



Reception - Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/ trips/ activities		All about me / Autumn	Let's Celebrate /Winter	People and Places Visit: from people in the community	Once Upon A Time Fairy Stories Trip: Library	Let's Investigate Minibeasts/ Growth Trip: Garden Centre Christ Church	All About Animals Trip: Gore Hill Nature Reserve
3 prime areas of learning and development	Personal, Social and Emotional Development	<p>PSHE: SCARF - Me and My Relationships Classroom routines and rules (discuss how it makes adult feel) Starting school - Support children in making friends. Introduce Dojo points, awards, stickers, special tasks, class monitors, birthdays etc. Message table - write notes to family about school. Assembly -gradually introduce class to school assembly, discuss appropriate behaviour, birthdays, start Award Assembly - remind children of possible awards during the week. Start class point chart.</p> <p>Caring in school - people who help us in school, getting to know each other, circle time, looking after each other - playtime, lunchtimes etc. Circle time - after last play - opportunities for ch to talk through anxieties. Stories about caring.</p> <p>Autumn walk - outline appropriate behaviour, being sensible, keeping safe. Respect for surroundings. Having fun together.</p> <p>Relaxing and talking about feelings -, relaxation and massage.</p> <p>Harvest, a time to say thank you, a time to think of others and a time to share.</p>	<p>PSHE: SCARF - Valuing difference How to deal with anger e.g. when someone has taken a toy. Celebrations - why and how we celebrate, making people feel special. Birthdays, introduce sch routines. Diwali - Festival of light, triumph of good over evil, light over darkness, celebration of a different culture. Bonfire night story, explain traditions, make special food, safety demonstration. Christmas - how we celebrate at home and in school, breakfast with Father Christmas, Infant play, Christmas lunch, party, pantomime trip. Light - link to festivals and celebrations. Light and dark, how do they make us feel? The beautiful light God made in our world. Light safety.</p> <p>Materials - materials at home and at school. Natural and man-made materials, environmental responsibilities. Materials that care for us and protect us.</p> <p>Relaxing and talking about feelings - lavender pillows, relaxation and massage.</p>	<p>PSHE: SCARF - Keeping Myself safe Board Games - taking turns - snakes and ladders/ supermarket game/ fishing for numbers - can they invent their own board game with rules. Routines and Rules - Review class rules. Reminder posters. Rules song. New year, new beginning. Making promises, resolutions. Focus - we always try or best. Positive rewards to encourage good work and behaviour: Dojo points, stickers. Award assembly. Independence- increase tasks for classroom helpers. Discuss what children can do without help, encourage children to get changed for PE without assistance.</p> <p>People who help us - who take care of us. Our local community helpers - police, fire brigade, doctors and nurses, dentists etc. - invite people from local community to talk about their jobs, roles and responsibilities. Relate to people who help us in school. Chinese New Year - customs, traditions of this festival. Look at artefacts, sample food, role play, creative activities, develop respect and understanding of a different culture . Look at different cultures in the class and traditions.</p> <p>Relaxing and talking about feelings - lavender pillows, relaxation and massage.</p>	<p>PSHE - SCARF - Doing My Best Kims game/ memory games</p> <p>Stories - our favourite stories, visiting story tellers, enjoying books together. Story Den, invite parents, grandparents, staff, governors and older pupils to share stories with small groups. Library visit. Books that are special to us, sharing books, promoting bedtime stories. Fairy stories. Stories about ourselves.</p> <p>Class Assembly - Fairy Stories. Helping each other, being a team. Everyone takes part, doing our best, supporting each other, developing confidence and self esteem. Having fun performing for families and friends.</p> <p>Relaxing and talking about feelings - lavender pillows, relaxation and massage.</p>	<p>PSHE: SCARF -: Rights and Responsibilities - looking at facial expressionE: Routines and Rules - Re-read class rules together, evaluate how we are doing as a class; choose focus for each half term. Outline new routines, e.g. playing on the field, lunchtime picnics, sports day, preparing for year 1.</p> <p>New Life - investigating and showing appreciation of new life, joy and wonder. Baby visit. Baby animal visit - chicks. Celebrate and investigate God's beautiful world - creatures, flowers and plants. Visit Midstream garden Centre. Taking care of our environment, investigate conservation - ways to protect and look after our environment. Investigating plants and mini-beasts. Growing plants from seed, sunflowers, bean plants. frogs from frogspawn, butterflies from caterpillars, lots of awe and wonder. Caring for plants and animals, respecting our environment.</p> <p>Summer Fair - enjoying activities, sharing our school with family and friends.</p> <p>Relaxing and talking about feelings - lavender pillows, relaxation and massage.</p>	<p>PSHE: SCARF - Growing and Changing - Transition to year 1 Discuss how they could help next year's Reception class.</p> <p>Focus on being independent - finding own books, collecting own belongings at the end of the day. Class points, working together to earn 20 class points, enjoying class reward. Moving on - reflections of Reception Year, look back through special books, photo albums, write about "My favourite day in Reception Class". Visit to Year 1.</p> <p>All About Animals Pets - bringing pets to school, children explain how they care for them. Farm animals - finding out how they are cared for and why they are kept. Zoo animals - conservation message - animals protected. Sea animals - animals that live in the sea. Which animals are dangerous. Wild animals - animals that live in the wild, in different countries of our world. Animal zones around the classroom - pets/farm/zoo/wild/sea. Respecting our animals, endangered animals. Toy animals - that are special to us. Teddy bear's picnic, welcome new children. Sports day, taking turns, encouraging each other, winning and losing, having fun. Final award assembly, certificates for parent helpers, Mr/Miss Manners of the Year, Smiler, Worker. Relaxing and talking about feelings - lavender pillows, relaxation and massage.</p>
	Each term cover:	<p>Routines and outline safety routines. Managing own personal hygiene: routines: toilet, hand washing, catching coughs, sneezes, wiping noses. Lunch routines, table manners, good food to eat. Encourage drinking water.</p> <p>Ourselves - exercise is important, discuss the changes that happen to our bodies when we are active.</p>					



