



Whitehall



Nursery and Infant

School

EYFS

Reception Curriculum

2023-2024

Long Term Plan



STATUTORY EDUCATIONAL PROGRAMME:

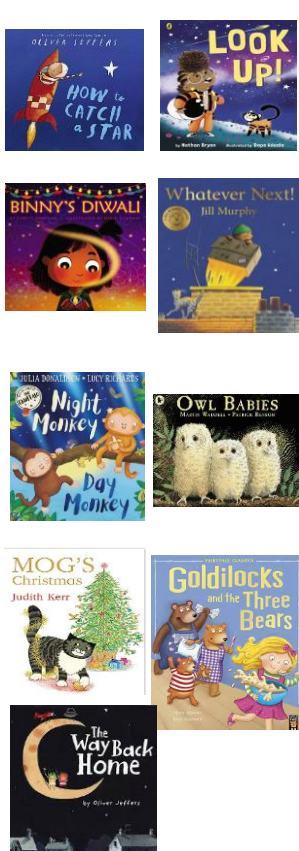
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes & Interests	<p>Marvellous Me! My Wider Identity People Who Help Us Seasonal Change - Autumn</p>	<p>Starry night! Nocturnal Animals Space Christmas Celebrations</p>	<p>Snowflakes & Sparkle! Seasonal Change - Winter Antarctic Animals Chinese New Year</p>	<p>Let's explore! Seasonal Change - Spring Transport Maps Local Area Different Countries Easter</p>	<p>Smile it's Spring! Ducklings Planting Seeds Minibeasts</p>	<p>Feeling hot, hot, hot! Seasonal Change - Summer Africa African animals Handa's Surprise Comparing hot and cold environments Mermaids & Pirates</p>
Celebrations & Events	<p>Settling in/routines. Black History Month Reading Festival</p>	<p>Diwali Remembrance Day Bonfire Night Christmas 13th -17th November Nursery rhyme week</p>	<p>Chinese New Year Valentine's Day Pancake Day</p>	<p>World Book Day Mother's Day Eid-Al-Fitr Easter</p>	<p>Ducklings Planting seeds Caterpillars</p>	<p>Father's Day Eid-Al-Adha Sports Day</p>

Autumn 1



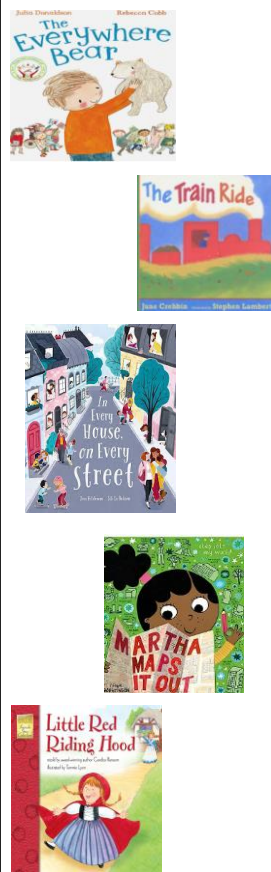
Autumn 2



Spring 1



Spring 2



Summer 1



Summer 2



Five Favourite Books 2023-2024

Long Term Plan

Our Favourite Five



Autumn 1



Our Favourite Five



Spring 1



Our Favourite Five



Summer 1



Our Favourite Five



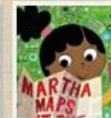
Autumn 2



Our Favourite Five



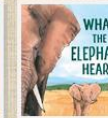
Spring 2



Our Favourite Five




Summer 2



Communication and Language 2023-2024

Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reception provides the foundation for communication and language skills to be built on in Year One</p>	<p>In Key Stage 1, children continue to build on the oral language skills developed in the early years foundation stage.</p> <p>Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.</p> <p>Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. National Curriculum, 2014</p>					
<p>Listening Skills</p>	<ul style="list-style-type: none"> Understand how to be a good listener. Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment. 	<ul style="list-style-type: none"> Understand why listening is important. 	<ul style="list-style-type: none"> Understand why listening is important. 	<ul style="list-style-type: none"> Listen to and understand instructions about what they are doing, whilst busy with another task. 	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments or actions.
<p>Attention Skills</p>	<ul style="list-style-type: none"> Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time. 	<ul style="list-style-type: none"> Beginning to know that maintaining attention in new situations e.g. whole school assembly or PE sessions. Shift attention when required e.g. when given a clear prompt - 'name'. 	<ul style="list-style-type: none"> Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom. 	<ul style="list-style-type: none"> Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar. 	<ul style="list-style-type: none"> Listen and continue with an activity for a short time. 	<ul style="list-style-type: none"> Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.

