



Our Lady's Long Term Plan - Reception 2024/2025

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year 1 Knowledge and Skills Readiness
Possible Themes/Interests/Lines of Enquiry	<ul style="list-style-type: none"> The Colour Monster Starting School Autumn Traditional Tales Who are my family? Where is home? How can I stay fit and healthy? Funnybones 	<ul style="list-style-type: none"> Autumn Stick Man I'm Henry Finch Bonfire Night Diwali Remembrance Day Christmas/Father Christmas Christmas around the world 	<ul style="list-style-type: none"> Winter Magic Paintbrush Arctic Pole to Pole Jack Frost Penguins Lunar New Year People who help us 	<ul style="list-style-type: none"> Pancake Day Easter Growing Up Space Babies Generations Planting/Gardening/Spring Farm Trip 	<ul style="list-style-type: none"> Life cycles Frog Butterflies Sunflowers Strength of Mind Local Area Local meadow Visit Animals Dinosaurs 	<ul style="list-style-type: none"> Summer holidays (past and present) Seaside Hot Places Rockpools Pirates Zoo Trip 	
Communication and Language	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> To understand how to listen carefully To understand why listening is important. To be able to follow instructions <p>Speaking</p> <ul style="list-style-type: none"> To talk in front of a small group of children To talk to class teacher and familiar adults To learn new vocabulary 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> To engage in story times, joining in with repeated phrases and actions. To respond to instructions with more than one step. To begin to understand how and why questions Listen in familiar & new situations Increasingly maintain attention in whole class/ groups <p>Speaking</p> <ul style="list-style-type: none"> To answer questions in front of the whole class To use new vocabulary throughout the day 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> To ask questions to find out more. To begin to understand humour To understand a range of complex sentence structures Increasingly maintain attention <p>Speaking</p> <ul style="list-style-type: none"> To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using conjunctions e.g. and, because Begin to use past tense. Begin to recount past events. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> To retell a story To follow a story without pictures or props <p>Speaking</p> <ul style="list-style-type: none"> To share their work to the class-standing up at the front To use new vocabulary in different contexts To engage in non-fiction books To use talk to organise thinking. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> To understand questions such as who, what, where, when why and how <p>Speaking</p> <ul style="list-style-type: none"> To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> To have conversations with adults and peers with back-and-forth exchanges. <p>Speaking</p> <ul style="list-style-type: none"> To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses. 	
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.			Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.		
Personal, Social and Emotional Development Self-regulation	<p>Self-Regulation</p> <ul style="list-style-type: none"> To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one step instructions To build constructive and respectful relationships <p>Managing Self</p> <ul style="list-style-type: none"> To wash hands independently To put coat and socks on independently To get changed for PE with support To explore different areas within the environment To explore different areas of the reception environment 	<p>Self-Regulation</p> <ul style="list-style-type: none"> To talk about how they are feeling. To Begin to consider the feelings of others. To adapt behaviour to a range of situations. To begin to take turns and share resources To continue to build constructive and respectful relationships. <p>Managing Self</p> <ul style="list-style-type: none"> To have confidence to try new activities To develop class rules and understand the need to have rules To put PE kit on independently <p>Building Relationships</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> To focus during longer whole class lessons To follow to step instructions To show pride in achievements. Can identify kindness Seek others to share activities and experiences. Confident to try new activities. <p>Managing Self</p> <ul style="list-style-type: none"> To begin to show resilience and perseverance in the face of challenge To practice doing zips To practice doing buttons 	<p>Self-Regulation</p> <ul style="list-style-type: none"> To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others <p>Managing Self</p> <ul style="list-style-type: none"> To develop independence when dressing and undressing for activities such as PE 	<p>Self-Regulation</p> <ul style="list-style-type: none"> To control their emotions using a range of techniques To set a target and reflect on the progress throughout To show sensitivity to others' needs and feelings. <p>Managing Self</p> <ul style="list-style-type: none"> To identify and name healthy foods To manage own basic needs independently 	<p>Self-Regulation</p> <ul style="list-style-type: none"> To maintain focus during extended whole class teaching. To follow instructions of three steps or more. To See themselves as a unique and valued individual. To seek out a challenge and enjoy the process <p>Managing Self</p> <ul style="list-style-type: none"> To understand the importance of healthy food choices. To show resilience and perseverance in the face of challenge. To show a can-do attitude To put uniform on and do up zippers, buttons and buckles with minimal support 	



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	<ul style="list-style-type: none"> To use the toilet independently Building Relationships <ul style="list-style-type: none"> To seek support of adults when needed To gain confidence to speak to peers and adults 	<ul style="list-style-type: none"> To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all Early Years staff 	Building Relationships <ul style="list-style-type: none"> To begin to work as a group with support To use taught strategies to support turn taking 	Building Relationships <ul style="list-style-type: none"> To listen to the ideas of other children and agree on a solution and compromise 	Building Relationships <ul style="list-style-type: none"> To work as a group To begin to develop relationships with other adults around the school 	Building Relationships <ul style="list-style-type: none"> To have confidence to communicate with adults around the school To have strong friendships 	
