

Reception Long-Term Plan September 2021

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Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive 	<p>Role-plays simple, everyday situations, by themselves or with a small group of friends, sometimes using props, costumes, and small world.</p> <p><u>Aut 1 Handa's Surprise, The Three Bears and Goats Gruff stories then role-play props; familiar home role-play props</u></p> <p>Enjoys joining in with moving, dancing and ring games. Creates movement in response to music. Explores moving in a rhythmical way. Explores how movements can be changed.</p> <p><u>Aut 1 Wake-up daily dance; play music in provision; PE and music lesson warm-ups</u></p> <p>Listens to a range of music including British folk music and music from around the world. Can say if they enjoy the music they listen to. Explores making sounds, trying out a range of percussion instruments such as a drum, pan lid or shaker. Taps out simple repeated rhythms Explores how sounds can be changed. Begins to match pitch and follow melody when singing in a group.</p> <p><u>Aut 1 and 2 See music lesson planning; provide instruments in provision</u></p>	<p>Role-plays simple, everyday situations, by themselves or with a small group of friends, sometimes using props, costumes, and small world.</p> <p><u>Aut 2 Role-play the Christmas story; Christmas production</u></p> <p>Enjoys joining in with moving, dancing and ring games. Creates movement in response to music. Explores moving in a rhythmical way. Explores how movements can be changed.</p> <p><u>Aut 2 Firework dances</u></p> <p>Listens to a range of music including British folk music and music from around the world. Can say if they enjoy the music they listen to. Explores making sounds, trying out a range of percussion instruments such as a drum, pan lid or shaker. Begin to keep the beat of music using their body, such as clapping, marching or waving. Taps repeated rhythms. Begins to match pitch and follow melody when singing in a group.</p>	<p>Role-plays characters from familiar stories, using props, costumes and small world. Invents and develops storylines in pretend play.</p> <p><u>Sp 1 Role-play Arctic story Kumak's fish and Chinese New Year Story of Nian</u></p> <p>Enjoys watching a range of dances and responds by dancing in a similar style, changing movements and dancing rhythmically.</p> <p><u>Sp 1 Chinese Dragon Dancing</u></p> <p>Listens to a range of music including British folk music and music from around the world. Talks about the music they listen to, expressing feelings about it. Explores making sounds, trying out a range of instruments such as a glockenspiel drum, pan lid or shaker. Begin to keep the beat of music using their body, such as clapping, marching or waving. Taps repeated rhythms. Can match pitch and follow melody when singing in a group.</p>	<p>Role-plays characters from familiar stories, using props, costumes and small world. Invents and develops storylines in pretend play.</p> <p><u>Sp 2 role-play the pirate story</u></p> <p>Enjoys watching a range of dances and responds by dancing in a similar style, changing movements and dancing rhythmically. Listens to a range of music including British folk music and music from around the world. Talks about the music they listen to, expressing feelings about it. Explores making sounds, trying out a range of instruments such as a glockenspiel drum, pan lid or shaker. Begin to keep the beat of music using their body, such as clapping, marching or waving. Taps repeated rhythms. Can match pitch and follow melody when singing in a group.</p>	<p>Role-plays characters from a number of familiar stories, using props, costumes and small world. Invents and develops storylines in pretend play, co-operating with other children.</p> <p><u>Sum 1 role-play Lima's hot Chili</u></p> <p>Enjoys watching a range of dances and responds by dancing in a similar style, changing movements and dancing rhythmically. Attempts to create their own short dances to perform. Listens to a range of music including British folk music and music from around the world. Talks about the music they listen to, expressing feelings about it. Begins to select the instrument and pitch they want for a purpose. Can keep the beat of music by clapping and referring to it as the pulse. Can tap rhythms. Can match pitch and follow melody in a range of songs when singing in a group. Is happy to perform their music.</p>	<p>Role-plays characters from a number of familiar stories, using props, costumes and small world. Invents and develops storylines in pretend play, co-operating with other children, and performing.</p> <p><u>Sum 2 Role-play Aaaagghh Spider story</u></p> <p>Enjoys watching a range of dances and responds by dancing in a similar style, changing movements and dancing rhythmically. Attempts to create their own short dances to perform. <u>Copy and add to dances with Go Noodle</u></p> <p>Listens to a range of music including British folk music and music from around the world. Talks about the music they listen to, expressing feelings about it. Begins to select the instrument and pitch they want for a purpose. Can keep the beat of music by clapping and referring to it as the pulse. Can tap rhythms. Can match pitch and follow melody in a range of songs when singing in a group. Is happy to perform their music</p>