Reception - Long Term Plan

<p>Physical Development</p> <p>Gross Motor Skills</p>	<p>Gross Motor Skills</p> <p>PE - FMS Succeedin Scheme</p> <p>Children improve their ability to move in space. Children travel and jump and start to show key teaching points in their work.</p> <p>OUTDOOR LEARNING -- a range of activities to support all curriculum areas.</p> <p>Classroom Outdoor Area: use daily for activities in all areas of learning both adult and child led.</p>	<p>Gross Motor Skills</p> <p>PE - FMS Succeedin Scheme</p> <p>Children explore balance on one foot with a partner</p> <p>Children move safely in space.</p> <p>Use running technique in a game</p> <p>OUTDOOR LEARNING -- a range of activities to support all curriculum areas.</p> <p>Classroom Outdoor Area: use daily for activities in all areas of learning both adult and child led.</p>	<p>Gross Motor Skills</p> <p>PE - FMS Succeedin Scheme</p> <p>Collect and grip objects</p> <p>Explore rolling objects</p> <p>Children improve their rolling skills and start to translate this skill to underarm throw.</p> <p>Children start to explore hopping</p> <p>To travel safely in space</p> <p>OUTDOOR LEARNING -- a range of activities to support all curriculum areas.</p> <p>Classroom Outdoor Area: use daily for activities in all areas of learning both adult and child led.</p> <p>Riding a bike - mini wheelers</p>	<p>Gross Motor Skills</p> <p>PE - FMS - Succeedin Scheme</p> <p>To investigate our underarm throwing skills</p> <p>To explore catching skills</p> <p>Bean Bags, large sponge balls.</p> <p>To travel in different directions.</p> <p>OUTDOOR LEARNING -- a range of activities to support all curriculum areas.</p> <p>Classroom Outdoor Area: use daily for activities in all areas of learning both adult and child led.</p> <p>Playground walks: story walk, Healthy walks, signs of spring, sound walk, Numeracy walk.</p>	<p>Gross Motor Skills</p> <p>PE -FMS - Succeedin Scheme</p> <p>Children continue to move safely in space.</p> <p>They improve their travelling actions of running and jumping.</p> <p>Children start to explore hopping.</p> <p>Parachute games</p> <p>OUTDOOR LEARNING -- a range of activities to support all curriculum areas.</p> <p>Classroom Outdoor Area: use daily for activities in all areas of learning both adult and child led.</p> <p>Playground walks: signs of Summer, visit raised vegetable beds to observe vegetable growing.</p>	<p>Gross Motor Skills</p> <p>PE - FMS - Succeedin Scheme</p> <p>Children continue and improve their ability to move safely in space.</p> <p>They continue to explore and improve the different travelling and balancing actions.</p> <p>Children start to explore rolling objects.</p> <p>Children to continue to explore and improve their Underarm throw.</p> <p>Explore catching with a beanbag.</p> <p>Sports day practise - explain races, introduce track, lanes and finishing line. Practices with focus on fun. Playing on the field, informal games -tig and football. Top play area - gazebo and tent, cross-curricular activities outside.</p> <p>Parachute games</p> <p>Hula hooping</p> <p>OUTDOOR LEARNING -- a range of activities to support all curriculum areas.</p> <p>Classroom Outdoor Area: use daily for activities in all areas of learning both adult and child led.</p>
<p>Fine Motor Skills</p>	<p>Fine Motor Skills - painting, drawing, writing, play dough, clay, plasticene, baking, threading, lacing, sewing, cutting, sticking, joining, construction, model making, puppets, computer programmable toys, gardening, sand and water play, counting, sorting.</p>	<p>Fine Motor Skills - painting, drawing, writing, play dough, clay, plasticene, baking, threading, lacing, sewing, cutting, sticking, joining, construction, model making, puppets, computer programmable toys, gardening, sand and water play, counting, sorting.</p>	<p>Fine Motor Skills - painting, drawing, writing, play dough, clay, plasticene, baking, threading, lacing, sewing, cutting, sticking, joining, construction, model making, puppets, computer programmable toys, gardening, sand and water play, counting, sorting.</p>	<p>Fine Motor Skills - painting, drawing, writing, play dough, clay, plasticene, baking, threading, lacing, sewing, cutting, sticking, joining, construction, model making, puppets, computer programmable toys, gardening, sand and water play, counting, sorting.</p>	<p>Fine Motor Skills - painting, drawing, writing, play dough, clay, plasticene, baking, threading, lacing, sewing, cutting, sticking, joining, construction, model making, puppets, computer programmable toys, gardening, sand and water play, counting, sorting.</p>	<p>Fine Motor Skills - painting, drawing, writing, play dough, clay, plasticene, baking, threading, lacing, sewing, cutting, sticking, joining, construction, model making, puppets, computer programmable toys, gardening, sand and water play, counting, sorting.</p>



