corresponding sound.</li> <li>- Practise sounding out and blending CVC words as part of phonics lessons.</li> <li>- Understand that taught sounds will have a corresponding grapheme of one or more letters.</li> <li>- Use writing during play when explicit opportunities are provided (lists, orders, instructions etc.).</li> </ul>	<ul style="list-style-type: none"> <li>- Use their own vocabulary when retelling or developing helicopter stories.</li> <li>- Remember the 5 words which make up HLC's school values and talk about them as a class.</li> <li>- Identify when a pair of words rhyme and then add a third word which also rhymes.</li> <li>- Know that tricky words cannot be sounded out phonetically.</li> <li>- Know what digraphs and trigraphs are and begin to learn a selection and the letter names involved.</li> <li>- Blend sounds to read 4- and 5-letter words.</li> <li>- Know the HLC letter formation mnemonics for each letter of the alphabet.</li> <li>- When writing multiple words, use a finger space between them. With a manipulative for support if needed.</li> </ul>	<ul style="list-style-type: none"> <li>- When retelling stories, refer directly to vocabulary drawn from the original text.</li> <li>- Make predictions based on what has been read so far, including the front cover and blurb.</li> <li>- Recognise the names of their teachers and other significant adults in school.</li> <li>- Know each sound for all 26 letters of the alphabet.</li> <li>- Sound out and attempt to blend key and newly-introduced vocabulary around the classroom.</li> <li>- For taught sounds, including digraphs and trigraphs, know the corresponding graphemes.</li> <li>- Use writing spontaneously during their play, for example, labelling a model they have created.</li> <li>- End sentences with a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>- Use direct quotations from known stories when developing a helicopter story.</li> <li>- Know the meaning of the words which make up HLC's school values.</li> <li>- Predict the final word in a sentence knowing that it will complete a rhyming pair.</li> <li>- Use phonics knowledge to identify the 'tricky' part of words.</li> <li>- Know to search for and spot digraphs and trigraphs within words before sounding out and blending.</li> <li>- Blend sounds, including digraphs and trigraphs, to read words.</li> <li>- Write each letter of the alphabet, mostly using the correct formation.</li> <li>- Know that sentences, as well as names start with a capital letter.</li> </ul>	<ul style="list-style-type: none"> <li>- Use props and vocabulary drawn from the text when retelling a wide range of stories.</li> <li>- Make predictions based on their understanding of the text and the world around them.</li> <li>- Recognise the written names of their peers, family members and the words which make up HLC's values.</li> <li>- Know the letter names and each corresponding sound for all letters of the alphabet.</li> <li>- Apply phonics skills when reading labels and signs around the school.</li> <li>- Sound out words and identify corresponding graphemes for each sound to write decodable words.</li> <li>- Consistently use writing as part of their Learning Through Play, particularly during role play.</li> <li>- Write sentences with capital letters, finger spaces and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>- Combine their own words and those from known texts when retelling or creating a helicopter story.</li> <li>- Understand HLC's school values and discuss how they can embody them.</li> <li>- Recognise words which rhyme and continue rhyming strings.</li> <li>- Read all taught common exception words and have an understanding as to what makes them 'tricky'.</li> <li>- Use blending skills to read a group of words and decode this as a sentence.</li> <li>- Write each letter of the alphabet with the correct formation.</li> <li>- Write a postcard to their future self which talks about their time in Reception at HLC Primary.</li> </ul>

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<p style="text-align: center;"><b>Mathematics</b></p> <p style="text-align: center;">Number</p> <p style="text-align: center;">Numerical Patterns</p>	<ul style="list-style-type: none"> <li>- Recognise whether there are 1, 2 or 3 objects in a group.</li> <li>- Write the numbers 1-10 using the correct digit formation.</li> <li>- Experiment with adding more and taking away manipulatives from amounts up to 20.</li> <li>- Count beyond 10 and back to 0 without the use of manipulatives.</li> <li>- Name squares, triangles and circles on sight and use them in their play.</li> <li>- Continue repeating patterns which have been created by teachers and their peers.</li> <li>- Know that equal numbers can be shared into 2 equal groups and odd numbers have an 'odd one'.</li> <li>- Estimate quantities without the use of known facts.