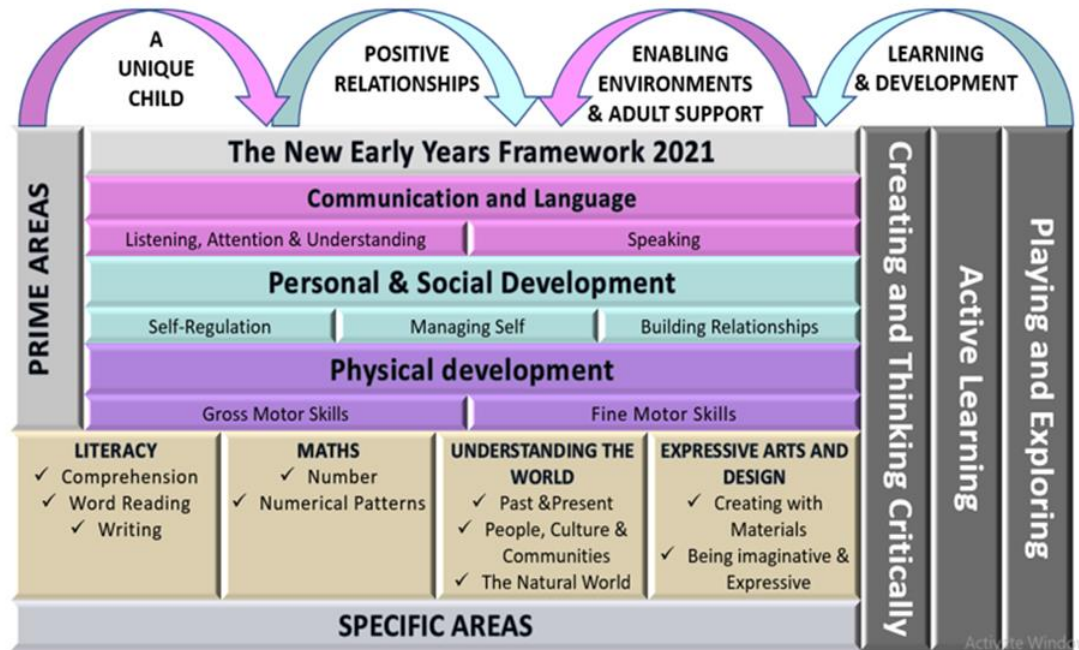




Reception Long Term Plan 2023-2024



At Micklands Primary School we offer a rich, ambitious and carefully planned curriculum, ensuring each individual learner can develop happily as an excellent learner, full of curiosity and wonder, underpinned by the confidence that comes from acquiring new knowledge, skills and understanding. We work collaboratively to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEMES	ME AND YOU	LET'S GET MOVING	TALENTS AND POWERS	CARING PLANET	CIRCLE OF LIFE	TAKE ME AWAY
CHARACTERISTICS OF EFFECTIVE LEARNING	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
OVERARCHING PRINCIPLES	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY At Micklands Primary School we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEMES	ME AND YOU	LET'S GET MOVING	TALENTS AND POWERS	CARING PLANET	CIRCLE OF LIFE	TAKE ME AWAY
CORE TEXTS AS STIMULUS	The Little Red The Colour Monster	Look Up! Mrs Armitage on Wheels	Stick Man The Magic Paintbrush Super Milly and the Super School Day	The Three Little Pigs I Will Not Ever, Never Eat a Tomato	What the Ladybird Heard The Tiny Seed Oi Frog	Night Pirates Bringing the Rain to Kapiti Plain Can You Catch a Mermaid? My shadow is pink
OTHER LINKED TEXTS	Brown Bear Brown Bear and Polar Bear, Polar Bear Elmer Room on the Broom Pumpkin Soup	Whatever Next! Aliens Love Underpants How to Catch a Star	Supertato Sailing off to Sleep	Oliver's Vegetables Oliver's Fruit Salad On the Way Home	Famer Duck The Very Hungry Caterpillar Jack and the Beanstalk	Lighthouse Keeper's Lunch Rainbow Fish
ENRICHMENT OPPORTUNITIES/'WOW MOMENTS'	Harvest/bread making Halloween Pantomime in school Christmas jumper day Welcome Wednesday	Remembrance Day Bonfire Night Nativity production Diwali and Hannukah School disco Welcome Wednesday	LEAF Vet visit Firefighter/police visit Superhero dress up day Chinese New Year Valentine's Day Welcome Wednesday	Pancake Day Mother's Day Massage World Book Day Easter Egg Hunt Welcome Wednesday School disco Woodwork	Living Eggs- chicks Miller's Ark farm visit Jonathan's Jungle Roadshow King's Coronation Welcome Wednesday Grandparent Day	LEAF Father's Day Welcome Wednesday Summer Festival
PARENTAL INVOLVEMENT	Home visits Staggered start Reading and Writing workshop Phonics workshop Wow moments Welcome Wednesday	Parent Evening Maths workshop Wow moments Welcome Wednesday Nativity production	Wow moments Welcome Wednesday 1:1 workshops	Parent Evening Mid-term reports Wow moments Welcome Wednesday Mother's Day Massage	Wow moments Welcome Wednesday Grandparent day	Wow moments Welcome Wednesday Father's Day Sports Day Summer report