Reception - Long Term Plan

Handwriting	<p>Term 1</p> <p>1 Dots</p> <p>2 Straight lines and crosses</p> <p>3 Circles</p> <p>4 Waves</p> <p>5 Loops and bridges</p> <p>6 Joined straight lines</p> <p>7 Angled patterns</p> <p>8 Eights</p> <p>9 Spirals</p> <p>10 Left-to-right orientation</p> <p>11 Mix of patterns</p> <p>12 Review of patterns</p>	<p>Term 2</p> <p>13 Introducing long-legged giraffe letters: l</p> <p>14 Practising long-legged giraffe letters: l, i</p> <p>15 Practising long-legged giraffe letters: u, t</p> <p>16 Practising long-legged giraffe letters: j, y</p> <p>17 Practising all the long-legged giraffe letters: l, i, t, u, j, y</p> <p>18 Introducing one-armed robot letters: r</p> <p>19 Practising one-armed robot letters: b, n</p> <p>20 Practising one-armed robot letters: h, m</p> <p>21 Practising one-armed robot letters: k, p</p> <p>22 Practising all the one-armed robot letters: r, b, n, h, m, k, p</p> <p>23 Practising all the long-legged giraffe and one-armed robot letters</p> <p>24 Reviewing all the long-legged giraffe and one-armed robot letters</p>	<p>Term 3</p> <p>25 Introducing curly caterpillar letters: c</p> <p>26 Practising curly caterpillar letters: a, d</p> <p>27 Practising curly caterpillar letters: o, s</p> <p>28 Practising curly caterpillar letters: g, q</p> <p>29 Practising curly caterpillar letters: e, f</p> <p>30 Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f</p> <p>31 Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters</p> <p>32 Introducing zig-zag monster letters: z</p> <p>33 Practising zig-zag monster letters: v, w, x</p> <p>34 Practising all the zig-zag monster letters: z, v, w, x</p> <p>35 Practising all the curly caterpillar and zig-zag monster letters</p> <p>36 Reviewing all the curly caterpillar and zig-zag monster letters</p>
Communication and Language	<p><i>Throughout the year children will:</i></p> <ul style="list-style-type: none"> • Prayers and collective worship time - learn and recite prayers. • Learn and recite school rules. • Learn to speak with confidence during circle/carpet times - SEAL, listening to others and discussing opinions. • Learn to listen and respond appropriately with relevant comments, questions or actions. • Use appropriate story language to re-enact/re-tell simple and familiar stories. • Learn new vocabulary relating to topics - non-fiction texts. • Recite alphabet, letter-sound rhymes. • Daily counting. • Learn poems and rhymes. • Show and tell. • Story time in class, visiting story tellers. • Learn how to play whispers message game, listening games "I went to the shop and I bought..." • Hear and identify sounds • Role play - different role play areas to link with topics and children's interests. • Singing songs daily. • Microphone - recording sounds, story tapes. • Essential Letters and sounds - phases 1-4 (Autumn Term - Phases 1&2, Spring Term - Phases 2&3, Summer Term - Phases 3&4) • School Assembly, Church Assembly, Award Assembly. • ORT - talking stories. • Following instructions, class routines, rules and playtime routines. • Constant questions - how? Why? When? Who? • Wow Science investigations. 		



Reception – Long Term Plan

specific areas of learning and development	Literacy	<p>Reading Joins in with repeated phrases for familiar stories. Discriminates between sounds. Can draw a straight line. Expresses simple likes about a shared story. Develops book handling skills. Can draw curved lines in both clockwise and anti-clockwise directions. Uses new vocabulary in their play. Identifies initial sounds</p> <p>Writing Ascribes meanings to marks. Able to develop oral blending skills. Beginning to record some sounds in sequence.</p> <p>Write some or all of their name. Write some letters accurately.</p>	<p>Reading Joins in with repeated phrases for familiar stories. Discriminates between sounds. Can draw a straight line. Expresses simple likes about a shared story. Develops book handling skills. Can draw curved lines in both clockwise and anti-clockwise directions. Uses new vocabulary in their play. Identifies initial sounds Answers who and what questions linked to stories shared. Can clap syllables. Ascribes meanings to marks during play. Expresses simple likes and dislikes about a shared story. Can recognise rhymes. Responds to focus texts through mark making. Uses new vocabulary in conversations. Able to develop oral blending skills.</p> <p>Writing Beginning to record some sounds in sequence.</p> <p>Form lower-case letters correctly. Write their full name.</p>	<p>Reading Joins in with repeated phrases for familiar stories. Discriminates between sounds. Can draw a straight line. Expresses simple likes about a shared story. Develops book handling skills. Can draw curved lines in both clockwise and anti-clockwise directions. Uses new vocabulary in their play. Identifies initial sounds Answers who and what questions linked to stories shared. Can clap syllables. Ascribes meanings to marks during play. Expresses simple likes and dislikes about a shared story. Can recognise rhymes. Responds to focus texts through mark making. Uses new vocabulary in conversations. Able to develop oral blending skills.</p> <p>Writing Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences.</p>	<p>Reading Answers who and what questions linked to stories shared. Can clap syllables. Ascribes meanings to marks during play. Expresses simple likes and dislikes about a shared story. Can recognise rhymes. Responds to focus texts through mark making. Uses new vocabulary in conversations. Able to develop oral blending skills.</p> <p>Writing Write short sentences with words with known letter-sound correspondences.</p>	<p>Reading Answers who and what questions linked to stories shared. Can clap syllables. Ascribes meanings to marks during play. Expresses simple likes and dislikes about a shared story. Can recognise rhymes. Responds to focus texts through mark making. Uses new vocabulary in conversations. Able to develop oral blending skills.</p> <p>Writing Write short sentences with words with known letter-sound correspondences. Start to use a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Reading Answers who and what questions linked to stories shared. Can clap syllables. Ascribes meanings to marks during play. Expresses simple likes and dislikes about a shared story. Can recognise rhymes. Responds to focus texts through mark making. Uses new vocabulary in conversations. Able to develop oral blending skills.</p> <p>Writing 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.</p>
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Reception – Long Term Plan

Narrative Texts	<p>The Family Book – Todd Parr Dogger-Shirley Hughes Once there were Giants – Martin Waddell The Scarecrow’s Hat – Ken Brown Leaf Man – Lois Ehlert We’re going on a Bearhunt – Michael Rosen Where’s My Teddy – Jez Alborough</p>	<p>Don’t hog the Hedge – Twinkl The Magic Sky – Lucy Richards Poles Apart – Jeanne Willis The girl who went to the Artic – Twinkl Here Comes Jack Frost – Sharon Peters The Christmas Story</p>	<p>Percy the Park Keeper After the Storm – Nick Butterworth Vicky the Vet – Felicity Brooks When I Grow Up – Jon Hales Me on the map</p>	<p>The Paper Bag Princess – Robert Munsch The Three Little Pigs Jack and the Beanstalk Goldilocks and the Three Bears – Mara Alperin The Gingerbread Man – Mara Alperin The Little Red Hen – Brenda Parkes</p>	<p>The Tiny Seed – Eric Carle What the Ladybird Heard – Julia Donalson The Very Hungry Caterpillar – Eric Carle Superworm Julia D</p>	<p>Farmer Duck – Martin Waddell We’re Going on a Lion Hunt - David Axtell Elmer – David McKee Sharing a Shell – Julia Donaldson Hello Lighthouse – Sophie Blackhall Little Boat https://www.literacyshed.com/little-boat.html The Rainbow Fish Welcome The Ugly 5 -Julia Donaldson</p>
	Non-Fiction	<p>Bonfire Night and Fire Safety North Poles/South Pole - Michael Bright</p>	<p>People Who Help Us – Teacher – Amanda Askew People Who Help Us – Doctor – Amanda Askew People Who Help Us – Police – Amanda Askew</p>	<p>Worms – Susie Williams Let’s Look at Snails – Laura Hamilton Ducks – National Geographic</p>	<p>Dinosaurs – non fiction – various texts</p>	
		Poetry	<p>I am the seed that grew into a tree – The National Trust Little Acorns – Twinkl</p>	<p>A Great Big Cuddle – Michael Rosen</p>	<p>Sharing a shell Commotion in the Ocean</p>	