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to use manipulatives to identify number bonds for 1-5 and begin to memorise these.</li> <li>- Match numerals, words and quantities for the numbers 1-10.</li> <li>- Add and take away from manipulatives to find 'one more' and 'one less' than numbers up to 20.</li> <li>- Know that the final number used when counting objects indicates the total quantity of those objects.</li> <li>- Know that a double is when a number is added to itself.</li> <li>- Share numbers up to 20 into 2 equal groups as a class or during play.</li> <li>- Use '-est' words when talking about lengths, weights and capacities.</li> </ul>	<ul style="list-style-type: none"> <li>- Subitise numbers up to 5 speedily where amounts are represented pictorially or through manipulatives.</li> <li>- Write and number from 1-20 using the correct digit formation.</li> <li>- Create numbers using manipulatives and then take some away to make a new number.</li> <li>- Count to 20 from 0 and back to 0 from teen numbers.</li> <li>- Talk about the shapes they can see in their learning environment.</li> <li>- Create repeating patterns with three variables, using colours, shapes and manipulatives.</li> <li>- Find odd and even numbers through equal sharing and recalling prior modelling.</li> <li>- Base estimations on known facts ("Here are 10 marbles, how many do you estimate are here?")</li> </ul>	<ul style="list-style-type: none"> <li>- Mentally recall all number bonds for 1-5 without the use of manipulatives.</li> <li>- Match numerals, words and quantities for any number up to 20.</li> <li>- Use a number line to recognise 'one more' and 'one less' for numbers up to 20.</li> <li>- Use ordinal numbers during play and when discussing dates and race results.</li> <li>- Count two groups of objects and state the total of each.</li> <li>- Use manipulatives to identify double facts for numbers 1-5.</li> <li>- Share numbers up to 20 into varying numbers of groups and apply this in their play.</li> <li>- Order multiple lengths, weight and capacities from shortest/lightest/emptiest to longest/heaviest/fulliest.</li> </ul>	<ul style="list-style-type: none"> <li>- Use ten frames and Hungarian frames to count numbers between 5 and 10 speedily.</li> <li>- Match numerals to words for numbers from 1-20 and recall the HLC digit formation mnemonics.</li> <li>- Use manipulatives to solve subtraction problems by taking away amounts from numbers up to 20.</li> <li>- Count beyond 20 from any number and back to 0 from any number up to 20.</li> <li>- Recognise rectangles, circles and triangles and use these shapes in their play.</li> <li>- Create repeating patterns – beyond AB – using shapes and other manipulatives.</li> <li>- Know the odd and even numbers up to 10 from memory.</li> <li>- Make sensible estimations when studying groups of objects and then compare these to actual amounts.</li> </ul>	<ul style="list-style-type: none"> <li>- Recall some number bonds for the numbers 6-10, including subtraction facts.</li> <li>- Match numerals and words to quantities beyond 20 by counting to this amount.</li> <li>- Instantly recall 'one more' and 'one less' than any number up to 20.</li> <li>- Use both cardinal and ordinal numbers when counting and ordering.</li> <li>- Use the language 'greater than' and 'less than' when comparing quantities.</li> <li>- Recall double facts for numbers 1-5 from memory.</li> <li>- Share objects up to 20 into equal groups and decide what should be done with any left over.</li> <li>- Compare lengths, weights and capacities using '-er' words as well as '-est'.</li> </ul>
<p style="text-align: center;"><b>Understanding the World</b></p> <p style="text-align: center;">Past and Present</p> <p style="text-align: center;">People, Culture and Communities</p> <p style="text-align: center;">The Natural World</p>	<ul style="list-style-type: none"> <li>- Knows the date of their birthday and this does not change.</li> <li>- Study images from the past and present to identify changes to the natural world over time.</li> <li>- Knows when, how and why different religious festivals are celebrated during the year.</li> <li>- Knows the names of and recognises members of the school's pastoral team.</li> </ul>	<ul style="list-style-type: none"> <li>- When talking about the past and future, uses 'yesterday' and 'tomorrow' mostly accurately.</li> <li>- Identifies changes over time to objects in the world around them (ice, plants, food etc.).</li> <li>- Talk with teachers about personal events which they consider to be significant</li> </ul>	<ul style="list-style-type: none"> <li>- Understands that time passes in sequential order and there are repeating patterns in our lives.</li> <li>- Look at the natural world in our immediate environment and talk about changes over time.</li> <li>- Talk about events and celebrations, included religious, which they observe and how.