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<p>ASSESSMENT OPPORTUNITIES</p>	<p>National baseline Baseline data on DC Pro RWI Phonics assessment EYFS Team Meetings Learning journeys Moderation Speech assessments (NELI programme) New Learning and Next Steps documents</p>	<p>RWI Phonics assessment EYFS Team Meetings DCPro updated Learning journeys Moderation Parent evening-settling in New Learning and Next Steps documents</p>	<p>RWI Phonics assessment Pupil Progress Meetings GLD predictions EYFS Team Meetings Learning journeys New Learning and Next Steps documents</p>	<p>RWI Phonics assessment EYFS Team Meetings DCPro updated Mid-term reports to parents-sharing targets Learning journeys Moderation Speech assessments (NELI programme) New Learning and Next Steps documents</p>	<p>RWI Phonics assessment EYFS Team Meetings Learning journeys New Learning and Next Steps documents</p>	<p>RWI Phonics assessment EYFS Team Meetings End of year data submission End of year report to parents Learning journeys Moderation Speech assessments (NELI programme) New Learning and Next Steps documents</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEMES	ME AND YOU	LET'S GET MOVING	TALENTS AND POWERS	CARING PLANET	CIRCLE OF LIFE	TAKE ME AWAY
<p>COMMUNICATION AND LANGUAGE</p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>C&L is developed throughout the year through high quality interactions, daily group discussions, circle times, PSHE times, stories, singing, speech and language interventions, storytelling, EYFS productions, assemblies and weekly interventions.</p> <p>Daily story and rhyme time</p>	<p>Through settling in activities, the children will learn to:</p> <p>Make friends Talk about experiences that are familiar to them Rhyme and use alliteration Listen to, and join in with, stories, rhymes and songs Use talk routines throughout the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>The children will learn to:</p> <p>Develop their vocabulary from story reading. Use new vocabulary throughout the day. Listen and respond to stories/non-fiction Follow instructions Take part in discussion Talk with a partner Perform- sing and act</p>	<p>The children will learn to:</p> <p>Use how and why questions. Describe events in some detail Listen to and talk about stories to build familiarity and understanding. Share rhymes, poems and songs.</p>	<p>The children will learn to:</p> <p>Retell stories. Use conjunctions when retelling stories. Listen carefully and understand why listening is important Ask questions. Show sustained focus when listening to a story</p>	<p>The children will learn to:</p> <p>Extend their knowledge of the world and illustrate a current topic from books read aloud. Consolidate vocabulary</p>	<p>The children will learn to:</p> <p>Talk about the content of non-fiction books.</p>



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<p>ORACY 21</p> <p>The children will learn to: Show understanding of Whole Body Listening</p> <p>Curriculum on a Page: The Little Red Hen (Literacy)-storytelling</p>	<p>The children will learn to: Show understanding of Whole Body Listening Follow discussion guidelines</p>	<p>The children will learn to: Show understanding of Whole Body Listening Follow discussion guidelines</p> <p>Curriculum on a Page: Chinese New Year (Geography/Culture) -role play- using sentence starters/extenders</p>	<p>The children will learn to: Show understanding of Whole Body Listening Follow discussion guidelines</p>	<p>The children will learn to: Show understanding of Whole Body Listening Follow discussion guidelines</p> <p>Curriculum on a Page: Life cycle – (Science) poster presentation</p>	<p>The children will learn to: Show understanding of Whole Body Listening Follow discussion guidelines</p>	<p>The children will learn to: Show understanding of Whole Body Listening Follow discussion guidelines</p>
<p>KEY KNOWLEDGE, SKILLS AND UNDERSTANDING THE CHILDREN WILL LEARN BY THE END OF EACH TERM</p> <p>In Listening, Attention and Understanding and Speaking</p>	<p>Talk to others and take turns to speak. Clearly express self Use full sentences in conversation Demonstrate good listening behaviours Enjoy joining in with songs, stories and group time discussions. Follow instructions with 2 or more parts. Use talk to organise thinking Talk to others, including familiar adults in play.</p>		<p>Use tenses correctly Using conjunctions Share ideas in small groups and whole class situations. Respond to what others say. Acquire vocabulary from stories and non-fiction. Ask questions about what I have heard. Respond with actions, comments and questions. Explain events that have already happened, in detail.</p>		<p>ELGs <u>Listening, Attention and Understanding</u> 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. <u>Speaking</u> 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.</p>	