Reception - Long Term Plan

Phonics	Essential Letters and Sounds Phase 2: Week 1: s, a, t, p Week 2: i, n, m, d Week 3: g, o, c, k Week 4: ck, e, u, r Week 5: assess and review Week 6: h, b, f, ff, l, ll, ss HRS –l, the, no, put, of, is, to, go, into, pull, as, his	Essential Letters and Sounds Phase 3: Week 1: j, v, w, x Week 2: y, z, zz, qu, ch Week 3: sh, th, ng, nk Week 4: ai, ee, igh, oa, Week 5: assess and review Week 6: review HRS – he, she, buses, we, me, be, push, was, her, my, you	Essential Letters and Sounds Phase 3: Week 1: review, oo, (book) Week 2: ar, ur, oo (food), or Week 3: ow, oi, ear, air Week 4: ure, er, ow (snow) Week 5: assess and review Week 6: review HRS – they, all, are, ball, tall, when, what	Essential Letters and Sounds Phase 3: Week 1: review Week 2: review Week 3: review Week 4: review Week 5: assess and review Week 6: review HRS – said, so, have, were, out, like, some, come, there, little, one, do, children, love	Essential Letters and Sounds Phase 4: Week 1: CVCC / -ed Week 2: CCVC / -ed, t Week 3: CCVCC / -ed/d Week 4: CCCVC Week 5: assess and review Week 6: review HRS – review previous HRSW	Essential Letters and Sounds Phase 4: Week 1: ay, ou, ie, ea, le Week 2: oy, ir, ue, aw Week 3: wh, ph, ew, oe Week 4: au, ey, a-e, e-e Week 5: assess and review Week 6: i-e, o-e, u-e, c (s) HRS – oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very
	Handwriting	Term 1 1 Dots 2 Straight lines and crosses 3 Circles 4 Waves 5 Loops and bridges 6 Joined straight lines 7 Angled patterns 8 Eights 9 Spirals 10 Left-to-right orientation 11 Mix of patterns 12 Review of patterns	Term 2 13 Introducing long-legged giraffe letters: l 14 Practising long-legged giraffe letters: l, i 15 Practising long-legged giraffe letters: u, t 16 Practising long-legged giraffe letters: j, y 17 Practising all the long-legged giraffe letters: l, i, t, u, j, y 18 Introducing one-armed robot letters: r 19 Practising one-armed robot letters: b, n 20 Practising one-armed robot letters: h, m 21 Practising one-armed robot letters: k, p 22 Practising all the one-armed robot letters: r, b, n, h, m, k, p 23 Practising all the long-legged giraffe and one-armed robot letters 24 Reviewing all the long-legged giraffe and one-armed robot letters	Term 3 25 Introducing curly caterpillar letters: c 26 Practising curly caterpillar letters: a, d 27 Practising curly caterpillar letters: o, s 28 Practising curly caterpillar letters: g, q 29 Practising curly caterpillar letters: e, f 30 Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f 31 Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters 32 Introducing zig-zag monster letters: z 33 Practising zig-zag monster letters: v, w, x 34 Practising all the zig-zag monster letters: z, v, w, x 35 Practising all the curly caterpillar and zig-zag monster letters 36 Reviewing all the curly caterpillar and zig-zag monster letters		



Reception - Long Term Plan

Mathematics	Number	Number	Number
	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Estimate and guess how many there might be before counting.</p> <p>Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>Numerical Patterns</p> <p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> <p>Become familiar with two digit numbers and start to notice patterns within them.</p> <p>Distribute items evenly from a group.</p> <p>Shape</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Look at small quantities in familiar patterns - for example a dice - and random arrangements, saying how many they can see.</p> <p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system.</p> <p>Talk about how many spaces are filled or unfilled.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Numerical Patterns</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond 10, noticing patterns within the structure of counting</p> <p>Shape</p> <p>Compare length, weight and capacity.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5/0-10.</p> <p>ELG Number</p> <p>Have a deep understanding of number 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall - without reference to rhymes, counting or other aids - number bonds up to 5.</p> <p>Recall some number bonds to 10, including doubling facts.</p> <p>ELG Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Shape</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>No ELG relating to Shape and Space</p>