Communication and Language 2023-2024

Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

2CU001

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Respond Skills	<ul style="list-style-type: none"> Engage in story times. Join in with repeated refrains and anticipate key events and phrases in stories or rhymes. Respond appropriately when asked e.g. 'Tambourine = stop & show me empty hands' 	<ul style="list-style-type: none"> Begin to make relevant comments when listening to a story and can answer 'why' questions. Begin to link events in a story to their own experiences. Respond to others appropriately in play. Engage in story times. Engage in non-fiction book. 	<ul style="list-style-type: none"> Make predictions about what might happen next or story endings in response to texts read. Link events in a story to their own experiences. Introduce a storyline into their play. Begin to ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> Keep play going in response to the ideas of others and engage in conversation relevant to the play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Keep play going in response to the ideas of others and engage in conversation relevant to the play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions. 	<ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat."
Understanding Skills	<ul style="list-style-type: none"> Follow 1 step instructions e.g. put book bag in drawer. Understand 'why' questions. 	<ul style="list-style-type: none"> Follow instructions with 2 parts in familiar situations. 	<ul style="list-style-type: none"> Consider the listener and takes turns to listen and speak in different contexts. 	<ul style="list-style-type: none"> Begin to ask questions to clarify understanding of a text or task. Begin to ask questions to find out more and check understanding. Retell a story with repetition and expression. 	<ul style="list-style-type: none"> Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Begin to understand 'how', 'why' and 'where' questions 	<ul style="list-style-type: none"> 'Retell a story with some repetition and in their own words. Understand a wide range of vocabulary. Understand 'how', 'why' and 'where' questions

Communication and Language 2023-2024

Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

2CU001

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking Skills	<ul style="list-style-type: none"> Use sentences of 4-6 words. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Begin to use social phrases e.g. 'Good Morning!' Use talk to organise themselves and their play. 	<ul style="list-style-type: none"> Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Begin to use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a past simple event e.g. how scratched knee' Develop social phrases – "Good morning, how are you?" 	<ul style="list-style-type: none"> Use talk to pretend objects stand for something else in play. Offer explanations for why things happen. Describe events that happen in their day. Recognise words that rhyme or sound similar E.g. "Cat and hat 	<ul style="list-style-type: none"> Use talk to clarify thinking, connect ideas and share thinking with others. Begin To articulate their ideas and thoughts in sentences. Retell/create own stories for teacher scribing. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities. Begin to use past tense verbs, such as "ran" or "fell" but may still get confused. 	<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Describe an event in the correct order and some detail. Give some details that they know are important and will influence the listener E.g. "Ahmed fell over that stone, Javid didn't push him". Express ideas about feelings and experiences. Articulate their ideas in a sentences. Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?" 	<ul style="list-style-type: none"> Articulate and create a story of their own in play or in writing. Speak clearly in well formed sentences with support from their teacher. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with modelling and support from their teacher. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner"
Ongoing throughout the year	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems and songs 					

Personal, Social and Emotional Development 2023-2024

Long Term Plan



EMOTIONAL DEVELOPMENT

STATUTORY EDUCATIONAL PROGRAMME:

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 9 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..

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>The Reception Year provides the foundation for the knowledge and skills to be built on in Y1</p> <p>Y1 JIGSAW coverage</p>	<ul style="list-style-type: none"> Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it. Making new friends. Celebrating the differences in everyone. 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles –animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change - Transition

	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
JIGSAW COVERAGE - Reception	<p>Being Me in My World:</p> <ul style="list-style-type: none"> Covering Self-Identity, Understanding Feelings, Being in a Classroom, Being Gentle, Rights and Responsibilities. 	<p>Celebrating Difference (including bullying):</p> <ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<p>Dreams and Goals:</p> <ul style="list-style-type: none"> Challenges. Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<p>Healthy Me:</p> <ul style="list-style-type: none"> Exercising Bodies: Physical activity Healthy food Sleep Keeping Clean Safety 	<p>Relationships:</p> <ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<p>Changing Me:</p> <ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Self Regulation <i>Express Feelings</i>	<ul style="list-style-type: none"> Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'. 	<ul style="list-style-type: none"> Can show concern for others and show awareness of how their actions may impact on others. Begin to talk with others to solve conflicts with support and modelling from teacher. Can identify how they are feeling on the emotions board. 	<ul style="list-style-type: none"> Can show pride in achievements by showing work to others. Can make choices and communicate what they need. Beginning to express their feelings and consider the perspectives of others. 	<ul style="list-style-type: none"> Can name people in school they can turn to if they need help or are worried. Understand how to use the rainbow breathing exercise to help with big feelings. 	<ul style="list-style-type: none"> Initiate an apology where appropriate. Beginning to know that others may respond/act in different ways to them. 	<ul style="list-style-type: none"> Understand some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.
Self Regulation <i>Manage Behaviour</i>	<ul style="list-style-type: none"> Welcome distractions when upset. Begin to understand behavioural expectations of the setting. Begin to take turns and share resources. Beginning to understand why rules are important. 	<ul style="list-style-type: none"> Can usually tolerate delay when needs are not immediately met. 	<ul style="list-style-type: none"> Understand behavioural expectations of the setting and why they are important. 	<ul style="list-style-type: none"> Understand why listening is important and attend to other people both familiar and unfamiliar. 	<ul style="list-style-type: none"> Can follow instructions, requests, and ideas in a range of situations. 	<ul style="list-style-type: none"> Engage in challenges and take responsibility for their own learning. Plan, adapt, persist and review own progress.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Managing Self <i>Self Awareness</i> <i>Keeping healthy</i>	<ul style="list-style-type: none"> Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour. 	<ul style="list-style-type: none"> Can talk about what they are doing and why. 	<ul style="list-style-type: none"> Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly. 	<ul style="list-style-type: none"> Happy to stand up in front of the class and share achievements with others Know and talk about the different factors that support their overall health and wellbeing. <ol style="list-style-type: none"> Regular physical activity. Healthy eating. Toothbrushing. Sensible amounts of 'screen time.' Having a good sleep routine. 	<ul style="list-style-type: none"> Can talk about their own abilities positively. 	<ul style="list-style-type: none"> See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.
Managing Self <i>Collaboration</i>	<ul style="list-style-type: none"> Interested in others play and starting to join in. Know we work together to keep the class rules. Begin to share and take turns. 	<ul style="list-style-type: none"> Able to share and take turns. To understand what sharing is. 	<ul style="list-style-type: none"> Consider the listener and take turns to speak in different contexts. Can identify kindness and considerate behaviour of others. 	<ul style="list-style-type: none"> Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by cooperating, listening, speaking, and explaining. 	<ul style="list-style-type: none"> Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources. Can reflect on the work of others and self-evaluate their own work. 	<ul style="list-style-type: none"> Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others' needs and feelings.