</li> <li>- Knows the names of and recognises members of the school's safeguarding team.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses the names of days and months when talking about the past or significant events.</li> <li>- Understand that some changes cannot be reversed as time passes.</li> <li>- Add specific details when recounting experiences to peers and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows the repeating patterns of days and months.</li> <li>- Recognise how the world has changed over periods of time.</li> <li>- Describes multiple events and celebrations, including religious, which take place during the year.</li> <li>- Know the name of the current Monarch and Prime Minister.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses 'last...' and 'next...' in relation to week's months and years to talk about the past and future.</li> <li>- Recognise how the passage of time has changed them and the people around them.</li> <li>- Talk confidently, and in increasing detail, about the past and present events in their own life.</li> <li>- Know and talk about how they have changed during their time in Reception.</li> </ul>
	<ul style="list-style-type: none"> <li>- Plays with friends and discovers shared interests through this play.</li> <li>- Follow maps of the school and the local areas within the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Looks back at their life before Reception and how their routines and experiences have changed.</li> <li>- Knows multiple religions and celebrations observed by these religions and begins to make comparisons.</li> <li>- Studies images of children their age learning and playing in different parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>- Finds friends with similar and different interests to their own.</li> <li>- Create drawn and physical versions of maps to show journey travelled personally or by characters in stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about what they enjoy doing in and out of school and why they like these things.</li> <li>- Describes how different religions and cultures observe various celebrations.</li> <li>- Talks about the lives of other children around the world and begins to make comparisons with their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows the interests of their friends and compares them with their own.</li> <li>- Create a range of maps of the school and local areas within the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Makes comparisons between their time in Reception and their pre-school experiences.</li> <li>- Compares celebrations observed by different religions, cultures and communities.</li> <li>- Explains similarities and differences between their life and the life of a Reception-age child in a different country.</li> </ul>
	<ul style="list-style-type: none"> <li>- Knows how we can care for different animals, including pets and animals in the wild.</li> <li>- Knows the impact of littering on the local environment and the wider world.</li> <li>- Carries out experiments with their teacher to study changes in materials when heated and cooled.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the season of autumn using key vocabulary and compares it to other seasons.</li> <li>- Compare different types of plants in and around school and throughout the local area.</li> <li>- Describe the features of our local area using age-appropriate vocabulary (pavements, shops, parks etc.).</li> <li>- Talks about properties of different materials using their own vocabulary to describe them</li> </ul>	<ul style="list-style-type: none"> <li>- Describes and observes the life cycles of different animals.</li> <li>- Contributes towards keeping our school and local area free of litter and waste.</li> <li>- Makes predictions as to what will happen to materials when they are heated or cooled.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the season of spring using key vocabulary and compares it with other seasons.</li> <li>- Make observations of plants over time as they grow and describe the changes they witness.</li> <li>- Studies images of other environments and compares these with our local area.</li> <li>- Experiments with different materials and evaluates their success for a given task.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows the habitats of different animals and begins to explain why these habitats are suitable.</li> <li>- Understands how we can have a positive impact on the environment.</li> <li>- Describes what happens to different materials when they are heated and cooled.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the season of summer using key vocabulary and compares it to previous seasons.</li> <li>- Knows the purpose of different parts of plants and finds examples of these around our school.</li> <li>- Compares our local area with another using books, digital resources and own experiences.</li> <li>- Explains why they chose a material for a given task.</li> </ul>