Religious Education	Creation and Covenant	Promise and Prophecy	Galilee to Jerusalem	Desert to Garden	The Ends of the Earth	Dialog and Encounter	
Physical Development Complete PE	<ul style="list-style-type: none"> To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work co-operatively with a partner 	<ul style="list-style-type: none"> To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment 	<ul style="list-style-type: none"> To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To dribble a ball using feet To kick a ball using a target 	<ul style="list-style-type: none"> To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus To create short sequences linking actions together and including apparatus 	<ul style="list-style-type: none"> To move safely with confidence and imagination, communicating ideas through movement To move with control and coordination, expressing ideas through movement To move with control and co-ordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes 	<ul style="list-style-type: none"> To develop accuracy when throwing and practice keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play the by the rules and develop coordination To work cooperatively as a team 	
Fine Motor Skills	<ul style="list-style-type: none"> To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs To begin to copy letters To scissors correctly and make snips in paper To hold a fork and spoon correctly 	<ul style="list-style-type: none"> To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support 	<ul style="list-style-type: none"> To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation 	<ul style="list-style-type: none"> To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters 	<ul style="list-style-type: none"> To hold scissors correctly and cut out small shapes To copy letters using a lead in and a lead out To paint using thinner paintbrushes 	<ul style="list-style-type: none"> To hold scissors correctly and cut various materials To create drawings with details To independently use a knife, fork and spoon to eat a range of meals 	
	<p>"Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>						
Literacy	Comprehension <ul style="list-style-type: none"> To use pictures to tell stories To sequence familiar stories To independently look at books, holding them the correct way and turning pages To know the difference between text and illustrations To say in simple terms what is happening a picture To say in simple terms what is happening in a familiar story 	Comprehension <ul style="list-style-type: none"> To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes To sequence two events from a familiar story 	Comprehension <ul style="list-style-type: none"> To act out stories To begin to predict what may happen in the story To suggest how a story might end To use pictures clues to help read a simple text 	Comprehension <ul style="list-style-type: none"> To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading To show understanding of common words and phrases 	Comprehension <ul style="list-style-type: none"> To begin to answer questions about what they have read To use vocabulary that influenced by their experiences of books To correctly sequence a story or event using pictures and captions To know the difference between different types of text (fiction, non-fiction, poetry) To answer questions beginning 'Why do you think...? In a picture book that has been read to them 	Comprehension <ul style="list-style-type: none"> To answers questions about what they have read To know that information can be retrieved from books To recall the main points in text in the correct sequence using own words and include new vocabulary To show an understanding of some less familiar words and phrases from a story read allowed to them 	



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	Word Reading <ul style="list-style-type: none"> To recognise their name To recognise red words, I, of, my 	Word Reading <ul style="list-style-type: none"> To recognise red words, I, of, my, to, the, no To read words ending with s e.g. hats, sits To read individual letters To read books matching their phonics ability. 	Word Reading <ul style="list-style-type: none"> To recognise red words, I, of, my, to, the, no, your, said, you, To read a few common exception words To read words with double letters To begin to read longer words To recognise taught diagraphs in words and blend the sounds together To read sentences containing red words and diagraphs To read books matching their phonics ability 	Word Reading <ul style="list-style-type: none"> To recognise red words, I, of, my, to, the, no, your, said, you, he, are, of, to, me, go To read longer words including those with double letters To begin reading captions and sentences using taught sounds To read words with s/z in the middle To read words with s/z at the end To read books matching their phonics ability To read sentences containing red words and diagraphs 	Word Reading <ul style="list-style-type: none"> To recognise red words, I, of, my, to, the, no, your, said, you, he, are, of, to, me, go, baby, paint, all, like, I've, To read words with short vowels with adjacent consonants To read longer words To read compound words To read words ending in suffixes (ing, ed, /t/) To begin to read longer sentences containing Set 3 words and red words To read books matching their phonics ability 	Word Reading <ul style="list-style-type: none"> To recognise red words, I, of, my, to, the, no, your, said, you, he, are, of, to, me, go, baby, paint, all, like, I've, want, call, we, be, her, she, some, there To read words with long vowel sounds with adjacent consonants To read longer words To read compound words To read words ending in suffixes (ing, ed, /t/, er, id, est) 	
	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.						