Key knowledge, skills and experiences children in Reception will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building Relationships <i>Social Skills</i>	<ul style="list-style-type: none"> • Begin to build constructive and respectful relationships. • Engage in positive interactions with adults and peers. • Play alongside one or more children. 	<ul style="list-style-type: none"> • Continue to build constructive and respectful relationships. • Seek familiar adults and peers to engage in conversations and ask for help. 	<ul style="list-style-type: none"> • Seek others to share activities and experiences. 	<ul style="list-style-type: none"> • Use language to negotiate, play and organise activities. 	<ul style="list-style-type: none"> • Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration. 	<ul style="list-style-type: none"> • Can resolve conflict and able to compromise. • Take responsibility for their own actions. • Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them
Building Relationships <i>Communication</i>	<p>All areas are interconnected, personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many aspects of communication including using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>					

Physical Development 2023-2024

Long Term Plan



PHYSICAL
DEVELOPMENT

STATUTORY EDUCATIONAL PROGRAMME:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Team Games	Gymnastics	Ball skills	Tennis	Dance and football	Outdoor games
The Reception Year provides the foundation for the knowledge and skills to be built on in Y1	<ul style="list-style-type: none"> Skills: Learning the importance of performing as a team. Collective sports. Understanding competitiveness. Preparing tactics to achieve the best outcome for the team. 	<ul style="list-style-type: none"> Skills: Begin to develop movement skills exploring changing speed, level and direction. Begin to develop balance, agility and coordination. 	<ul style="list-style-type: none"> Skills: Master basic ball skills (catching and throwing). Participate in team games, exploring skills such as attacking and defending 	<ul style="list-style-type: none"> Skills: Develop balance and agility. Participate in team games. 	<ul style="list-style-type: none"> Skills: Perform dance using simple movement patterns. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> Activities relating to Sports Day. Skills: Participate in team games. Develop balance and agility. Develop basic movement skills. Running, jumping.

Physical Development 2023-2024

Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

	Autumn 1 Jungle Journey	Autumn 2 Best of Balls	Spring 1 Gymnastic (traveling)	Spring 2 Gymnastics (equipment)	Summer 1 Dance	Summer 2 Athletics
Physical Development (Gross motor) Knowledge & Skills	<ul style="list-style-type: none"> To experience changes of level To experience use of whole body and different body parts. To achieve changes of speed using different travelling actions. To experience different body shapes and actions. To maintain body shapes while travelling. To develop manipulation skills To memorise new body actions. To experience different body tensions. To experience balance and develop accuracy skills. To develop body awareness in space. To move rhythmically. To develop travelling using different body parents. 	<ul style="list-style-type: none"> To develop the ability to control a ball in a range of ways. To develop the ability to throw accurately at a target. To use throwing skills in a small sided game. To be able to use a bat or racket to move and control an object. To develop the ability catch and bounce a ball. To develop the ability to kick a ball. 	<ul style="list-style-type: none"> To develop the ability to jump in a range of ways from one space to another. To control my body when jumping and balancing. To create a sequence using a jump and a balance. To develop the ability to roll in a range of ways. To control my body when rolling in a range of ways. To perform a sequence with confidence and control 	<ul style="list-style-type: none"> To develop the ability to move in a range of ways. To increase the ability to move around and onto equipment. To increase the ability to move under and onto equipment. To increase the ability to move over and onto equipment. To increase the ability to move through and onto equipment. To combine movements together while negotiating different equipment 	<ul style="list-style-type: none"> To develop the ability to create movements to music. To practise movements and join them together to create a motif. To practise and improve a dance motif. To work as a team to create a short dance. To remember and perform a short dance. To evaluate and improve a short dance. 	<ul style="list-style-type: none"> To develop the ability to throw an object To develop the ability to move at speed. To adapt the body when moving at speed. To learn how to jump safely. To develop the ability to jump in different ways.

Physical Development 2023-2024

Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development: Fine Motor & Gross motor	<ul style="list-style-type: none"> • Develop manipulation and control and exploring different materials and tools. • Lots of practice for fine motor development will be happening through a daily access to resources, activities and opportunities through continuous provision e.g. threading, play dough, a wide range of construction, tweezers and malleable resources. • A range of writing tools will be available including: pencils, pens, chalk and paintbrushes. • Develop small motor skills so that they can use a range of tools competently, safely and confidently. • Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>Throughout the year, daily snack time, hand washing time and general hygiene practice through JIGSAW will be continually related to and touched on to promote the following skills:</p> <p>Show an increasing desire to be independent, such as feeding themselves.</p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene • Outdoor learning: children will develop their gross motor skills in the outdoor environment where large equipment is accessible and large movements are promoted. Children have the freedom to be as physical as they can be! Outdoor learning is available daily to the children. Children have the opportunity to engage in weight bearing skills which helps them to develop upper arm strength, mobility, control and balance e.g this could be hanging from climbing equipment or lifting and manipulating large, heavy and awkward objects. 					