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEMES	ME AND YOU	LET'S GET MOVING	TALENTS AND POWERS	CARING PLANET	CIRCLE OF LIFE	TAKE ME AWAY
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
PSHE JIGSAW Building Relationships Managing Self Self-Regulations	Being Me In My World The children will learn to: Help others to feel welcome. Begin to recognise and manage their own feelings. Understand why it is good to have kind and gentle hands. Begin to understand what responsible means.	Celebrating Difference The children will learn to: Talk about what they are good at. Understand that being different makes us all special. Know ways that we are different and the same. Tell you how to be a kind friend. Tell you why their home is special to them. Know ways to stand up for themselves.	Dreams and Goals The children will learn to: Understand that if they persevere they can tackle challenges. Tell you a time that they didn't give up. Set a goal and work towards it. Use kind words to encourage people. Know what it means to feel proud of myself.	Healthy Me The children will learn to: Understand that they need to exercise to keep their body healthy. Understand that moving and resting are good for their body. Know which foods are healthy and not healthy. Know how to help themselves go to sleep and why it is good for them. Wash their hands thoroughly and know why it is important to stay healthy. Know what a stranger is and how to keep safe if a stranger approaches them.	Relationships The children will learn to: Identify some of the jobs they do in their family and how they feel like they belong. Know how to make friends to stop themselves from feeling lonely. Think of ways to solve problems and stay friends. Start to understand the impact of unkind words. Use Calm Me time to manage their feelings. Know how to be a good friend	Changing Me The children will learn to: Name parts of the body. Tell you some things they can do and foods they can eat to be healthy. Understand that we all grow from babies to adults. Express how they feel about moving to Year 1. Talk about their worries and/or the things they are looking forward to about being in Year 1. Share their memories of the best bits of this year in Reception
	Linked stories Dogger, Hands are not for hitting	Linked stories Elmer, Barry the Fish with Fingers, The Family Book	Linked stories Love Monster, Don't Worry Hugless Douglas	Linked stories Never Talk To Strangers Not Everyone is Nice	Linked stories Mable and Me George and Martha	Linked stories I wonder why kangaroos have pouches, Huge Bag of Worries, Look inside your body



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		The Dog and the Dolphin			
<p>PSED</p> <p>Alongside Jigsaw, the children will learn to further develop their PSE knowledge, skills and understanding throughout the year, through high quality interactions, running through all aspects of our learning, and in these further specific activities</p>	<p>Home visits Settling in activities Toileting and managing hygiene Teaching how to play at breaktimes Transition times -routines Safety -school and wider community Christmas show Support for vulnerable children</p>	<p>Singing assemblies House assemblies Key stage assemblies Visitors Mother's Day Massage L.E.A.F Support for vulnerable children</p>	<p>Transition to Year 1 Caring for animals-responsibility Visitors Singing assemblies House assemblies Key stage assemblies Whole school celebrations Father's Day visit Grandparent day L.E.A.F Support for vulnerable children</p>		
<p>KEY KNOWLEDGE, SKILLS AND UNDERSTANDING THE CHILDREN WILL LEARN BY THE END OF EACH TERM</p> <p>In Building Relationships, Managing Self and Self-Regulation</p>	<p>Identify and express feelings Share toys with others Toilet independently and manage hygiene Toothbrushing and oral hygiene Follow instructions Know and follow the rules in the classroom. Consider the feelings of others Build constructive and respectful relationships. See self as a valuable individual. Be confident in the familiar school environment.</p>	<p>Build mutually respectful relationships. Follow rules in the wider school community Show resilience and perseverance in the face of challenge. Try new activities. Play with others and solve conflicts that occur without adult intervention. Demonstrate understanding of feelings, including those of others- empathy and perspective. Show understanding of a healthy lifestyle.</p>	<p>ELGs Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 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 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>		



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEMES	ME AND YOU	LET'S GET MOVING	TALENTS AND POWERS	CARING PLANET	CIRCLE OF LIFE	TAKE ME AWAY
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
FINE MOTOR Daily opportunities for Fine Motor Activities Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	The children will learn to: Thread, cut, manipulate playdough to develop fine motor skills. Manipulate objects. Draw and mark make freely. Draw lines and circles with gross motor skills. Hold pencil/paintbrush beyond the whole hand grasp. Develop their pencil grip Use scissor skills for snipping	The children will learn to: Use tools to effect changes to materials. Show preference for a dominant hand. Mark make for a purpose. Use correct letter formation for letters in their name. Use scissor skills for cutting straight and curved lines.	The children will learn to: Hold a pencil effectively with comfortable grip. Form some letters correctly. Handle tools with increasing control. Fasten coats and other fastenings.	The children will learn to: Form recognisable letters, most of which are correctly formed. Use one hand consistently for fine motor tasks.	The children will learn to: Continue to develop pencil grip and correct letter formation.	The children will learn to: Form letters correctly. Draw /colour with some accuracy and detail.
GROSS MOTOR Daily opportunities for Gross Motor Development	The children will learn to: Use playground equipment safely and with control. Use outdoor tools - gardening, sandpit etc. Ride bikes and scooters Explore different ways of moving. Sit at tables to develop muscle strength Follow rules and be safe.	The children will learn to: Use Outdoor tools for a purpose. Ride bikes and scooters with increased control. Dance freely Join movements together Move around objects, developing spatial awareness. Follow rules and be safe.	The children will learn to: Move around objects with control Develop hand/eye coordination Follow rules and be safe.	The children will learn to: Use balls in a variety of ways. Follow rules and be safe. Work with others in a team.	The children will learn to: Move in specific ways. Know where and how to use specific movements Link movements together	The children will learn to: Use all skills in a variety of activities with confidence and control. Enjoy taking part in sports with others.