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<p style="text-align: center;">Understanding the world</p> <p>PEOPLE and COMMUNITIES / THE WORLD / PAST and PRESENT</p>	<p>Science- Seasonal Changes - Autumn</p> <ul style="list-style-type: none"> •Light and Dark & Night and Day •Ourselves - our bodies - using mirrors - creating pictures of themselves. Making fingerprints, handprints. Talk about members of their immediate family. How can we look the same / different. Can we see likeness in our families. <p>Name and describe people who are familiar to them.</p> <p>Geography - Where we live, Aughton and Ormskirk, identify local landmarks. Our address, our journey to school, children discuss landmarks they pass on their route to school. Look at:</p> <ul style="list-style-type: none"> •Where do I live? •What do I like and dislike about where I live? •Who is in my family? •Where is my school? •What is around my school? •Can I find my school on an aerial photograph and can I recognise simple features? •What do our school grounds look like in the autumn? <p>Make an aerial map of our school - fieldwork - walk around school using aerial map - find features on the map. Then make class aerial map.</p> <p>History -Family history - similarity and difference / racial equality</p> <ul style="list-style-type: none"> - Who am I? •Who is in my family? •Are all families the same? •Do families stay the same? •What do we celebrate and why? Birthdays, weddings etc •Make connections between their families and other families •Develop positive attitudes about differences between people <p>Use the stories: Dogger , Once there were Giants.</p>	<p>Science</p> <p>Light</p> <p>Light/Dark. Day/Night.</p> <p>Sources of light: sun, moon, stars, fire, fireworks, candles, torches, electric lights...Natural and artificial light.</p> <ul style="list-style-type: none"> •Season Changes - Winter •Changes in states of matter ... <p>Materials</p> <p>Display of materials, children collect items made from wood, metal, glass, plastic, wool, cotton, china, stone...</p> <p>Show and tell: What is it made from? Where did it come from?</p> <p>Discuss natural and man-made. Properties of materials: cold, warm, hard, soft, shiny, dull, waterproof, non- waterproof...</p> <p>Sorting materials and explaining choices. Uses of materials. Selecting materials for different purposes.</p> <p>Geography</p> <p>Arctic animals, introduce world map and globe. Look at where the north and south pole are on the globe - discuss habitat and land use, climate. How is it different to where we live?</p> <p>What do our school grounds look like in winter?</p> <p>History</p> <p>What do we celebrate and why?</p> <p>Bonfire night - Guy Fawkes</p> <p>Christmas</p> <p>Birthdays The Christmas Story, what was different long ago, houses, clothes, transport</p>	<p>Science</p> <p>Winter</p> <p>Discuss signs of Winter. Look at frost and snow, investigate melting and freezing. Ways of keeping warm. Care of birds.</p> <p>Geography</p> <ul style="list-style-type: none"> •Who are the people in my community? •What and where in the world are the different places I have visited? •Can I spot any places on maps and photographs? •How do I get to different places? What is a journey?- journey stick around the school •Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments •Can I make imaginative and complex small world eg a city with a park? <p>Chinese New Year, discuss China, locate on world map and globe.</p> <p>Explain New Year customs, look at artefacts and clothes, role play, taste Chinese snacks.</p> <p>History</p> <p>Find out about different people., places and events. Ask questions. Use different sources to find out about places and describe their features.</p> <p>Look at aerial photos of the school and recognise simple features. Familiarise with name of road and town school is located in</p> <p>Make imaginative and complex small worlds eg city with a park.</p> <p>Where do I live?</p> <p>Where is my school?</p> <p>What is around my school?</p> <p>How have homes and the lives of people changed over time.</p> <p>How have local buildings have changed over time</p> <p>How are places the same and different?</p> <p>How do we find out about different places and people?</p> <p>Why do people move?</p>	<p>Science</p> <p>Ourselves</p> <p>Parts of the body, organs of the body and their function, the skeleton and main bones. Looking after our bodies: personal hygiene, healthy eating and drinking, the importance of exercise and sleep. What we need to stay alive.</p> <p>Our senses: I can see, I can hear, I can touch, I can smell, I can taste. Practical activities exploring senses e.g. feely bag, smell pots, guess the sound, crisp tasting, magic glasses...</p> <p>Our feelings (see PSE).</p> <p>Our similarities and differences, eye colour, hair, height, likes, dislikes...</p> <p>Geography</p> <p>The seasons, link to different weather patterns, children give weather reports.</p> <p>Observe signs of Spring, playground walk. Quarry walk. Display vase of Spring flowers and blossoms, discuss similarities and differences. Follow children's interest in places to find out about.</p> <p>History</p> <p>Stories: compare old and new story books, discuss similarities and differences, grandparents to bring a childhood book to read and discuss with the class, make an 'old' storybook. EG Why is the troll fierce? Compare traditional fairytales to modern versions</p> <p>Paper bag princess, Jack and the Beanstalk - Jim and the Beanstalk. Goldilocks and the Three Bears - The Ghanaian Goldilocks</p>	<p>Science</p> <p>New Life</p> <p>Explore features of living things.</p> <p>Plants: observe growth of spring bulbs, grow cress in different conditions, grow sunflowers, grow broadbeans. Discuss what plants need to grow, Remind children of what plants need to grow well (cress investigation). Children care for their own plants and take home to plant in their gardens and continue care, report on growth etc.</p> <p>Playground walk, observe different types of plants, shrubs, trees.</p> <p>Courtyard seedbed. Plant vegetables, observe growth, feed and weed, harvest and eat! Plants we eat, which part? Leaf, root, stem, flower, seed... Parks and gardens for leisure.</p> <p>Human and animal babies, their needs and care.</p> <p>Hatch ducklings.</p> <p>Geography</p> <ul style="list-style-type: none"> •Can I follow simple directions around the school grounds? •Where is Teddy in the school grounds? •What do I like about the school grounds? •What do I dislike about the school grounds? •What happens if we don't look after our school grounds and the place that I live in? •Field work Enquiry - Where is Teddy? Track Teddy in and around the school grounds <p>History</p> <p>How do we know what season it is?</p> <p>What has changed in our environment?</p> <p>What did our forest garden used to look like?</p> <p>What was there before?</p> <p>Why did it change?</p>	<p>Science</p> <p>Animals</p> <p>Classification, characteristics of different groups: mammals, fish, amphibians, reptiles, birds.</p> <p>Other ways of grouping animals e.g. where they are found: woodland, sea, farm, zoo, home...</p> <p>Extinct and endangered.</p> <p>Blackpool Zoo Trip: observing different types of animals, conservation issues.</p> <p>Pets, how we care for them, children bring their pets for a visit and talk about how they look after them.</p> <p>People who care for pets, role of the vet and veterinary nurse (talk by local veterinary nurse), Pet Vet role play.</p> <p>Summer</p> <p>Discuss signs of Summer. Talk about sun safety. Investigate evaporation.</p> <p>Geography</p> <ul style="list-style-type: none"> •Where can I find minibeasts on our school grounds? •Can I plot where I can find minibeasts on a simple map? •How do I look after living things? •What happens if we don't look after living things? <p>History</p> <p>How do caterpillars change?</p> <p>How have we changed?</p> <p>Which animals have come out of hibernation?</p> <p>What has happened to ocean life over time?</p> <p>Why do we need to save the whales? Sea turtles?</p> <p>How have things changed?</p>
	<p style="text-align: center;">Understanding the world</p>					