Literacy Development 2023-2024

Long Term Plan



STATUTORY EDUCATIONAL PROGRAMME:

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).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception provides the foundation literacy to be built on in Year One	Read Purple Storybooks Read Set 2 sounds	Read Pink Storybooks Read first 5 Set 3 sounds	Read Orange Storybooks Read 11 Set 3 sounds	Read Yellow Storybooks Read 17 Set 3 sounds	Read Yellow Storybooks Read 22 Set 3 sounds	Read Blue Storybooks Read all Set 3 sounds and additional graphemes.
English	<p><u>The Gingerbread Man</u> List writing Simple re-count of the story.</p> <p><u>Superworm</u> Character Descriptions: exploring contrasts between characters.</p> <p><u>SPaG:</u>Leaving spaces between words Using capital letters and full stops Capital letter for names and 'I' Combining words to make sentences</p>	<p><u>Three Billy Goats Gruff</u> Recount using adjectives of the story.</p> <p><u>Tidy:</u> First person narrative. Letter writing</p> <p><u>SPaG:</u> Leaving spaces between words Using capital letters, full stops and exclamation marks. Capital letter for names and 'I' Combining words to make sentences Adding the suffix -ed</p>	<p><u>Rapunzel</u> – First person recount on what life is like for Rapunzel in the tower</p> <p><u>SPaG:</u> Leaving spaces between words Using capital letters, full stops and exclamation marks. Capital letter for names and 'I' Combining words to make sentences Adding the suffix –ed, -ing Add the prefix –un Using 'and' to join clauses in a sentence Compound words.</p>	<p><u>Paddington at the Palace</u> Recount through a letter around the Changing of the Guard</p> <p><u>SPaG:</u> Leaving spaces between words Using capital letters, full stops and exclamation marks, question marks Capital letter for names and 'I' Combining words to make sentences Adding the suffix –ed, -ing Using 'and' to join clauses in a sentence Plural –s or -es</p>	<p><u>Grandad's Island -</u> Narrative Non-fiction writing about Brazil</p> <p><u>SPaG:</u> Leaving spaces between words Using capital letters, full stops and exclamation marks, question marks Capital letter for names and 'I' Combining words to make sentences Adding the suffix –ed, -ing, -er Using 'and' to join clauses in a sentence Plural –s or –es Putting sentences together to make small narratives</p>	<p><u>The Lion Inside</u> Instructional writing to teach the mouse how to find his roar. <u>SPaG:</u> Leaving spaces between words Using capital letters, full stops and exclamation marks, question marks Capital letter for names and 'I' Combining words to make sentences Adding the suffix –ed, -ing, - er, -est Using 'and' to join clauses in a sentence Plural –s or –es Putting sentences together to make small narratives</p>

Literacy Development 2023-2024

Long Term Plan

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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).



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Development Word Reading	<ul style="list-style-type: none"> Read single-letter Set 1 sounds (first 16) 	<ul style="list-style-type: none"> Read all Set 1 single letter sounds. Blend sounds into words orally. 25 sounds (all Set 1 single-letter sounds) 	<ul style="list-style-type: none"> Blend sounds to read words Read short Ditty stories 25 sounds (all Set 1 single-letter sounds) 	<ul style="list-style-type: none"> Read Red Storybooks Read Set 1 Special Friends 31 sounds (Set 1 Special Friends) 	<ul style="list-style-type: none"> Read Green Storybooks Read 4 double consonants 35 sounds (4 double consonants) 	<ul style="list-style-type: none"> Read Green Storybooks Read first 6 Set 2 sounds 41 sounds (first 6 Set 2 sounds)

Literacy Development 2023-2024

Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

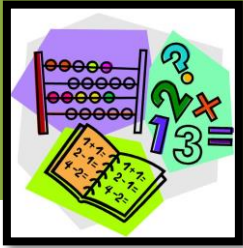
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	<ul style="list-style-type: none"> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up. Recognise own name. Enjoy joining in with rhyme, songs and poems. 	<ul style="list-style-type: none"> Explain in simple terms what is happening in a picture in a familiar story Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. 	<ul style="list-style-type: none"> Experience and respond to different types of texts. Engage in extended conversations about stories, learning new vocabulary. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. 	<ul style="list-style-type: none"> Show understanding of some words and phrases in a story that is read aloud to them Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and in play. 	<ul style="list-style-type: none"> Retell stories in the correct sequence. Recognise repetition of words or phrases in a short passage of text. Give a simple opinion on a book they have read. 	<ul style="list-style-type: none"> Suggest how an unfamiliar story read aloud to them might end. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Correctly sequence a story or event using pictures and/or captions
Literacy Development Writing	<ul style="list-style-type: none"> Write their name copying it from a name card or try to write it from memory. Give meaning to marks they make. Use some recognisable letters and own symbols. Know there is a sound/symbol relationship. 	<ul style="list-style-type: none"> Use appropriate letters for initial sounds. Orally segment sounds in simple words. Spell VC and CVC words by identifying the sounds, with support. 	<ul style="list-style-type: none"> Spell to write CVC and CVVC words independently. Write own name. Write simple captions using sounds known to them. Form some lower case letters correctly. 	<ul style="list-style-type: none"> Begin to write a short sentence, with support. To begin to use some red words in their writing. Form most lower case letters correctly. 	<ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Begin to form capital letters correctly. 	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed.