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PE-specific gross motor sessions	<u>Using space</u> The children will learn to: Move in different ways	<u>Dance</u> The children will learn to: Change speed and style of movements. Join movements Create movement with own ideas	<u>Games</u> The children will learn to: Attack and defend in chasing games Follow simple rules	<u>Ball Skills</u> The children will learn to: Throw and catch Travel Pass Strike and hit	<u>Gymnastics</u> The children will learn to: Roll Jump Travel Balance Link actions	<u>Athletics</u> The children will learn to: Run Jump Throw Take part in Sports Day
<p>KEY KNOWLEDGE, SKILLS AND UNDERSTANDING THE CHILDREN WILL LEARN BY THE END OF EACH TERM</p> <p>In Fine motor and Gross motor</p>	<p>Develop movement and balance with wheeled vehicles. Develop fine motor skills and strength. Revise fundamental movement skills Build finger strength for pencil grip Use core muscle strength to sit up straight and at a table. Discuss rules and safety. Start to demonstrate good pencil control</p>		<p>Develop ball skills- throwing and catching Confidently use small and large scale equipment. Sit comfortably at a table to write. Manage large objects together safely. Form some letters accurately. Develop good techniques when drawing and writing. Show fluency in movements. Develop posture. Apply fine motor skills to a range of tools, including one handed tools.</p>		<p>ELGs</p> <p>Gross Motor 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>Fine Motor 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEMES	ME AND YOU	LET'S GET MOVING	TALENTS AND POWERS	CARING PLANET	CIRCLE OF LIFE	TAKE ME AWAY
LITERACY	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION	<p>The children will learn to:</p> <p>Join in with rhymes and show an interest in stories with repeated refrains.</p> <p>Identify and read environmental print.</p> <p>Comment on favourite stories or rhymes.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequence familiar stories through the use of pictures to tell the story.</p>					
Developing a passion for reading	<p>The children will learn to:</p> <p>Retell stories related to events, through acting/role play.</p> <p>Retell stories using images, story mountains/maps and actions.</p> <p>Sequence stories, using vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Enjoy an increasing range of books-fiction and non-fiction.</p>	<p>The children will learn to:</p> <p>Make up stories with themselves as the main character.</p> <p>Record stories through picture drawing/writing.</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>The children will learn to:</p> <p>Recognise different ways on presenting information.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books-fiction and non-fiction.</p> <p>Develop their own narratives and explanations by connecting ideas or events</p>	<p>The children will learn to:</p> <p>Identify that stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group.</p> <p>Use story language when acting out a narrative.</p> <p>Know rhyming patterns.</p> <p>Explain the main events of a story</p> <p>Talk about and record what they know about characters/ events / setting in a story.</p>	<p>The children will learn to:</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Demonstrate the similarities and differences between non-fiction and fiction.</p>	



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	<p>Recognise initial sounds.</p> <p>Write their own name.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>					
<p>WORD READING</p> <p>Children will practice word reading during daily Read Write Inc. phonics lessons,</p> <p>Children will learn to work out unfamiliar words quickly – including new vocabulary and names, read familiar words speedily – that is, words they have been taught and read texts - including the words they have been taught – fluently. These are the expectations for the lowest 20% of children. Other children should be well in advance of this.</p> <p>Children will also practise word reading in independent learning in the continuous provision and while reading their e-books and shared reading books.</p>	<p>Phonic sounds: Read single-letter Set 1 sounds (first 16)- m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e</p> <p>Tricky Red Words: I, the, to, is, has, a, put</p>	<p>Phonic sounds: Read single-letter Set 1 sounds (last 9)- l, h, r, j, v, y, w, z, x</p> <p>Blend sounds into words orally.</p> <p>Tricky Red Words: no, of, my, he, we, me, be, she</p>	<p>Phonic sounds: Read set 1 special friends – qu, sh, th, ch, ng, nk</p> <p>Reading short Ditty stories.</p> <p>Tricky Red Words: go, so, was, do, has, all</p>	<p>Phonics sounds: Read double consonants- ll, ss, ff, ck</p> <p>Read Red storybooks</p> <p>Tricky Red words: you, are, your, said, one, they</p>	<p>Read Green storybooks</p> <p>Tricky Red words: consolidating all red words.</p>	<p>Phonics sounds: Read set 2 special friends (first 6) – ay, ee, igh, ow, oo, oo (next 6)- ar, or, ir, air, ou, oy.</p> <p>Read Green or Purple storybooks</p> <p>Tricky Red words: consolidating all red words.</p>