Provision

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

<p>Constructs with a range of materials including blocks, Lego, fabric, tubes, pebbles, paper, junk and clay. Experiments and explores. Begins to select appropriate resources for a purpose. Manipulates the materials to achieve a planned effect and begins to use simple joining techniques.</p> <p>Realises tools can be used for a purpose and experiments with them. For example, attempts to make snips in paper with scissors, or pushes a rolling pin to flatten dough.</p> <p>Explores colour and how it can be changed. Selects colours for a purpose e.g. blue for sky.</p> <p><u>Aut 1 Butterfly collage</u> Creates simple drawings and paintings of familiar or imaginary things and talks about what they represent.</p> <p><u>Aut 1 Draw themselves</u> Look at artist's work and talks about what they see and whether they like it.</p> <p><u>Aut 1 Teacher as the artist- modelling drawing and collage.</u> Begins to adapt work refines ideas, and explain the process they have used.</p>	<p>Constructs with a range of materials including blocks, Lego, fabric, tubes, pebbles, paper, junk and clay. Experiments and explores. Begins to select appropriate resources for a purpose. Manipulates the materials to achieve a planned effect and begins to use simple joining techniques.</p> <p><u>Aut 2 Diva lamps; gingerbread men; Christmas decorations and cards; Leaf Monsters</u> Realises tools can be used for a purpose and experiments with them. For example, attempts to make snips in paper with scissors, or pushes a rolling pin to flatten dough.</p> <p>Begins to mix the primary colours of paint and add black and white to achieve different colours and shades. Selects colours for a purpose e.g. finding grey fabric for cat fur and mixing green paint for its eyes.</p> <p>Creates simple drawings and paintings of familiar or imaginary things and talks about what they represent.</p> <p><u>Aut 2 Firework pictures</u> Look at artist's work and talks about what they see and whether they like it.</p> <p><u>Aut 2 Look at famous firework art</u> Begins to adapt work, refine ideas, and explain the process they have used.</p>	<p>Constructs with a range of materials including blocks, Lego, fabric, tubes, pebbles, paper, junk and clay. Experiments and explores. Selects appropriate resources for a purpose. Manipulates the materials to achieve a planned effect and uses simple joining techniques.</p> <p>Begins to work collaboratively to create a construction.</p> <p><u>Sp 1 Sugar cube igloos; Inuit animal art by ripping and gluing paper strips; Chinese Dragons; paper snowflakes</u> Uses a range of tools with increasing control, choosing tools for a purpose. For example, finding scissors to cut string, holding them effectively.</p> <p>Remembers what colours will be made when mixing the primary colours and black and white. Selects colours for a purpose in their art and construction.</p> <p>Creates simple drawings and paintings of familiar or imaginary things and talks about what they represent.</p> <p><u>Sp 1 Arctic animals</u> Look at artist's work and talks about what they see and whether they like it.</p> <p>Adapts work, refines ideas, and explains the process they have used.</p>	<p>Constructs with a range of materials including blocks, Lego, fabric, tubes, pebbles, paper, junk and clay. Experiments and explores. Selects appropriate resources for a purpose. Manipulates the materials to achieve a planned effect and uses simple joining techniques.</p> <p>Begins to work collaboratively to create a construction.</p> <p><u>Sp 2 Making clocks; Mothers' Day cards; Earth paper plate models; Easter cards</u> Uses a range of tools with increasing control, choosing tools for a purpose. For example, finding scissors to cut string, holding them effectively.</p> <p>Remembers what colours will be made when mixing the primary colours and black and white. Selects colours for a purpose in their art and construction.</p> <p>Creates simple drawings and paintings of familiar or imaginary things and talks about what they represent.</p> <p>Look at artist's work, describes it and says how they feel about it.</p> <p>Adapt work, refines ideas, and explains the process they have used.</p>	<p>Constructs with a range of materials including blocks, Lego, fabric, tubes, pebbles, paper, junk and clay. Experiments and explores. Selects appropriate resources for a purpose, explaining their choice. Manipulates the materials to achieve a planned effect and uses a range of joining techniques.</p> <p>Can work collaboratively to create a construction.</p> <p><u>Sum 1 Clay birds</u> Selects the right tools for a purpose and uses them effectively and safely.</p> <p>Remembers and describes what colours will be made when mixing the primary colours and black and white. Selects colours for a purpose in their art and construction.</p> <p>Creates more detailed drawings and paintings of familiar or imaginary things and talks about what they represent.</p> <p><u>Draw and label birds and plants</u> Look at artist's work, describes it and says how they feel about it.</p> <p><u>Vangough Sunflowers; Andy Goldsmith</u> Adapts work and refines ideas, explaining why. Explains the process they have used.</p>	<p>Constructs with a range of materials including blocks, Lego, fabric, tubes, pebbles, paper, junk and clay. Experiments and explores. Selects appropriate resources for a purpose, explaining their choice. Manipulates the materials to achieve a planned effect and uses a range of joining techniques.</p> <p>Can work collaboratively to create a construction.</p> <p><u>Sum 1 Sewing with Binca</u> <u>Sum 1 Making food for summer parents picnic</u> Selects the right tools for a purpose and uses them effectively and safely.</p> <p>Remembers and describes what colours will be made when mixing the primary colours and black and white. Selects colours for a purpose in their art and construction.</p> <p><u>Folding and colour-mix butterflies and design own butterfly, making symmetrical pattern.</u> Creates more detailed drawings and paintings of familiar or imaginary things and talk about what they represent.</p> <p><u>Draw and label life cycles and spiders or bees</u> Look at artist's work, describes it and says how they feel about it.</p> <p>Adapts work and refines ideas, explaining why. Explains the process they have used.</p>
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