<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p style="text-align: center;">Creating with Materials</p> <p style="text-align: center;">Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> <li>-Explore colour mixing through a variety of mediums eg. Powder paint, water colour, puddle painting.</li> <li>-Hold a paintbrush or chunky mark making tool with the child's chosen grip.</li> <li>-Begins to print with purpose.</li> <li>-Draws things that they observe eg. A flower.</li> <li>-Shape and model different sculptures, eg. Playdough, clay, junk modelling.</li> <li>-Sing a wide range of songs to themselves, often creating their own songs and words.</li> <li>-Move and dance to music in different ways, e.g. skipping, swaying, jumping, rolling into dance movements.</li> <li>-Use their imagination to turn the everyday into the extraordinary, e.g. turning a box into a farmyard.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop tripod grip by experiencing fine motor strengthening activities.</li> <li>-Hold a paintbrush with increasing control.</li> <li>-Experiment with different textures of stamps and materials to print on.</li> <li>-Prints a repeated pattern which could alternate in shape, size, or colour.</li> <li>-Draws objects and events from memory eg. Weekend news or a recount of an event.</li> <li>-Explore a different range of 3D work; clay, dough, boxes, wire, paper sculpture, mod roc.</li> <li>-Know a wide range of songs including nursery rhymes, rules and routine songs.</li> <li>-Perform in the Reception Christmas Production and sing as part of a chorus, to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment how adding black and white can deepen and lighten a colour.</li> <li>-Printing objects to make a pattern or picture.</li> <li>-Draws bodies of an appropriate size for what they are drawing.</li> <li>-Can explain a drawing and use their knowledge of shape to influence the structure of the artwork.</li> <li>-Explore a wide range of mark making materials and tools.</li> <li>-Work as a group with the support of a teacher to create a 3D model or structure.</li> <li>-Sing in a group, matching pitch and following melody with their peers.</li> <li>-Choose instruments/sounds for their own imaginative purposes, e.g., a shaker to represent rain, a drum to represent a dinosaur.</li> <li>-Immerse themselves in creating different characters and personas when Learning Through Play.</li> </ul>	<ul style="list-style-type: none"> <li>-Colour match to a specific colour and shade.</li> <li>-Hold a paintbrush (or chosen tool) using a tripod grip.</li> <li>-Create patterns or meaningful pictures when printing.</li> <li>-Draws with more precision and creates an image which is identifiable.</li> <li>-Chose a mark making tool with a purpose in mind and create the planned image.</li> <li>-Imagine and plan a 3D sculpture to make.</li> <li>-Sing by themselves, matching pitch and following melody.</li> <li>-Listen to a song and create their own dance movements.</li> </ul>	<ul style="list-style-type: none"> <li>-Select/mix specific colours and medium to paint with.</li> <li>-Understands how colours can relate to feelings, temperature and setting.</li> <li>-Paints a picture with purpose and control.</li> <li>-Can improve their painting by editing colours at adding additional detail.</li> <li>-Print on top of previous work to explore different printing tools and colours.</li> <li>-Creates a pattern with smaller, more intricate stamps and materials.</li> <li>-Draws in response to their feelings.</li> <li>-Interpret music through a planned, sequenced dance routine as part of a group.</li> <li>-Use instruments to add interest when telling a story.</li> <li>-Create a short helicopter story and perform it to their peers.</li> </ul>	<ul style="list-style-type: none"> <li>-Know the primary colours and the combinations required to produce desired secondary colours.</li> <li>-Hold a paintbrush or chosen mark making tool with a tripod grip and use with control and precision.</li> <li>-Print a meaningful pattern which contains a range of stamping tools and colours.</li> <li>-Independently select additional tools (stamps, rollers etc) to improve their painting.</li> <li>-Draws with detail (bodies with sausage limbs and additional features.)</li> <li>-Draws self-portraits, landscapes, and buildings/cityscapes.</li> <li>-Sculpt using a vast array of tools and materials.</li> <li>-Compose music, using a variety of instruments, which explore tempo, pitch, dynamics and timbre.</li> <li>-Critique the expressive work of others using appropriate vocabulary.</li> </ul>
<p style="text-align: center;"><b>Contextual Experiences and Additional Opportunities</b></p>	To be agreed					
<p style="text-align: center;"><b>Key Texts and Rhymes</b></p>	To be agreed					