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<p>WRITING</p> <p>The children learn about non-fiction and fiction writing through a variety of texts, adapted from the Literary Curriculum.</p>	<p>Texts as stimulus: The Little Red Hen</p> <p>Writing Outcomes: Name writing, labels, oral retelling of rhymes and poems, signs, speech bubbles, instructions and lists.</p> <p>The children will learn to: Orally retell rhymes and poems and stories.</p> <p>Experiment with mark - making and writing patterns in a range of mediums.</p> <p>Begin to develop a dominant hand and work towards a tripod grip.</p> <p>Start to give meaning to marks and labels.</p> <p>Write initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Begin to write letters from their names.</p>	<p>Texts as stimulus: Look Up! Mrs Armitage on Wheels</p> <p>Writing Outcomes: Instructions, thought bubble, lists, flyer, story mountain, labels.</p> <p>The children will learn to: Orally tell stories sometimes with adults acting as scribes.</p> <p>Sequence stories, beginning to change characters and events using story mountains</p> <p>Label, using initial sounds.</p> <p>Write CVC words to label characters.</p> <p>Begin to write captions.</p> <p>Write their name correctly.</p> <p>Begin to write tricky red words.</p>	<p>Texts as stimulus: Stick Man The Magic Paintbrush Super Milly and the Super School Day</p> <p>Writing Outcomes: Posters, speech and thought bubbles, character description, labels, writing in role, job application, story mountain</p> <p>The children will learn to: Sequence stories, changing characters and events. Write tricky red words</p> <p>Write CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Make phonetically plausible attempts to write words.</p> <p>Write captions and labels</p> <p>Shared write based around developing captions and short sentences.</p>	<p>Texts as stimulus: The Three Little Pigs I Will Not Ever, Never Eat a Tomato</p> <p>Writing Outcomes: Oral retelling, story mountain, speech bubbles, lists, posters, stories using dialogue</p> <p>The children will learn to: Orally re-telling stories</p> <p>Create own story mountains/maps</p> <p>Write captions and short sentences to accompany story mountains/maps.</p> <p>Write simple sentences – introducing finger spaces, capital letters and full stops.</p>	<p>Texts as stimulus: What the Ladybird Heard The Tiny Seed Oi Frog</p> <p>Writing Outcomes: Diary, lists, labels, recount, character description, instructions, rhyming narrative</p> <p>The children will learn to: Write stories and non-fiction, writing more than 1 sentence and a range of tricky red words.</p> <p>Use full stops, capital letters and finger spaces.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Texts as stimulus: Night Pirates Bringing the Rain to Kapiti Plain Can You Catch a Mermaid?</p> <p>Writing Outcomes: Writing in role, letters, labels and captions, information leaflet, simple explanations.</p> <p>The children will learn to: Write stories and non-fiction, writing sentences using a range of tricky red words that are spelt correctly.</p> <p>Consolidate the use full stops, capital letters and finger spaces.</p> <p>Consolidate forming lower-case and capital letters correctly.</p> <p>Begin to read their writing so it makes sense.</p>
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**KEY KNOWLEDGE,
SKILLS AND
UNDERSTANDING
THE CHILDREN WILL
LEARN BY THE END OF
EACH TERM**

**In Comprehension
Word Reading
and
Writing**

Comprehension

Listen to stories with increasing attention and recall.
Sequence and retell stories through role play and small world play.

Word Reading

Recognise single letters and their corresponding sounds.
Start to segment words into their single sounds.
Blend sounds together to create a word.

Writing

Write own name with good pencil control.
Identify and write initial sounds.
Write simple CVC labels (set 1 single sounds)
Write labels (set 1 sounds)
Write captions (set 1 sounds) and tricky red words.

Comprehension

Describe events in familiar stories and predict events.
Draw knowledge from non-fiction
Use and understand new vocabulary.
Discuss what they know and have found out confidently.

Word Reading

Identify where two letters make one sound (di-graph)
Read common exception words (tricky red words from Read Write Inc.)
Segment and blend short words, containing a range of sounds known.
Read captions and sentences, applying their reading skills.

Writing

Start to write simple sentences using phonic knowledge (set 1 single sounds and special friends).
Show awareness of basic punctuation- finger space, full stop, capital letter.

ELG Comprehension

Demonstrates understanding of what has been read to them by retelling stories and narratives, using their own words and recently introduced vocabulary.
Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.
Read words consistent with their phonic knowledge by sound blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Writing

Write recognisable letters, most of which are correctly formed.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEMES	ME AND YOU	LET'S GET MOVING	TALENTS AND POWERS	CARING PLANET	CIRCLE OF LIFE	TAKE ME AWAY
MATHEMATICS Children will be taught using White Rose Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	PHASE: GETTING TO KNOW YOU Opportunities for settling in, introducing the areas of provision and getting to know the children The children will learn: key times of the day, class routines, exploring continuous provision, inside and out, where things belong and positional language.	PHASE: IT'S ME, 1,2,3 Number: The children will learn to: Represent 1, 2 and 3. Compare 1, 2 and 3. Compose 1,2 and 3. Measure, shape and spatial thinking: The children will learn about: Circles and triangles Positional language	PHASE: ALIVE IN 5 Number: The children will learn to: Know about zero Compare numbers to 5 Compose 4 and 5 Measure, shape and spatial thinking: The children will learn to: Compare mass (2) Compare capacity (2)	PHASE: BUILDING 9 AND 10 Number: The children will learn to: Count to 9 and 10 Compare numbers to 10 Know bonds to 10 Measure, shape and spatial thinking: The children will learn about: 3D shapes Spatial awareness Patterns	PHASE: TO 20 AND BEYOND Number: The children will learn to: Build numbers beyond 10 Count patterns beyond 10 Spatial thinking: The children will learn about: Spatial reasoning (1) The children will learn to: Match, rotate, manipulate	PHASE: FIND MY PATTERN Number: The children will learn to: Double Share and group Know even and odd numbers. Spatial thinking: The children will learn about: Spatial reasoning (3) The children will learn to: Visualise and build
PHASE: JUST LIKE ME Number: The children will learn to: Match and sort Compare Amounts Measure, shape and spatial thinking: The children will learn to: Compare size, mass and capacity. Explore pattern.	PHASE: LIKE AND DARK Number: The children will learn to: Represent numbers to 5. Know 1 more and less Measure, shape and spatial thinking: The children will learn about: Shapes with 4 side Time	PHASE: GROWING 6, 7 AND 8 Number: The children will learn to: Know 6, 7 and 8 Combine 2 amounts Make pairs Measure, shape and spatial thinking: The children will learn about: Length and height Time	PHASE: FIRST, THEN, NOW Number: The children will learn to: Add more Take away Spatial thinking The children will learn about: Spatial reasoning (2) The children will learn to: Compose and decompose	PHASE: ON THE MOVE Number: The children will learn to: Deepen understanding Identify patterns and relationships Spatial thinking: The children will learn about: Spatial reasoning (4) Mapping		