Phonics	Set 1 <ul style="list-style-type: none"> To recognise general sound discrimination To recognise taught Set 1 sounds (m a s d t i n p g o c k u b f e l h r j) 	Set 1 <ul style="list-style-type: none"> To recognise taught Set 1 sounds and (ll, ff, ss, ck, v, y, w, z zz, x, qu, sh, th, ch, ng, nk) To blend sounds to read words using taught sounds To segment VC and CVC words for spelling To blend sounds into words To read books matching their phonics ability 	Set 1&2 <ul style="list-style-type: none"> To recognise taught Set 1 and taught Set 2 sounds (ay, ee, igh, ow, oo, oo) To blend sounds together to read words using the taught sounds To read books matching their phonics ability 	Set 2 <ul style="list-style-type: none"> To recognise taught Set 2 sounds (ar, or, air, ir, ou, oy) To blend sounds to read words using taught sounds To read books matching their phonics ability To segment CVC and CVCC words for spelling 	Set 2 & 3 <ul style="list-style-type: none"> To recognise taught Set 1& 2 sounds and introduce Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) To continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. To read books matching their phonics ability 	Set 3 <ul style="list-style-type: none"> To consolidate taught set 2 and 3 sounds. Read CVCC words To represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words 	
Literacy	Writing <ul style="list-style-type: none"> To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to writ CVC words using taught sounds 	Writing <ul style="list-style-type: none"> To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds 	Writing <ul style="list-style-type: none"> To form lower case letters correctly To orally compose a sentence and hold it before attempting to write it To begin to write sentences using finger spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To begin to write lists 	Writing <ul style="list-style-type: none"> To form lower case letters correctly and begin to form capital letters To orally compose a sentence and hold it before attempting to write it and use simple conjunctions To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught red words correctly To begin to write instructions 	Writing <ul style="list-style-type: none"> To form lower case and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught red words correctly To begin to read their work back To begin to write stories 	Writing <ul style="list-style-type: none"> To form lower case and capital letters correctly To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught red words correctly To read their work back and check it makes sense 	
	N.B. T h e l e t t e r s children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly						



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Mathematics White Rose Maths	Match, Sort and Compare <ul style="list-style-type: none">To match objectsTo match pictures and objectsTo identify a setTo sort objects to a typeTo explore sorting techniquesTo create sorting rulesTo compare amounts	Numbers <ul style="list-style-type: none">To recognise numbers 1, 2, 3To find 1,2, 3To subitise 1, 2, 3To represent 1, 2, 3To know one more and one less 1-3To know composition 1-3.To recognise numbers 4 and 5To find 4 and 5To subitise 4 and 5To represent 4 and 5To know one more and one less 4 and 5To know composition 4 and 5	Numbers <ul style="list-style-type: none">To recognise 0To find 0-5To subitise 0-5To represent 0-5To know one more and one lessTo know composition 0-5To recognise 6, 7, 8To represent 6, 7, 8To subitise 0-8To know one more and one lessTo know composition 0-8To make pairs and to recognise odd and even	Numbers <ul style="list-style-type: none">To find 9 and 10To compare numbers to 10To represent 9 and 10To subitise 1-10 conceptuallyTo know one more and one lessTo know composition 0-10To begin to learn number bonds to 10 (2 parts)To make arrangements to 10To begin to learn number bonds to 10 (3 parts)To identify doubles to 10	Numbers <ul style="list-style-type: none">To build numbers beyond 10 (11-13)To continue patterns beyond 10 (11-13)To build numbers beyond 10 (14-20)To continue patterns beyond 10 (14-20)Verbal counting beyond 20Verbal counting patterns.To add moreTo know how many I addedTo take awayTo know how many did I take away?	