Mathematics 2023-2024

Long Term Plan

STATUTORY EDUCATIONAL PROGRAMME:

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.



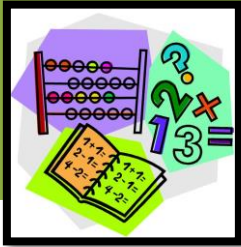
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Reception Year provides the foundation for the knowledge and skills to be built on in Y1</p> <p>Y1 expectations</p>	<p>Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line</p>	<p>Addition and subtraction (within 20) Read and write numbers from 1 to 20 in numerals and words</p>	<p>Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)</p>	<p>Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p>	<p>Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p>Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations</p>
	<p>Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights, mass/weight, time</p>	<p>Number Bonds: Represent and use number bonds and related subtraction facts within 20 (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>	<p>Shape: Recognise and name common 2-D and 3-D shapes,</p>	<p>Positional Language: Describe position, direction and movement, including half, quarter and threequarter turns</p>	<p>Money: Recognise and know the value of different denominations of coins and notes</p>	<p>Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years</p>

Mathematics 2023-2024

Long Term Plan

STATUTORY EDUCATIONAL PROGRAMME:

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 mastery 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.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing Mathematics Skill Development throughout the year	<ul style="list-style-type: none"> • Link the number symbol with its cardinal number value • Count beyond ten. • Compare numbers • Understand the 'one more/one less than' relationship between consecutive numbers • Compare length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Subitise. 					
Coverage	Matching. Sorting & Comparing - collections Comparing amounts Comparing size, mass & capacity Exploring simple patterns	Representing 1,2,3,4,5 Comparing 1,2,3,4,5 Composition of 1,2,3,4,5 One more, one less Shapes which complement taught numbers - circle, triangle, square, pentagon. Positional language Time	Introducing zero Comparison of numbers to 5 Composition of 5 Comparing Mass Comparing Capacity Representing 6,7,8 Comparing 6,7,8 Composition of 6,7,8 Combining two groups. Making pairs, odd and even. Length. Height. Time.	Compare numbers to 10 Represent 9 and 10 Composition to 10 Conceptual subitising to 10 Bonds to 10 in two parts and three parts. Making arrangements of 10. Doubles to 10 – finding a double and making the double. One more and one less Explore 3D shapes Continue, copy, and create repeating patterns..	Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering. Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Sharing and grouping Spatial reasoning. 3D shape Match, rotate, and manipulate Formation of numbers	Adding more Taking away Number bonds Shape – spatial reasoning Revisit doubles Revisit sharing and grouping Even and odd Develop patterns and relationships. Describe position and explore mapping.

Understanding the World Development 2023-2024

Long Term Plan



understanding
the world

STATUTORY EDUCATIONAL PROGRAMME:

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.

	History	Geography	Science	R.E
<p>The Reception Year provides the foundation for the knowledge and skills to be built on in Y1</p>	<p>Children know how life changed for early people from being hunter gatherers to farming.</p> <p>Impact summary: Children know what the impact of foreign visitors had on early people –</p> <p>Beaker people Children know what changes in everyday life had on the early people.</p> <p>Children know why the Great Fire of London was so devastating.</p> <p>Chronology summary: Children know what life was like for early people. Children know some changes that happened from Stone Age to Iron Age and can order them</p> <p>Children know how to use the vocabulary now and then Children can compare two different times in history using primary and secondary sources. Children know that some things happened a very long time ago in relation to now. Children know that history can still be remembered by talking to people who were there</p>	<p>Locational knowledge: Children know where the UK is on a world map and a globe. Children know where London is on a map of the UK Children can name and locate the River Thames Children can locate the Tower of London and St. Paul's Cathedral. Children know that they live in England Children know where Harrogate is on a map of the UK Children use the language near/far Children know that they live in Harrogate (or other towns) and this is a place in England. Human and Physical Geography: Children know about the seasonal weather patterns of the local area. Children can name some features of Harrogate (The Stray, Valley Gardens etc.) Children can describe places in Harrogate that they like/dislike Children can describe some differences between London and Harrogate</p> <p>Fieldwork: Children can create and discuss a map showing the ideal place to build a Bronze Age settlement - including a simple key.</p>	<p>Biology: Children can observe changes across the four seasons. Children can identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Children can identify and name a variety of common animals that are carnivores, herbivores and omnivores Children can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Children know the differences between things that are living, dead, and things that have never been alive</p> <p>Physics: Children notice that light is reflected from surfaces. Children know that they need light in order to see things and that dark is the absence of light. Chemistry: Children can identify and name a variety of everyday materials including wood, plastic, glass, metal, water, and rock. Children can describe the simple physical properties of a variety of everyday materials. Children can distinguish between an object and the material from which it is made.</p>	<p>Y1B: How do we say thank you for the Earth? Cycles of the year: creation, harvest, giving thanks</p> <p>Y1C: Stories and prayers about Jesus</p> <p>Y1D: Beginning to learn from Sikhs</p> <p>Y1C: Stories and prayers about Jesus Trip to Church</p> <p>Y1D: Beginning to learn from Sikhs</p> <p>Y1A: How do people celebrate? Baby, Wedding, Birthday</p>