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<p>KEY KNOWLEDGE, SKILLS AND UNDERSTANDING THE CHILDREN WILL LEARN BY THE END OF EACH TERM</p> <p>In Number and Numerical Patterns</p> <p>Shape and Measures</p>	<p>Number 1:1 counting up to 3. Matching numeral to quantity to 3 Show 3 using concrete resources Subitise up to 3 Understanding more and less</p> <p>Numerical Patterns Rote counting to 5, 10, 20 and beyond Continue and create simple AB patterns Compare quantities using non-standard mathematical vocabulary Find 1 more and 1 less Spot errors in patterns</p> <p>Shape and measures Use the correct names for 2D shapes- circle, triangle, square, rectangle Name properties of 2D shapes Develop spatial awareness Compare mass and capacities</p>	<p>Number Solve problems with numbers to 5. Composition and understanding of numbers to 5. Develop knowledge of numbers 5-10. Combine 2 numbers Count, order, recognise and use numbers to 10. Recall and use number bonds to 5 and 10.</p> <p>Numerical Patterns Find 1 more and 1 less (with and then without concrete resources) Name patterns e.g. AB pattern</p> <p>Shape and measures Compare length and height, mass and capacity Develop understanding of time, days of the week, months of the year, hours. Positional language Name properties of 3D shapes Use the correct name for 3D shapes.</p>	<p>ELG Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting). Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG Numerical Patterns Verbally count beyond 20, recognise the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>NO ELG FOR SHAPE AND MEASURES</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEMES	ME AND YOU	LET'S GET MOVING	TALENTS AND POWERS	CARING PLANET	CIRCLE OF LIFE	TAKE ME AWAY
UNDERSTANDING OF THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
Natural World	<p>The children will learn to:</p> <p>Explore with their senses- light and sound Work scientifically- make observations and analyse data</p> <p>Observe and explore seasonal changes Work scientifically -make observations, use equipment</p> <p>Identify and talk about changes in materials (bread) Work scientifically- ask and answer questions</p>	<p>The children will learn to:</p> <p>Discuss what they know and find out about Earth and Space- Work scientifically- ask and answer questions</p> <p>How forces impact on the movement of objects (cars and ramps)- Work scientifically- report findings, equipment and measurements</p>	<p>The children will learn to:</p> <p>Understand changes in materials (hot and cold) Work scientifically -make observations, make predictions.</p> <p>Notice and comment on seasonal changes Work scientifically -draw conclusions</p>	<p>The children will learn to:</p> <p>Build stable structures, using their knowledge of forces. Work scientifically- practical enquiry, report findings</p> <p>Know similarities and differences between materials and what some items are made out of Work scientifically – identify and classify</p> <p>Care for the environment (environment week) Earth and Space</p> <p>Know how to be healthy - Animals, including humans Work scientifically- identify and classify analysing data</p> <p>Predict changes over time (fruit and vegetable decay) Work scientifically- make predictions, making observations,</p>	<p>The children will learn to:</p> <p>Know a basic life cycle Caring for animals and plants plants and living things. Work scientifically- analyse data, make observations, equipment and measurements</p> <p>Notice and talk about similarities and differences between land animals -Animals, including humans Work scientifically- identify and classify</p> <p>Work scientifically (Curiosity cube) -make observations, ask and answer questions</p>	<p>The children will learn to:</p> <p>Know and talk about seasonal changes. Working scientifically- report findings</p> <p>Notice and talk about similarities and differences between sea animals and compare with land animals- Animals, including humans Work scientifically- identify and classify</p> <p>Apply their knowledge of materials and forces (floating and sinking) - Work scientifically- practical enquiry, make predictions, draw conclusions</p>
<p>Throughout their learning about the natural world, the children work scientifically with a specific focus each time</p> <p>Working scientifically New learning</p> <p>Working scientifically Consolidate</p>						



