

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
	These are things that all children should be doing throughout the year, growing in skill and confidence					
	<p><b>Fine motor/hand-eye co-ordination:</b> Play with a range of small resources that encourage fine motor skills and hand-eye co-ordination, such as: small wooden shapes; tweezers; magnets; transient art (seeds, beans, pasta, pebbles); fuzzy felts; loose parts; tiny fairies and cars; ipad; dressing dolls; stirring; spray bottles.</p> <p><b>Gross motor: -Over the year:</b> Walks safely among the classroom provision. -Runs around outside, avoiding obstacles and changing speed and direction. -Spins, crawls, tummy slides, climbs and balances using the indoor and outdoor provision. -Uses alternate feet on steps and climbing equipment. Pulls pushes, carries and bounces. -Jumps and lands appropriately. -Experiments with different ways of moving, such as making up a short dance or moving like an animal. -Physically exerts themselves until they are out of breath. -Sits with a good posture. -Show strength.</p>					
<b>Motor Skills</b>	<p>-Make large muscle movements to wave flags, scarves etc. Moving shoulder, elbow and wrist. -Move and rotate lower arms independently of shoulders otherwise they are not ready for pencils and cutlery - Holds a pencil using thumb and four fingers, moving wrist and elbow, attempting to make marks on paper. -Begins to show a preference for a dominant hand when holding a pencil. -Draws lines and circles -Begins to copy letters from name, and a few other letters we learn. <b>Aut 1 Write some letters of name using name card to</b></p>	<p>- Holds a pencil using thumb and four fingers, moving wrist and elbow, attempting to make marks on paper. -Shows a preference for a dominant hand when holding a pencil. -Makes anti-clockwise movements and re-traces vertical lines. -Can write their name, forming some letters accurately. -Attempts to form some of the letters we learn. -Enjoys drawing freely and can sometimes attempt to draw what is suggested to them. <b>Aut 2 Simple Christmas drawings</b></p>	<p>-Begins to hold a pencil near point between first two fingers and thumb (tripod). -Uses dominant hand -Can write their name forming some letters accurately. -Writes the letters we are learning, sometimes forming accurately. -Can make simple drawings of things suggested to them, and enjoys drawing freely. -uses one handed tools such as clay tools, hammers and trowels -Can hold scissors accurately with some control over where they wish to cut e.g. cutting</p>	<p>-Holds pencil near point between first two fingers and thumb (tripod). -Uses dominant hand -Can write their name, forming letters accurately -Writes the letters we are learning, sometimes forming accurately. -Can make simple drawings of things suggested to them and can copy simple things, and enjoys drawing freely -Uses one handed tools such as clay tools, hammers and trowels -Can hold scissors accurately with some</p>	<p>-Holds pencil near point between first two fingers and thumb (tripod) and uses it with good control. -Uses dominant hand -Can write their name, forming letters accurately -Can write all letters of the alphabet, often forming them accurately -Can make simple drawings of things suggested to them and can copy simple things, and enjoys drawing freely. -Safely and confidently uses a range of one handed tools.</p>	<p>-Holds pencil near point between first two fingers and thumb (tripod) and uses it with good control. -Uses dominant hand -Can write their name, forming letters accurately -Forms recognisable letters, most of which are correctly formed. -Shows accuracy and care when drawing the things suggested or things they are copying, and enjoys drawing freely. -Safely and confidently uses a range of one handed tools. -Can hold scissors</p>