Reception – Long Term Plan

iCompute	<p>iMake Music Children will begin to understand that devices can be used to record and play back sound (audio). They will capture and play back recorded sound with increasing confidence. They explore ways of making and listening to sound using appropriate tools and technology</p> <ul style="list-style-type: none"> • Understand that devices can be used to make and record music <p>i Find Patterns Children develop computational thinking skills. Being able to identify patterns and relationships helps them to become effective problem solvers.</p> <ul style="list-style-type: none"> • Recognise and create simple patterns <p>iMake Algorithms Children use classic nursery rhymes to introduce the concept of algorithms, sequencing and repetition. They begin to understand that algorithms are all around us, by identifying steps and patterns in popular rhymes.</p> <ul style="list-style-type: none"> • To understand that nursery rhymes involve sequences • To create simple flow charts for popular nursery rhymes <p>iCan Sequence Children are introduced to the idea that some instructions need to be followed in order for them to achieve a particular task. This lays the foundations for future work in computing, where children learn that algorithms are precise sets of instructions.</p> <ul style="list-style-type: none"> • To sequence the steps in making a sandwich <p>iMake Pixel Art Children begin to understand that pictures are represented by numbers in computers. They will use simple keys to encode and decode pixel art.</p> <ul style="list-style-type: none"> • To decode simple digital images by colouring pixels <p>Online Safety Children explain rules for staying safe online.</p> <ul style="list-style-type: none"> • To understand that personal information should not be shared 	<p>iAm Logical Children develop logical thinking skills by engaging with puzzles and problems. They begin to solve problems by using strategies that will enable them to become computational thinkers and effective problem solvers.</p> <ul style="list-style-type: none"> • To recognise similarities and differences to sort objects • To solve a practical problem <p>iCan Sort Children develop data handling skills by making comparisons between objects in terms of their similarities and differences.</p> <ul style="list-style-type: none"> • To recognise similarities and differences • To predict criteria used to sort objects <p>iMake Art Children explore their environment for different shapes. They then use the shapes they have found, to make a digital collage.</p> <ul style="list-style-type: none"> • To identify and compare simple 2D shapes • To use digital tools to create artwork <p>iTell Stories Children share stories and show their understanding through recount. They will learn a classic tale and retell it by creating a digital that combines text, images, video and audio narration.</p> <ul style="list-style-type: none"> • To retell a classic tale <p>Online Safety iStay Safe Children talk about similarities between staying safe online and in the real world.</p> <ul style="list-style-type: none"> • To understand that the internet can be used to learn from and visit places 	<p>i Can Play Children explore manipulating on-screen objects and taking turns playing games both on and offline They refine small control motor skills using cutting for the offline activity as well as online by using a mouse</p> <ul style="list-style-type: none"> • Take turns when playing games <p>i Make Media Children explore their environment and capture still images using digital tools. They will combine the images they take with multimedia such as text and sound</p> <ul style="list-style-type: none"> • Understand that devices can be used to capture images • Explore using software to combine sound, images and text <p>i Can Move Children will begin to understand that devices can be used to record and play back sound (audio). They will capture and play back recorded sound with increasing confidence. They explore ways of making and listening to sound using appropriate tools and technology.</p> <ul style="list-style-type: none"> • Develop basic mouse skills <p>iCan Turn Children build on their prior knowledge of programmable toys. They explore how to measure distance using non-standard measures and make physical systems turn using commands.</p> <ul style="list-style-type: none"> • To program a toy to move and make turns <p>iCan Animate Children are introduced to stop motion animation. They use technology to engage in digital story telling and create their own simple animations.</p> <ul style="list-style-type: none"> • To create a simple animation using stop motion <p>Online Safety Week Children will know what to do when there is something on the computer that they do not like - Smartie the Penguin.</p>	<p>iCan Model Children explore computer models. They begin to understand that computers can be used to represent real or imaginary situations.</p> <ul style="list-style-type: none"> • To compare real and virtual situations <p>iCan Control Children further explore programmable toys and begin to plan and predict the behaviour of simple algorithms and programs.</p> <ul style="list-style-type: none"> • To sequence instructions and predict outcomes • To use an agreed format to record <p>iCan Direct Children develop their understanding of giving and receiving instructions. They explore movement using simple directional language and develop mouse skills.</p> <ul style="list-style-type: none"> • To give and follow simple directions <p>iMake Videos Children explore capturing moving images using digital video recording tools. Through play, they begin to understand that video can be saved, stored and transferred, and that it can be recorded in various ways that have an effect on the audience</p> <ul style="list-style-type: none"> • Use digital tools to record a video <p>Online Safety Be Kind to Friends</p>	<p>iMake Pictograms Children collect and organise data to make pictograms. They use The Very Hungry Caterpillar to apply their knowledge of number to represent the number and variety of food the caterpillar ate.</p> <ul style="list-style-type: none"> • To use pictograms to represent data and answer questions <p>iSearch Online Children begin to learn that things can be found out by searching online. They find information using on links that are organised alphabetically.</p> <ul style="list-style-type: none"> • To search digital content <p>iGuess Beasts Children are introduced to QR (Quick Response) Codes. They use tablets to scan QR Codes and guess minibeast from a given habitat.</p> <ul style="list-style-type: none"> • To understand that information can be represented by codes • To use devices to scan QR codes and interpret information <p>iCan Program Children build on prior knowledge of giving and receiving instructions. They learn that humans and computers both follow instructions but computers need instructions to be more precise and in 'code'.</p> <ul style="list-style-type: none"> • To give simple commands to a programmable toy <p>Online Safety Be Kind to friends</p>	<p>iOrganise Data Children collect data and create simple graphs using cubes, paper and computers. They learn that data can be represented in different ways and it can be used to answer questions.</p> <ul style="list-style-type: none"> • To understand that objects can be used to represent data <p>iCan Surf Children extend their knowledge of online surfing. They begin to understand that they can find things online by searching terms and key words, and the importance of searching safely.</p> <ul style="list-style-type: none"> • To understand that the World Wide Web can be used to find things using search terms • To make choices by selecting images <p>iSend Email Children's writing is made fun by sending an email to Father Christmas. They will begin to understand that email offers people a way to communicate over long distances. They compose and send, read and reply to simple emails.</p> <ul style="list-style-type: none"> • To understand that communications can be sound, text and images <p>iCan Report Children communicate with an audience by creating a multimedia class newsletter.</p> <ul style="list-style-type: none"> • To combine text and images • To communicate meaning to a given audience <p>iCatch Aliens Children are introduced to Augmented Reality, where the real world is blended with the virtual world. Modelled on the Pokemon Go game, children engage in a treasure hunt using tablets to find hidden aliens.</p> <ul style="list-style-type: none"> • To use iPads and Augmented Reality apps to 'find' aliens in an environment • To use a simple map to mark the position of objects <p>Online Safety</p> <p>Visit from Lancs Police</p>
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Reception - Long Term Plan