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<p>People, Culture and Community</p> <p>Throughout their learning about people, culture and community children will explore geographical (location and place knowledge, human and physical geography and fieldwork skills), cultural and religious elements to support ideas of belonging and where they fit in their world.</p>	<p>The children will learn to:</p> <p>Show information on simple maps- way to school</p> <p>Talk about school and name places in their life</p> <p>Explore geographical features, characters and events through role-play and small world.</p> <p>Know about and understand different cultures, religions and celebrations. Diwali, Harvest.</p>	<p>The children will learn to:</p> <p>Identify and talk about seasons and weather where they live</p> <p>Explore geographical features, characters and events through role-play and small world.</p> <p>Know about and understand different cultures, religions and celebrations. Halloween, Bonfire Night, Christmas</p>	<p>The children will learn to:</p> <p>Make comparisons between their own environment and those in another country- (UK/China)</p> <p>Ask and answer questions about people and jobs.</p> <p>Explore geographical features, characters and events through role-play and small world.</p> <p>Know about and understand different cultures, religions and celebrations. Chinese New Year</p>	<p>The children will learn to:</p> <p>Know how to care for the environment (recycling and climate change/weather)</p> <p>Ask and answer questions about geographical equipment (Curiosity cube)</p> <p>Explore geographical features, characters and events through role-play and small world.</p> <p>Know about and understand different cultures, religions and celebrations. Easter</p>	<p>The children will learn to:</p> <p>Draw information from maps, using positional and directional language</p> <p>Explore geographical features, characters and events through role-play and small world.</p> <p>Know about and understand different cultures, religions and celebrations. Eid</p>	<p>The children will learn to:</p> <p>Create and use their own simple map (treasure maps)</p> <p>Make comparisons between the African plains and their own environment</p> <p>Explore geographical features, characters and events through role-play and small world.</p> <p>Know about and understand different cultures, religions and celebrations. Carnival</p>
<p>Past and Present</p> <p>Throughout their learning about the past and present, children will explore chronological understanding, experience a range and depth of historical knowledge, interpret the past and make enquiries, help them begin to understand their place in time.</p>	<p>The children will learn to:</p> <p>Talk about their family and familiar people</p> <p>Talk about how they have changed from baby to school age.</p> <p>Use language related to the passing of time- daily routines, days of the week.</p> <p>Ask and answer questions about historical artefacts- Curiosity cube</p>	<p>The children will learn to:</p> <p>Know about historical figures and events - Guy Fawkes and Gunpowder Plot.</p> <p>Discuss similarities and differences between old and new artefacts (transport from pictures)</p> <p>Understand about how events from the past impact today- Remembrance Day- poppies</p>	<p>The children will learn to:</p> <p>Know about historical figures and events from other countries- Chinese New Year story and emperors.</p> <p>Use language related to the passing of time- years, ages, developing vocabulary around routines.</p> <p>Explore historical characters and events through role-play and small world.</p>	<p>The children will learn to:</p> <p>Know and understand where and how people lived in the past compared to today (castles and knights)</p> <p>Use language related to the passing of time- sequencing words-past and present</p> <p>Explore historical characters and events through role-play and small world.</p> <p>Talk about events throughout the year (timeline and learning journey sharing)</p>	<p>The children will learn to:</p> <p>Talk about and understand change and growth over time- ourselves and plants</p> <p>Use language related to the passing of time- prediction language- future</p> <p>Explore historical characters and events through role-play and small world.</p> <p>Talk about events throughout the year</p>	<p>The children will learn to:</p> <p>Talk and know about historical figures and events-(Pirates)</p> <p>Discuss similarities and differences between old and new artefacts (old and new boats)</p> <p>Use language related to the passing of time- sequence and talk about artefacts.</p> <p>Explore historical characters and events</p>



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	<p>Explore historical characters and events through role-play and small world.</p> <p>Talk about events throughout the year (timeline and learning journey sharing)</p>	<p>Use language related to the passing of time-months, seasons, birthdays and celebrations.</p> <p>Explore historical characters and events through role-play and small world.</p> <p>Talk about events throughout the year (timeline and learning journey sharing)</p>	<p>Talk about events throughout the year (timeline and learning journey sharing)</p>		<p>(timeline and learning journey sharing)</p>	<p>through role-play and small world.</p> <p>Talk about events throughout the year (timeline and learning journey sharing)</p>
<p>KEY KNOWLEDGE, SKILLS AND UNDERSTANDING THE CHILDREN WILL LEARN BY THE END OF EACH TERM</p> <p>In The Natural World, People, Culture and Communities and Past and Present</p>	<p>The Natural World Explore the natural world around them, using observations Explore and talk about different forces. Explore the effects of changing seasons</p> <p>People, Culture and Communities Describe what can be heard and seen and felt outside. Explore the natural world around them. Draw information from a simple map Understand that some places are special to members of their community.</p> <p>Past and Present Name and describe people who are familiar to them. Begin to make sense of their own life story Talk about their own and their family's history linked to photos and stories.</p>	<p>The Natural World Explore and comment on collections of materials Explore in more detail the effects of changing seasons. Understand some important changes in processes in the natural world around them. Recognise some environments are different to the one in which they live in, comment on and discuss similarities and differences.</p> <p>People, Culture and Communities Know there are different places and countries in the world. Recognise some similarities between life in this country and others. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Past and Present Comment on images of familiar situations from the past Compare and contrast characters from stories, including figures from the past.</p>	<p>ELG The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>ELG People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. 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. 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>			



