Reception Long-Term Plan September 2021 Emily Matthews and Katie Manderville

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive	Role-plays simple, everyday	Role-plays simple, everyday	Role-plays characters from	Role-plays characters from	Role-plays characters from	Role-plays characters from
Arts and	situations, by themselves or	situations, by themselves or	familiar stories, using	familiar stories, using props,	a number of familiar	a number of familiar
	with a small group of friends,	with a small group of	props, costumes and small	costumes and small world.	stories, using props,	stories, using props,
Design:	sometimes using props,	friends, sometimes using	world.	Invents and develops	costumes and small world.	costumes and small world.
	costumes. and small world.	props, costumes, and small	Invents and develops	storylines in pretend play.	Invents and develops	Invents and develops
 Creating 	Aut 1 Handa's Surprise, The	world.	storylines in pretend play.	Sp 2 role-play the pirate	storylines in pretend play,	storylines in pretend play,
with	Three Bears and Goats Gruff	Aut 2 Role-play the	Sp 1 Role-play Arctic story	story	co-operating with other	co-operating with other
Materials	stories then role-play props;	Christmas story; Christmas	Kumak's fish and Chinese	Enjoys watching a range of	children.	children, and performing.
Waterials	<u>familiar home role-play</u>	production	New Year Story of Nian	dances and responds by	Sum 1 role-play Lima's hot	Sum 2 Role-play
	props	Enjoys joining in with	Enjoys watching a range of	dancing in a similar style,	<u>Chilli</u>	Aaaagghh Spider story
 Being 	Enjoys joining in with	moving, dancing and ring	dances and responds by	changing movements and	Enjoys watching a range of	Enjoys watching a range of
Imaginative	moving, dancing and ring	games.	dancing in a similar style,	dancing rhythmically.	dances and responds by	dances and responds by
and	games.	Creates movement in	changing movements and	Listens to a range of music	dancing in a similar style,	dancing in a similar style,
Expressive	Creates movement in	response to music.	dancing rhythmically.	including British folk music	changing movements and	changing movements and
Lypiessive	response to music.	Explores moving in a	Sp 1 Chinese Dragon	and music from around the	dancing rhythmically.	dancing rhythmically.
	Explores moving in a	rhythmical way.	Dancing	world.	Attempts to create their	Attempts to create their
	rhythmical way.	Explores how movements	Listens to a range of music	Talks about the music they	own short dances to	own short dances to
	Explores how movements	can be changed.	including British folk music	listen to, expressing feelings	perform.	perform.
	can be changed.	Aut 2 Firework dances Listens to a range of music	and music from around the world.	about it. Explores making sounds,	Listens to a range of music including British folk music	<u>Copy and add to dances</u> with Go Noodle
	Aut 1 Wake-up daily dance;	-			and music from around	
	play music in provision; PE and music lesson warm-ups	including British folk music and music from around the	Talks about the music they listen to, expressing	trying out a range of instruments such as a	the world.	Listens to a range of music including British folk music
	Listens to a range of music	world.	feelings about it.	glockenspiel drum, pan lid or	Talks about the music they	and music from around
	including British folk music	Can say if they enjoy the	Explores making sounds,	shaker.	listen to, expressing	the world.
	and music from around the	music they listen to.	trying out a range of	Begin to keep the beat of	feelings about it.	Talks about the music they
	world.	Explores making sounds,	instruments such as a	music using their body, such	Begins to select the	listen to, expressing
	Can say if they enjoy the	trying out a range of	glockenspiel drum, pan lid	as clapping, marching or	instrument and pitch they	feelings about it.
	music they listen to.	percussion instruments	or shaker.	waving. Taps repeated	want for a purpose.	Begins to select the
	Explores making sounds,	such as a drum, pan lid or	Begin to keep the beat of	rhythms.	Can keep the beat of	instrument and pitch they
	trying out a range of	shaker.	music using their body,	Can match pitch and follow	music by clapping and	want for a purpose.
	percussion instruments such	Begin to keep the beat of	such as clapping, marching	melody when singing in a	referring to it as the pulse.	Can keep the beat of
	as a drum, pan lid or shaker.	music using their body,	or waving. Taps repeated	group.	Can tap rhythms.	music by clapping and
	Taps out simple repeated	such as clapping, marching	rhythms.	0.00	Can match pitch and	referring to it as the pulse
	rhythms	or waving. Taps repeated	Can match pitch and follow		follow melody in a range	Can tap rhythms.
	Explores how sounds can be	rhythms.	melody when singing in a		of songs when singing in a	Can match pitch and
	changed.	Begins to match pitch and	group.		group.	follow melody in a range
	Begins to match pitch and	follow melody when singing			Is happy to perform their	of songs when singing in a
	follow melody when singing	in a group.			music.	group.