RE	<p>Special Times</p> <p>Key Question Why are some things special?</p> <p>Focus Question (for this investigation)</p> <p>Special Times: How and why do we celebrate? What times are special for different people and why?</p> <p>Knowledge and skills (Links to previous learning) Children's own prior knowledge and experiences.</p> <p>Key Learning ELG: People, Culture and Communities 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. PLUS: Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas/ Harvest/ Diwali and Eid Say why festivals are special times for believers of different faiths.</p> <p>Key Vocabulary Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Eid, Diwali, Special, Family, Ramadan, Religion, Fasting, Diya Lamp, Rangoli</p>	<p>Special Stories</p> <p>Key Question Why are some things special?</p> <p>Focus Question (for this investigation)</p> <p>Special Stories:</p> <p>Why are some stories special? What special messages can we learn from these stories?</p> <p>Knowledge and skills (Links to previous learning) Children's own prior knowledge and experiences.</p> <p>Key Learning ELG: People Culture and Communities 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. PLUS Talk about/ recall some religious stories e.g. through role play, art, model making. Share features of a story that they like and explain why. Identify a sacred text e.g. Bible, Qur'an. Identify that the Bible and Qur'an are special</p> <p>Key Vocabulary Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, Qur'an, God, Allah, Jesus, trust, brave, strong, weak, thankful, shepherd, leper, heal, message/messenger, Muhammed (pbuh) , Angel Jibril, prophet</p>	<p>Special Stories</p> <p>Key Question Why are some things special?</p> <p>Focus Question (for this investigation)</p> <p>Special Stories: What is special about our world?</p> <p>Knowledge and skills previous learning</p> <p>Key Learning ELG: People Culture and Communities 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. PLUS Talk about the wonders of the natural world. Express ideas about how to care for animals and plants Re tell stories to explain Christian and Muslim ideas about Creation and the natural world Talk about ways in which people can harm the natural world Talk about ways in which people can look after the natural world</p> <p>Key Vocabulary Christian, Muslim, nature, harm, care for, creation, create, creator, sorry, Bible, Torah, special, nature, natural, beauty, wonder, unique,</p>
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Reception – Long Term Plan

Expressive Arts and Design	CREATING with MATERIALS	CREATING with MATERIALS	CREATING with MATERIALS	CREATING with MATERIALS	CREATING with MATERIALS	CREATING with MATERIALS
	<p>ART</p> <p>Painting – Basic skills e.g. holding a brush correctly, loading a brush, wiping a brush to prevent drips. Free painting – table and easel. School portraits. Picasso - Self portrait "Every child is an artist" .</p> <p>Printing – Basic skills: press and lift carefully, press firmly or lightly for different types of print, print within another print, over-printing etc. Free experimenting.</p> <p>Drawing – Lead pencil portraits.</p> <p>Collage – Initials & Numbers - pom poms, patterned paper, textured card etc.</p> <p>3D – 3D models (Numeracy) - boxes, cardboard rolls, paper spheres etc.</p> <p>Malleable – Dough - free modelling, rolling, cutting and printing. Salt dough</p> <p>Begin to use the language of designing and making, e.g. join, build and shape.</p> <p>Learning about planning and adapting initial ideas to make them better.</p>	<p>ART</p> <p>Painting - Alphabet paintings (Literacy). Painting with autumn colours. Colour mixing, finger painting, splash painting – Bonfire Night. Luminous colours on black paper. Christmas colours, embellish with silver and gold Making Diwali mehndi hands.</p> <p>Printing – Basic skills: press and lift carefully, press firmly or lightly for different types of print, print within another print, over-printing etc. Free experimenting. Shape printing, leaf prints, bark rubbing, Christmas stars...</p> <p>Drawing – Colouring Diwali patterns, Ferby colours. Metallic markers - Christmas drawings.</p> <p>Collage – Autumn tree seed collages in boxes. Bonfire - shredded card, shiny papers. Christmas figures - fabrics, wool, card etc.</p> <p>DT</p> <p>Textiles -Autumn weaving-witthy frames, wool, tree seeds and leaves.</p> <p>Malleable – Dough-Christmas shapes. Clay - basic skills: kneading, moulding, printing, sticking bits on... Making clay light holders.</p>	<p>ART</p> <p>Painting – Observational paintings of each other. Different papers; different tools (rollers, cotton buds).</p> <p>Printing – Experiment with light/dark overprinting. Handprints. Footprints. Lip-prints.</p> <p>Drawing – Thick/thin pencils and pens. Frost patterns - different techniques.</p> <p>Collage – Catalogue collages. Texture strips.</p> <p>Textiles – Fringing.</p> <p>3D – People. Models. Toys.</p> <p>Malleable – Clay faces - dev. skills. eg. adding pieces (hair). Salt dough foods. Easiform.</p> <p>DT</p> <p>To learn to construct with a purpose in mind. Selects tools and techniques needed to shape, assemble and join materials.</p> <p>Food</p> <p>To begin to understand some of the tools, techniques and processes involved in food preparation. Children have basic hygiene awareness.</p> <p>Making porridge, gingerbread men and bread.</p>	<p>ART</p> <p>Painting Painting story characters, spring flowers, in the style of a famous artist. Mood Artwork.</p> <p>Printing – Potato print shapes (Numeracy). Fruit/veg prints.</p> <p>Drawing – Illustrating own stories (Ferby). Frog Booklets (Ferby). Easter egg patterns - pastels.</p> <p>Collage – Healthy, unhealthy food packets. Mother's day cards</p> <p>Malleable – Clay faces - dev. skills. eg. adding pieces (hair). Salt dough foods. Easiform-spring flowers.</p> <p>DT</p> <p>To learn how to use a range of tools, e.g. scissors, hole punch, stapler. Learn how everyday objects work by dismantling things.</p> <p>Textiles – Wadding Lambs. Sewing – Binka bookmark.</p>	<p>ART</p> <p>Painting – Large backgrounds – sponge rollers, 4" brushes. Palettes. Fine brushes. Oil paint. Water painting (paving flags).</p> <p>Printing – Flower patterns (polystyrene tiles).</p> <p>Drawing – Portraits of staff (Family Tree). Pencil drawings of bugs, butterfly symmetry.</p> <p>Collage – Plants - art straws, coloured paper etc. Picture frames.</p> <p>Textiles – Dream Catchers (feelings), (beads, feathers etc.).</p> <p>Malleable – Clay – flower tiles. Easiform –Salt dough insects.</p> <p>DT</p> <p>To learn how to use a range of tools, e.g. scissors, hole punch, stapler. Learn how everyday objects work by dismantling things.</p>	<p>ART</p> <p>Painting – Observational paintings of scenery (leisure). Landscapes. Palettes. Fine brushes. Oil paint. Water painting (paving flags).</p> <p>Printing – Animal prints/rubbings.</p> <p>Drawing – Portraits of staff (Family Tree). Pencil drawings of Christ Church.</p> <p>Drawing animals, pets.</p> <p>Collage – Animals - fur fabric. Paper bag puppets.</p> <p>3D – Pet carriers (vet).</p> <p>Malleable – Clay -animals.</p> <p>DT</p> <p>To learn how to use a range of tools, e.g. scissors, hole punch, stapler. Learn how everyday objects work by dismantling things.</p>