Understanding the World Development 2023-2024 Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The World (Science)	<p>Seasonal changes</p> <ul style="list-style-type: none"> Seasonal changes – Know the name of the current season. Identify signs of autumn independently. Describe what they see, hear and feel while they are outside. Describe how seasons can affect the natural world and how things grow e.g acorns and conkers are found in autumn. Know and describe the seasonal weather. Beginning to know some names of common plants/ trees. Beginning to learn what happens to the hours of daylight. Beginning to learn about how some animals prepare for hibernation. 	<p>Space</p> <ul style="list-style-type: none"> To know what Space is. To learn that we live on planet earth. Learn the names of the eight planets in the the Solar System. To learn facts about the planets in the Solar System. <p>Living things and their habitats</p> <ul style="list-style-type: none"> To understand what nocturnal means. To identify nocturnal animals. To learn facts about nocturnal animals. 	<p>Seasonal changes Winter</p> <ul style="list-style-type: none"> Revisit objectives from Autumn 1. Compare the seasons autumn and winter and the changes in the natural environment. <p>Animals (Polar)</p> <ul style="list-style-type: none"> Name animals that live in Artic. . Name animals that live in the Antarctic and begin to compare Artic and Antarctic. Know what animals need to survive in Artic/ Antarctic conditions . Know and explain where a range of animals live e.g talk about animals which live in cold places (while looking at Artic/Antarctic). Describe Antarctic habitats. <p>Materials</p> <ul style="list-style-type: none"> Explore ice and describe what happens to ice over time. Investigate what conditions are needed to melt ice faster. To know that ice is a solid and how it changes into water (liquid) and learning how water can be changed back into ice (solid) 	<p>Seasonal changes- Spring</p> <ul style="list-style-type: none"> Revisit objectives from Autumn 1. Compare similarities and the differences between seasons. <p>Materials</p> <ul style="list-style-type: none"> Begin to discuss properties of materials. Experiment with types of materials that could be used to make a bag/basket for Little Red Riding Hood. <p>Humans</p> <ul style="list-style-type: none"> Know how to keep their bodies healthy (eating healthy food, exercising, screen-time, oral health) Know the names of most body parts. Know humans have 5 senses. Look at lifecycle of humans. 	<ul style="list-style-type: none"> Revisit objectives from Autumn 1. To know what living things need to stay alive. Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, sun, and soil to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Know and be able to explain a simple lifecycle e.g a bean. 	<p>Seasonal changes- Summer</p> <ul style="list-style-type: none"> Revisit objectives from Autumn 1. Compare similarities and the differences between seasons. <p>African Animals</p> <ul style="list-style-type: none"> Know and explain where a range of animals live e.g talk about animals which live in hot places. Describe African habitats. Understand through books and observations how animals change and grow.

Understanding the World Development 2023-2024 Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past & Present (History)	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Talk about members of their immediate family and their relationship to them. • Name, describe people who are familiar to them. • To look at people who help us from the past. • To explore vehicles from the past (fire engines) • To learn facts about Sister Dora. • Comment on images of familiar situations in the past. • Learn about Yayoi Kusama (famous artist from the past) 	<ul style="list-style-type: none"> • Look at famous astronauts from the past and present (Neil Armstrong, Mae Jemison & Tim Peake) • To learn facts about astronauts from the past and present. • Find out about key historical events and why and how we celebrate today. Remembrance Day, Christmas Day, Diwali. • Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. 	<ul style="list-style-type: none"> • Look at changes over time in the Seasons. • Explore famous Antarctic explorers from the past (Ernest Shackleton) • Visually represent their own day on a simple timeline. • Talk about and understand changes over time. 	<ul style="list-style-type: none"> • Talk about and understand changes over time. • Talk about and understand changes in their own lifetime by creating a personal timeline. • Bring in photographs from holidays or special days out. 	<ul style="list-style-type: none"> • Talk about and understand changes over time. 	<ul style="list-style-type: none"> • Look at famous pirates from the past. • Learn facts about famous pirates from the past. • Look at changes over time in the seasons. • Talk about their favourite moments from the year. • Order personal experiences e.g recount an educational visit.

Understanding the World Development

2023-2024

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The World (Geography skills)	<ul style="list-style-type: none"> Talk about features of their immediate environment with visual representation e.g classroom maps, seating maps and reception garden . Know that we live in Walsall and that Walsall is in England. Explore where Yayoi Kusama lives (Japan) and identify this on a world map. Explore where she travelled (America) 	<ul style="list-style-type: none"> Seasonal changes: understand the effect of changing season on the natural around them. Use positional language e.g under, beside, on top of etc. 	<ul style="list-style-type: none"> Recognise that some environments that are different to the one in which they live e.g Antarctica.(weather) Draw some simple information from age appropriate maps, atlases and globes e.g Antarctica. 	<ul style="list-style-type: none"> Identify how technology is used to share information e.g Google maps. Name and talk about human features in local area (shops, houses, Gurdwara, hairdressers) Take photographs, draw simple maps and collect simple data during our walk around local area. Describe a familiar route using positional language. 	<ul style="list-style-type: none"> Create a simple map of outdoor area. 	<ul style="list-style-type: none"> Create own maps using grid paper and symbols (x marks the spot treasure maps) Recognise some similarities and differences between life in this country and life in other countries (Africa) Find Africa on a world map (recap other countries looked at in the year) Compare Antarctica & Africa and discuss the differences. Explore physical features of Africa (Savanna, Sahara, rainforest and the African great lakes)