Measure and Patterns <ul style="list-style-type: none">To identify units of repeating patternsTo create own pattern rulesTo replicate scenes and constructionsTo visualise from different positionsTo describe positionsTo give instructions to buildTo explore mappingTo represent maps with modelsTo create own maps from familiar placesTo create own maps and plans from story situations.Deepen understanding of patterns and relationships	
	Measure and Patterns <ul style="list-style-type: none">To compare massTo compare sizeTo compare capacityTo explore simple patternsTo compare simple patternsTo create simple patterns	Shapes, Space and Measure <ul style="list-style-type: none">To identify circles and trianglesTo compare circles and trianglesTo identify shapes in the environmentTo describe positionTo identify four sided shapesTo combine four sided shapesTo identify four sided shapes in the environmentTo identify day and night	Mass and Capacity <ul style="list-style-type: none">To compare massTo find a balanceTo explore capacityTo compare capacity	Shape, Space and Measure <ul style="list-style-type: none">To recognise 3D shapesTo identify 2D shapes within 3D shapesTo use 3D shapes in tasksTo identify 3D shapes in the environmentTo identify more complex patterns in the environmentTo copy and continue patterns	Shapes, Space and Measure <ul style="list-style-type: none">To select shapes for a purposeTo rotate shapesTo manipulate shapesTo explain shape arrangementsTo compose shapesTo decompose shapesTo copy 2D shape picturesTo find 2D shapes within 3D shapes	<ul style="list-style-type: none">To consolidate mathematical knowledge	
	"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. Understand the ‘one more/one less than’ relationship between consecutive numbers. Continue, copy, and create repeating patterns. Compare length, weight, and capacity. Link the number symbol with its cardinal number value. Count beyond ten."						
Understanding the World	Begin to develop a sense of continuity and change by being able <i>to compare and contrast characters from stories throughout the year, including figures from the past.</i> Using Little People, Big Dreams books.						
	Past and Present (History) <ul style="list-style-type: none">To know about my own life story.To know how I have changed.	Past and Present (History) <ul style="list-style-type: none">To know about figures from the past Saint Nicolas and Floella Benjamin.)To know some similarities and differences between things in the past and now, drawing on from experiences and what has been read in class (Christmas, Diwali, Bonfire Night, Remembrance Day and Hannukah.)	Past and Present (History) <ul style="list-style-type: none">To talk about the lives of the people around us.To know the emergency services, exist and what do they doTo know some similarities and differences between the past and now, drawing on from experiences and what has been read in class (emergency services.)	Past and Present (History) <ul style="list-style-type: none">To know about the past through settings, characters and events encountered in books read in class and storytelling (farming.)Neil Armstrong, Tim PeakeTo visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	Past and Present (History) <ul style="list-style-type: none">To know about the past through settings, characters and events encountered in books read in class and storytelling (Mary Anning-Palaeontologist)	Past and Present (History) <ul style="list-style-type: none">To know some similarities and differences between thing in the past and now, drawing on experiences and what has been read in class (zoo, seaside and pirates.)	