<p><b>help</b> -Shows an interest in free drawing, making some appropriate shapes and lines.</p> <p><b>Aut 1 Draw a simple representation of themselves</b></p> <p>-Uses one-handed tools such as a paintbrush or hairbrush. -Makes snips in paper with scissors -Used hand-eye co-ordination during construction, large jigsaws and small world play -Manipulates malleable materials with both hands, such as play dough -With support will use pegs during den-building -Threads cotton reels into laces and weaves with ribbons and large holes. With support will thread laces through smaller holes. -Use a fork and spoon to eat and, with support, cut soft food with a knife. -Can throw and catch a large ball/balloon/bean bag using two hands. Throw to a large target. -Ride a trike and three-wheeled scooter -Copy movements such as actions to songs and scarf-waving.</p>	<p>-Uses one handed tools such as glue spreaders -With support, begins to hold scissors effectively, with thumb at the top. -Used hand-eye co-ordination during construction, large jigsaws and small world play -Manipulates malleable materials with both hands, such as play dough -With support will use pegs during den-building -Threads cotton reels into laces and weaves with ribbons and large holes. With support will thread laces through smaller holes. -Use a fork and spoon to eat and, with support, cut soft food with a knife. -Can throw and catch a large ball/balloon/bean bag using two hands. Throw to a large target. -Ride a trike and three-wheeled scooter and a balance bike. -Copy movements such as actions to songs and scarf-waving.</p>	<p>a piece of paper in half. -Uses hand-eye co-ordination during construction, jigsaws and small world play -Manipulates clay -Uses masking and sticky tape with some support -Will use pegs during den-building -Threads laces through small holes and beads onto laces. -Use a fork and spoon to eat and cut soft food with a knife. -Can throw and catch a football-sized ball using two hands. Throw to a target and kick or bat into a goal. -Ride a balance bike and two-wheeled scooter. -Copy movements such as yoga and simple dances.</p> <p><b>Sp1 Dragon dance</b></p>	<p>control over where they wish to cut e.g. cutting a piece of paper in half. -Used hand-eye co-ordination during construction, jigsaws and small world play -Manipulates clay -Uses masking and sticky tape with some support -Will use pegs during den-building -Threads laces through small holes and beads onto laces. -Use a fork and spoon to eat and cut soft food with a knife. -Can throw and catch a football-sized ball using two hands. Throw to a target and kick or bat into a goal. -Ride a balance bike and two-wheeled scooter. -Copy movements such as yoga and simple dances.</p>	<p>-Can hold scissors accurately and cut around simples outlines. -Places objects with precision and balance during construction, jigsaws and small world play showing good hand/eye coordination. -Manipulates clay and plasticine -Uses masking and sticky tape independently -Will use pegs during den-building and might attempt other ways of attaching such as tying a simple not -With support, do sewing with loosely woven fabric and large needle. -Use a knife and fork to eat all their dinner -Can throw and catch a football-sized ball using two hands and challenge themselves to catch a tennis ball. Throw to a target and kick or bat into a goal. -Hop and skip. -Ride a balance bike and two-wheeled scooter, and possibly a bike without stabilisers. -Copy movements such as yoga and simple dances.</p>	<p>-Can hold scissors accurately and cut around simples outlines. -Places objects with precision and balance during construction, jigsaws and small world play showing good hand/eye coordination. -Manipulates clay and plasticine -Uses masking and sticky tape independently -Will use pegs during den-building and might attempt other ways of attaching such as tying a simple not -With support, do sewing with loosely woven fabric and large needle. -Use a knife and fork to eat all their dinner -Can throw and catch a football-sized ball using two hands and challenge themselves to catch a tennis ball. 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**To partly organise into the half termly topics/weather/level of development:** Resources and activities used over the year: PE lessons in the hall and outside; daily 'wake-up shake-up; class treat using climbing and balancing large equipment and slide; Trim trail; nature garden trees and log stumps; metal climbing frame and tyres; outdoor construction resources to make obstacle courses; scarves, pompoms, ribbon sticks and beanbags; giant elastic fabric and parachute; bikes, scooters and trikes; gardening equipment; pushing prams and wheel barrows; simple partner or team games; stilts; skipping rope; wheely boards; water, sand and mud kitchen; range of paints, brushes, sponges, pens, crayons, pencils, chalks; glue sticks and spreaders; Lego; mini tiles; marble run; various shapes and sizes of construction blocks and tubes; books; whiteboard and pens; small world; IWB pens; small maths resources; transient art (shells, pebbles etc.) puppets; pre-writing activity sheets... **The list is endless!**

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## **Provision**

Many of these skills will be practised as the children access the provision, and not only through planned activities.