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			<p><u>ELG Past and Present</u></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>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEMES	ME AND YOU	LET'S GET MOVING	TALENTS AND POWERS	CARING PLANET	CIRCLE OF LIFE	TAKE ME AWAY
EXPRESSIVE ARTS AND DESIGN	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Creating with materials Throughout their learning about the expressive arts and design the children will learn to be creative, draw, use colour, sculpt, print, use textiles and collage and have knowledge of artists, in order to express themselves and their life experiences.	<p>The children will learn to:</p> <p>Express themselves by drawing and painting freely</p> <p>Use pastels and paint to, selecting correct colours (self-portraits)</p> <p>Make folds in materials (Little Red Hen)</p> <p>Explore and mould clay (diva lamp)</p> <p>Make and use props for role-play and small world.</p> <p>Explore and create culturally related art (Rangoli patterns)</p>	<p>The children will learn to:</p> <p>Express themselves by drawing and painting freely</p> <p>Have knowledge of the artists- Jackson Pollock (fireworks), Wassily Kandinsky (maths-circles and triangles)</p> <p>Sculpt and join with clay (clay faces)</p> <p>Know how to print (Harvest items)</p> <p>Make folds and join folded items. (astronauts)</p> <p>Make and use props for role-play and small world.</p> <p>Explore and create culturally related art (Christmas cards and decorations, collage)</p>	<p>The children will learn to:</p> <p>Express themselves by drawing and painting freely</p> <p>Make choices with colour and shapes to create a character (superheroes)</p> <p>Join natural and manmade materials (Stick people)</p> <p>Make and use props for role-play and small world.</p> <p>Explore and create culturally related art (Chinese lanterns and Chinese symbols)</p>	<p>The children will learn to:</p> <p>Express themselves by drawing and painting freely</p> <p>Mix colours to create shades. (shades of pink for a pig character)</p> <p>Join using split pins (pig character)</p> <p>Draw what they observe- colour and shapes (observational drawing)</p> <p>Use items that can be recycled to create new items.</p> <p>Join wood and other materials by using a hammer and screwdriver.</p> <p>Make and use props for role-play and small world.</p> <p>Explore and create culturally related art (Easter eggs and cards)</p>	<p>The children will learn to:</p> <p>Express themselves by drawing and painting freely</p> <p>Combine drawing, cutting and weaving skills to create (cow character)</p> <p>Use natural materials to create collage</p> <p>Use a template and embed joining techniques.</p> <p>Make and use props for role-play and small world.</p>	<p>The children will learn to:</p> <p>Express themselves by drawing and painting freely</p> <p>Make sculpture using natural and manmade materials -woodwork</p> <p>Use different techniques to create (marbling)</p> <p>Make and use props for role-play and small world.</p> <p>Explore and create culturally related art (Carnival)</p>



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<p>Being imaginative and expressive</p> <p>Throughout learning about the expressive arts and design the children will learn about the inter-related dimensions of music as well as learning about performance, composing and listening.</p>	<p>The children will learn to:</p> <p>Explore sounds and use of musical instruments</p> <p>Use their bodies for percussion</p> <p>Sing a range of songs and rhymes and explore rhythm.</p>	<p>The children will learn to:</p> <p>Explore sounds and musical instruments using dynamics and tempo</p> <p>Sing a range of songs and rhymes and explore rhythm.</p> <p>Sing and perform in front of an audience (Christmas Nativity)</p>	<p>The children will learn to:</p> <p>Explore sounds and musical instruments using pitch and duration.</p> <p>Sing a range of songs and rhymes and explore rhythm.</p> <p>Respond to music and beat (dragon dancing)</p>	<p>The children will learn to:</p> <p>Explore sounds and musical instruments using timbre and texture (Peter and the Wolf-listening to and identifying animals and instruments)</p> <p>Sing a range of songs and rhymes and explore rhythm.</p>	<p>The children will learn to:</p> <p>Explore sounds and musical instruments consolidating dynamics, tempo, pitch and duration.</p> <p>Sing a range of songs and rhymes and explore rhythm</p>	<p>The children will learn to:</p> <p>Explore sounds and musical instruments revisit timbre and texture (Carnival of the Animals)</p> <p>Explore and begin to use simple notation. (Carnival big band)</p> <p>Perform as a group</p> <p>Sing a range of songs and rhymes and explore rhythm</p>
<p>KEY KNOWLEDGE, SKILLS AND UNDERSTANDING THE CHILDREN WILL LEARN BY THE END OF EACH TERM</p> <p>In Creating with materials and Being Imaginative and expressive</p>	<p>Creating with materials</p> <p>Explore and use tools</p> <p>Explore and use materials</p> <p>Explore and use artistic techniques</p> <p>Express themselves in a variety of ways</p> <p>Being imaginative and expressive</p> <p>Join in with singing familiar songs</p> <p>Listen attentively and move to music rhythmically</p> <p>Sing in a group or alone</p> <p>Explore and engage in music making</p>		<p>Creating with materials</p> <p>Refine ideas and designs</p> <p>Create collaboratively</p> <p>Develop storyline in pretend play</p> <p>Being imaginative and expressive</p> <p>Develop storylines in pretend play</p> <p>Perform songs, stories and rhyme.</p>		<p>ELG 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>ELG: Being imaginative and 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 appropriate) try to move in time with music.</p>	