Understanding the World Development

2023-2024

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The World People, culture & communities (RE)	<ul style="list-style-type: none"> • Theme (RE) – Being Special/Special people • Talk about members of their immediate family and community. Name and describe people who are familiar and special to them. • Continue to develop positive attitudes about the differences between people. • To understand how it feels to belong and that we are similar and different. (School/Family) • To talk about who we care about and how we know we are cared for. (Colour monster) • To use language to describe how themselves and others are feeling. • To learn how to be a kind friend and to show this in play. 	<ul style="list-style-type: none"> • Theme (RE) – Special Times • Recognise that people have different beliefs and celebrate special times in different ways. • Understand that some places are special to members of their community. (Visit to Gudwara) • To learn about the festivals of Diwali and Christmas and to begin to understand how they are special to Christians, Hindus and Sikhs. • To learn about the religious stories of Diwali (Sikh/Hindu) and Christmas (Christians) • To learn about the festival of Hanukkah and to understand how it is important to Jewish people. • Explore the similarities and differences between different peoples special times. 	<ul style="list-style-type: none"> • Theme (RE) – Special times • To learn about the festival of Chinese new year and compare similarities and differences between this and the other festivals we have learnt about. 	<ul style="list-style-type: none"> • Theme (RE) – Special times • To learn about the story of Easter and to understand why it is special to Christians. • To learn about the festival of Vaisakhi and to understand why it is special to Sikhs. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences. • To revisit previous festivals we have learnt about and compare similarities and differences. 	<ul style="list-style-type: none"> • Theme (RE) – Special world • To learn about the festival of Eid-al-Fitr and to understand why it is important to Muslims. • To talk about why the world is special and what we should do to look after the world. • Read the story “God’s quiet things” and discuss the story of creation and their thoughts about nature. 	<ul style="list-style-type: none"> • Theme (RE) – Special places • To learn about the festival of Eid-UI-Adha and to understand why it is important to Muslims. • To revisit previous festivals we have learnt about and compare similarities and differences. • Discuss places that are special to ourselves and others. • To learn about holy buildings that are near our school.

Understanding the World Development

2023-2024

Long Term Plan

	Art	D.T	Music
<p>The Reception Year provides the foundation for the knowledge and skills to be built on in Y1</p>	<p>Form/Texture/Shape Creating natural art through transient art looking at Andy Goldsworthy. Using clay to add natural materials to, using the outdoors to make artwork. Mod roc to make autumnal objects such as conkers or harvest. Henri Matisse- snails</p> <p>Printing/Line/Shape Focusing on detail, shapes and size when drawing with pencil, exploring line, specifically types of lines. Focus on Stephen Wiltshire as the artist. Observing London landmarks, following on from line, and using that to make polystyrene prints to make a large scale monoprint of a cityscape on cotton.</p> <p>Line/Colour/Pattern: Line drawings of animals inspired by Pablo Picasso. Studying abstract art movement and using this to create big cat abstract drawings. Looking at colour wheels and mixing colours. Creating abstract paintings of a chosen big cat</p>	<ul style="list-style-type: none"> • Designing and evaluating a gingerbread man Following recipe together as a class. Designing individual pre-made gingerbread men. • Design a healthy lunch box • Project (Making a mini structure for a troll/fairy): Design, make & evaluate process. • Project (Building model bridges) Design, make & evaluate process. • Project (Baking cakes for a celebration): Design, make & evaluate process. 	<ul style="list-style-type: none"> • Charanga – Hey You! • Charanga – Rhythm in the way we walk • Charanga – In the groove • Charanga – Round and round • Charanga – Your imagination • Charanga – Reflect, Rewind and Replay

Expressive Arts & Design Development 2023-2024

Long Term Plan



EXPRESSIVE ARTS
AND DESIGN

STATUTORY EDUCATIONAL PROGRAMME:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Art	Children will be given the opportunity and experience to sing and perform a range of songs and rhymes throughout the year. Both indoors and outdoors provision will provide our children with daily poems and songs to support this.					
Poetry Basket	Five little pumpkins Pointy Hat A basket of apples	Leaves are Falling Shoes Mice	Let's Put On Our Mittens A Little House Furry Furry Squirrel	Spring Wind A Little Seed Stepping Stones	Under a Stone Five Little Owls Pitter PAtter	If I Were So Very Small Monkey Babies A Little Shell
Musical Songs	Children will be given the opportunity and experience to develop their musical skills, including singing and dancing, and express their feelings and responses. Children will learn, sing and perform a range of songs and rhymes throughout the year. Alongside this, the children will work with Rainbow Music. They will sing songs old and new, explore and play with lots of fascinating percussion instruments from around the world and listen to live performances on the violin, guitar, flute and saxophone.					
Rainbow Music (Music)	A range of songs supporting children with their routines. A wide range of songs linked to topic: Autumn People who Help us	Revisit Nursery rhymes from Nursery A wide range of songs linked to: Space, Diwali, fireworks & Christmas. Christmas performance.	Revisit Nursery rhymes from Nursery A wide range of songs linked to: Winter, Antarctic animals and Chinese New Year.	Revisit Nursery rhymes from Nursery A wide range of songs linked to: Transport, & Easter.	Revisit Nursery rhymes from Nursery 5 Little Ducks A wide range of songs linked to: Ducklings, minibeasts, growing and planting.	Revisit Nursery rhymes from Nursery Nursery rhymes A wide range of songs linked to: summer, Africa, pirates and mermaids.