	in a group.					Is happy to perform their
	Aut 1 and 2 See music lesson					music
	planning; provide					
	instruments in provision					

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	Constructs with a range of	Constructs with a range of	Constructs with a range of	Constructs with a range of	Constructs with a range of	Constructs with a range of
	materials including blocks,	materials including blocks,	materials including blocks,	materials including blocks,	materials including blocks,	materials including blocks,
	Lego, fabric, tubes, pebbles,	Lego, fabric, tubes, pebbles,	Lego, fabric, tubes, pebbles,	Lego, fabric, tubes, pebbles,	Lego, fabric, tubes,	Lego, fabric, tubes,
	paper, junk and clay.	paper, junk and clay.	paper, junk and clay.	paper, junk and clay.	pebbles, paper, junk and	pebbles, paper, junk and
	Experiments and explores.	Experiments and explores.	Experiments and explores.	Experiments and explores.	clay. Experiments and	clay. Experiments and
	Begins to select appropriate	Begins to select appropriate	Selects appropriate	Selects appropriate	explores. Selects	explores. Selects
	resources for a purpose.	resources for a purpose.	resources for a purpose.	resources for a purpose.	appropriate resources for	appropriate resources for
	Manipulates the materials to	Manipulates the materials	Manipulates the materials	Manipulates the materials to	a purpose, explaining their	a purpose, explaining their
	achieve a planned effect and	to achieve a planned effect	to achieve a planned effect	achieve a planned effect and	choice. Manipulates the	choice. Manipulates the
	begins to use simple joining	and begins to use simple	and uses simple joining	uses simple joining	materials to achieve a	materials to achieve a
	techniques.	joining techniques.	techniques.	techniques.	planned effect and uses a	planned effect and uses a
	Realises tools can be used for	Aut 2 Diva lamps;	Begins to work	Begins to work	range of joining	range of joining
	a purpose and experiments	gingerbread men;	collaboratively to create a	collaboratively to create a	techniques.	techniques.
	with them. For example,	Christmas decorations and	construction.	construction.	Can work collaboratively	Can work collaboratively
	attempts to make snips in	cards; Leaf Monsters	Sp 1 Sugar cube igloos;	Sp 2 Making clocks;	to create a construction.	to create a construction.
	paper with scissors, or	Realises tools can be used	Inuit animal art by ripping	Mothers' Day cards; Earth	Sum 1 Clay birds	Sum 1 Sewing with Binca
	pushes a rolling pin to flatten	for a purpose and	and gluing paper strips;	paper plate models; Easter	Selects the right tools for a	Sum 1 Making food for
	dough.	experiments with them. For	Chinese Dragons; paper	cards	purpose and uses them	summer parents picnic
	Explores colour and how it	example, attempts to make	snowflakes	Uses a range of tools with	effectively and safely.	Selects the right tools for a
	can be changed. Selects	snips in paper with scissors,	Uses a range of tools with	increasing control, choosing	Remembers and describes	purpose and uses them
	colours for a purpose e.g.	or pushes a rolling pin to	increasing control, choosing	tools for a purpose. For	what colours will be made	effectively and safely.
	blue for sky.	flatten dough.	tools for a purpose. For	example, finding scissors to	when mixing the primary	Remembers and describes
	Aut 1 Butterfly collage	Begins to mix the primary	example, finding scissors to	cut string, holding them	colours and black and	what colours will be made
	Creates simple drawings and	colours of paint and add	cut string, holding them	effectively.	white. Selects colours for a	when mixing the primary
	paintings of familiar or	black and white to achieve	effectively.	Remembers what colours	purpose in their art and	colours and black and
	· · · · · · · · · · · · · · · · · · ·	different colours and	Remembers what colours			white. Selects colours for a
	imaginary things and talks	shades. Selects colours for		will be made when mixing	construction. Creates more detailed	
	about what they represent.		will be made when mixing	the primary colours and		purpose in their art and
	Aut 1 Draw themselves	a purpose e.g. finding grey	the primary colours and	black and white. Selects	drawings and paintings of	construction.
	Look at artist's work and	fabric for cat fur and mixing	black and white. Selects	colours for a purpose in their	familiar or imaginary	Folding and colour-mix
	talks about what they see	green paint for its eyes.	colours for a purpose in	art and construction.	things and talks about	butterflies and design
Provision	and whether they like it.	Creates simple drawings	their art and construction.	Creates simple drawings and	what they represent.	own butterfly, making
<u>1 10 13 10 11</u>	Aut 1 Teacher as the artist-	and paintings of familiar or	Creates simple drawings	paintings of familiar or	Draw and label birds and	symmetrical pattern.
	modelling drawing and	imaginary things and talks	and paintings of familiar or	imaginary things and talks	<u>plants</u>	Creates more detailed
Many of these	<u>collage.</u>	about what they represent.	imaginary things and talks	about what they represent.	Look at artist's work,	drawings and paintings of
creative skills	Begins to adapt work refines	Aut 2 Firework pictures	about what they represent.	Look at artist's work,	describes it and says how	familiar or imaginary
will be	ideas, and explain the	Look at artist's work and	Sp 1 Arctic animals	describes it and says how	they feel about it.	things and talk about what
	process they have used.	talks about what they see	Look at artist's work and	they feel about it.	Vangough Sunflowers;	they represent.
practised as		and whether they like it.	talks about what they see	Adapt work, refines ideas,	Andy Goldsmith	Draw and label life cycles
children		Aut 2 Look at famous	and whether they like it.	and explains the process	Adapts work and refines	and spiders or bees
access the		firework art	Adapts work, refines ideas,	they have used.	ideas, explaining why.	Look at artist's work,
continuous		Decise to a decit	and explains the process		Explains the process they	describes it and says how
provision, and		Begins to adapt work,	they have used.		have used.	they feel about it.
not only		refine ideas, and explain				Adapts work and refines
		the process they have used.				ideas, explaining why.
through						Explains the process they
planned						have used.
activities.						