Reception - Long Term Plan

Expressive Arts and Design	<p>BEING IMAGINATIVE Music Introduce tapping sticks, shakers and untuned percussion. Learn names of these instruments, describe and identify sounds. Free experimenting! Rhythm: tap children's names, copy simple rhythms, answering rhythms. Tap a nursery rhyme, children guess.</p> <p>Singing Rhymes, assembly songs, topic songs, Christmas songs and carols.</p> <p>Listening Discuss dynamics (Sparkling / Tranquil Classics CD). Autumn Leaves- Debussy Music for the Royal Fireworks- Handel Christmas Music.</p> <p>Music Express Join in, Litter, Light, Tap Talk.</p> <p>Charanga Music -My Stories</p> <p>Drama - Action Rhymes, dramatise Nursery Rhymes. Role Play: Cleaning week for Diwali, decorate with lights etc. Santa's Office. Nativity role play. Infant Christmas Play.</p> <p>Charanga Music - Me</p> <p>Drama - Action Rhymes, dramatise Nursery Rhymes. Role Play: Home Corner (Kitchen, bedroom).</p>	<p>BEING IMAGINATIVE Music Tap a nursery rhyme, children guess.</p> <p>Singing Rhymes, assembly songs, topic songs, Christmas songs and carols.</p> <p>Listening Discuss dynamics (Sparkling / Tranquil Classics CD). Autumn Leaves- Debussy Music for the Royal Fireworks- Handel Christmas Music.</p> <p>Music Express Join in, Litter, Light, Tap Talk.</p> <p>Charanga Music -My Stories</p> <p>Drama - Action Rhymes, dramatise Nursery Rhymes. Role Play: Cleaning week for Diwali, decorate with lights etc. Santa's Office. Nativity role play. Infant Christmas Play.</p>	<p>BEING IMAGINATIVE Music Re-cap. Percussion instruments. Guess the instrument game. Rhythm sticks - tap to a beat, copy a rhythm. Sounds with body parts. Instruments to accompany stories: Chinese New Year - Pentatonic.</p> <p>Singing Rhymes and songs. Chinese New Year. Ourselves. Easter songs. Assembly songs.</p> <p>Listening to Music The Seasons (Vaughan Williams). Identify different types of music and how it makes us feel. Fast/slow. High/low.</p> <p>Music Express Hands, feet and faces, Happy New Year, The Three Bears, Stamp and clap, Working toys, Winter, Sound wall, Papery sounds.</p> <p>Early Music Makers</p> <p>Charanga Music - Everyone</p> <p>Drama Action rhymes. Chinese Folk tale. Feelings charades. Role Play Area - doctors, dentist, fire station.</p>	<p>BEING IMAGINATIVE Music Make up own rhythm, invent answering rhythms. Sounds with body parts. Instruments to accompany stories: Fairy stories.</p> <p>Singing Rhymes and songs. Easter songs. Assembly songs.</p> <p>Listening to Music Musical story - Peter and the Wolf. Identify and name orchestral instruments.</p> <p>Music Express Hands, feet and faces, Happy New Year, The Three Bears, Stamp and clap, Working toys, Winter, Sound wall, Papery sounds.</p> <p>Charanga Music - Our World</p> <p>Drama Action rhymes. Feelings charades. Role Play Area - fairy stories. Dramatise Peter and the Wolf. Class Assembly - dramatise a story.</p>	<p>BEING IMAGINATIVE Music Percussion instruments - minibeast sounds, transport sounds. Invent slow/fast rhythms. Orchestral instruments - re-cap, identify and name. Year 5 & 6 come and play.</p> <p>Singing Rhymes and songs. Topic songs</p> <p>Listening to Music Leisure - radio, pop, classical, Opera.....</p> <p>Music Express Spider tricks, Caterpillar.</p> <p>My World: On the Move.</p> <p>Early Music Makers</p> <p>Charanga Music - Big Bear Funk</p> <p>Drama Action Rhymes. Leisure - theatre, visit. Role Play Area - Bug Laboratory. Invent own stories/plays from selected costumes.</p>	<p>BEING IMAGINATIVE Music Percussion instruments - animal sounds, zoo sounds. Rhythm sticks - tap topic words e.g. animal names. Invent slow/fast rhythms. Rhythms to represent an animal.</p> <p>Singing Rhymes and songs. Topic songs e.g. Zoo time.</p> <p>Listening to Music Leisure - radio, pop, classical, Opera..... Carnival of the Animals. Animal stories e.g. Nyangara (children learn chants, choose instrument for sound effects).</p> <p>Music Express Magic Dove, Noah, Pebbles, Farm time, Seaside, Teddy Bear's picnic.</p> <p>Early Music Makers</p> <p>Charanga Music - Reflect, Rewind and Replay</p> <p>Drama Action Rhymes. "I Went to the Zoo" Game. Animal charades. Role Play Area - zoo. Invent own stories/plays from selected costumes.</p>
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