Expressive Arts & Design Development 2023-2024 Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creative Art	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying.					
Artist Focus	Yayoi Kusama	Van Gogh	David McEown	James Rizzi	Eric Carle Henri Matisse Van Gogh	Esther Mahlangu Tinga Tinga
Mark making/Drawing	<ul style="list-style-type: none"> Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made Draw themselves and their family with increasing detail. Observational drawing – Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> Observation drawing – Poppies for remembrance day. Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects, 	<ul style="list-style-type: none"> Use shapes like circles, ovals and triangles to build up drawing skills to create a basic picture of a penguin. 	<ul style="list-style-type: none"> Use shapes like rectangles, circles and triangles to recreate a cityscape in the style of James Rizzi. 	<ul style="list-style-type: none"> Observation drawing – Sunflowers Show accuracy and care in their drawing. Use spirals to draw a picture of snail. 	<ul style="list-style-type: none"> Draw patters on animals in the style of 'Tinga Tinga'. Produce more detailed work and say what they have included.
Painting/Colour	<ul style="list-style-type: none"> Recognise and name colours. 	<ul style="list-style-type: none"> Paint a 'Starry night' picture in the style of Vincent Van Gogh. Explore colours and how colours can be changed. Identify light and dark colours. 	<ul style="list-style-type: none"> Paint a penguin using watercolours in the style of David McEown. Explore different paint types - watercolour, powder paint, acrylic, ready mix paint. 	<ul style="list-style-type: none"> Mix paints to make new colours following instructions. Explore using different brush types. Use colours created to paint a cityscape in the style of James Rizz 	<ul style="list-style-type: none"> To be able to create a wash background and combining colour in the style of Van Gogh 	<ul style="list-style-type: none"> To paint in the style of Esther Mahlangu. To be able to choose a particular colour for a purpose.

Expressive Arts & Design Development

2023-2024

Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creative Art	Children will be given the opportunity and experience to work on their artistic side by having access to a range of open ended resources that will support the children in developing their own creativity and artistic styles. Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying.					
Artist Focus	Yayoi Kusama	Van Gough	David McEown	James Rizzi	Eric Carle Henri Matisse Van Gogh	Esther Mahlangu Tinga Tinga
Printing	<ul style="list-style-type: none"> Create their own artwork in the style of Yayoi Kusama, printing on 2D and 3D shapes. 	<ul style="list-style-type: none"> Print with natural objects/food e.g. leaves, pine cones Explore printing with hands to create different Christmas card designs. 	<ul style="list-style-type: none"> Print with sponges, rollers and shapes to create a winter picture. 	<ul style="list-style-type: none"> printing simple repeating patterns 	<ul style="list-style-type: none"> symmetrical printing - butterflies as inspiration. 	<ul style="list-style-type: none"> To be able to use knowledge of printing create own ideas and explain the choices.
Collage material	<ul style="list-style-type: none"> Understanding how different materials/textures feel and explore freely. E.g malleable, fabrics, natural. 	<ul style="list-style-type: none"> Junk modelling with different materials to make a firework. Junk modelling will be continued to be offered during continuous provision. 	<ul style="list-style-type: none"> Understand the purpose of different textiles/materials. E.g winter clothing 	<ul style="list-style-type: none"> Explore the properties off different materials and decide which one would be the best to create a food bag for little red riding hood. 	<ul style="list-style-type: none"> Collage using Eric Carle and Henry Matisse as inspiration 	<ul style="list-style-type: none"> Weaving (natural and manmade materials)
3D work/form	<ul style="list-style-type: none"> Use natural materials to create different emotions in their art work. (Transient art) 	<ul style="list-style-type: none"> to use simple joins when using different materials to create 3D work e.g. sellotape, masking tape, stick glue. Use clay to create a hedgehog . 	<ul style="list-style-type: none"> creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day. 	<ul style="list-style-type: none"> Work collaboratively to create a cityscape in 3D form. 	<ul style="list-style-type: none"> Making own props/puppets to retell a story. Folding techniques e.g. fans, books. 	<ul style="list-style-type: none"> To be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.

Expressive Arts & Design Development 2023-2024 Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cutting Skills	<ul style="list-style-type: none"> Use one handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> Use scissors to cut in a straight line. 	<ul style="list-style-type: none"> Use scissors to cut curved lines. 	<ul style="list-style-type: none"> Use scissors to cut shapes. 	<ul style="list-style-type: none"> Use scissors independently. 	<ul style="list-style-type: none"> Use scissors for a particular purpose when combining different media and materials.
Being imaginative	<p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or roleplay.</p>		<p>Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.</p>		<p>Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>	