	People, Culture and Communities (Geography) <ul style="list-style-type: none">To know about family structures and talk about who is part of their familyIdentify similarities and differences between themselves and peersTo know the name of the village where the school is inTo know about features of the immediate environmentTo know there are many countries around the world.	People, Culture and Communities (Geography) <ul style="list-style-type: none">To talk about how Hindus celebrate DiwaliTo know about features of the world and earthTo talk about the Christmas story and how is it celebrated	People, Culture and Communities (Geography) <ul style="list-style-type: none">To talk about Lunar New Year.To know about people who help us in the local community.	People, Culture and Communities (Geography) <ul style="list-style-type: none">To know that we (Christians) celebrate Easter.	People, Culture and Communities (Geography) <ul style="list-style-type: none">To know that people in other countries speak different languages.	People, Culture and Communities (Geography) <ul style="list-style-type: none">To know that simple symbols are used to identify features on a map.To know that people in other countries speak different languages.	
	The Natural World (Science) <ul style="list-style-type: none">To ask questions about the natural environment.		The Natural World (Science)	The Natural World (Science)	The Natural World (Science) <ul style="list-style-type: none">To know about features of my own immediate environment	The Natural World (Science) <ul style="list-style-type: none">To know about and recognise the signs of Summer.	



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	<ul style="list-style-type: none"> To respect and care for the natural environment. To describe what happens to the body when we exercise <p>Technology</p> <ul style="list-style-type: none"> To show an interest in technological toys such as IWBs, iPads, toys with knobs, pulleys and buttons. To learn about e-safety. 	<ul style="list-style-type: none"> To know that people around the world have different religions. <p>The Natural World (Science)</p> <ul style="list-style-type: none"> To know about and recognise the signs of Autumn To identify whether objects float or sink. To identify what happens when an object is pushed or pulled. To describe how different surfaces effects how easily an object can move. <p>Technology</p> <ul style="list-style-type: none"> To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures. 	<ul style="list-style-type: none"> To know about and recognise the signs of Winter. To know some important processes and changes in the natural world including states of matter (freezing.) To describe how foods can change as we prepare them. <p>Technology</p> <ul style="list-style-type: none"> To access, understand and interact with a range of technology within the classroom environment. To draw pictures on IWB changing colour and pen size. 	<ul style="list-style-type: none"> To know about and recognise the signs of Spring. To plant seeds. To observe the growth of seeds and talk about changes. To know how to care for growing plants. To learn about life cycles of plants. <p>Technology</p> <ul style="list-style-type: none"> To use the IWB, changing games and programmes. 	<p>and how they might vary from another.</p> <ul style="list-style-type: none"> To learn about life cycles of insects. To know that some animals are nocturnal. To know about different habitats. Observe and compare different fossils. <p>Technology</p> <ul style="list-style-type: none"> To explore how a Bee-Bot works. To use the internet with adult supervision to find and retrieve information 	<ul style="list-style-type: none"> To know that some things in the world are manmade and some things are natural. To harvest grown fruit and vegetables. To know some important processes in the natural world including states of matter (melting, floating and sinking.) <p>Technology</p> <ul style="list-style-type: none"> To begin to give reasons why we need to stay safe online. To use the Bee-Bots and program them to forwards and backwards. To type their name using a laptop. 	
	<p>Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> <p>Observation: Explore the natural world around them by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>						
Expressive Arts and Design	<p>Creating with materials (Art)</p> <ul style="list-style-type: none"> To name colours. To experiment with mixing colours. To create simple representation of people and objects. To draw and colour with pencils and crayons. To explore different techniques for joining materials (Glue stick.) To draw on different surfaces. To use drawings to tell a story. To make a variety of marks. To begin to use a variety of drawing tools, media and techniques. <p>Creating with material (DT)</p> <ul style="list-style-type: none"> To explore different techniques for joining materials (glue stick.) To know how work safely and hygienically. To use non-statutory measures (spoons, cups.) To use some cooking techniques (spreading, cutting – sandwiches.) To use different construction materials. 	<p>Creating with materials (Art)</p> <ul style="list-style-type: none"> To use colours for a particular purpose. To share their creations. To experience different types of paint, poster and watercolour and painting tools eg. Brushes, sticks and sponges. To explore different techniques for joining materials (Glue stick, PVA) To handle and manipulate different malleable materials eg. Clay, dough and sand To build with recyclable resources. <p>Creating with material (DT)</p> <ul style="list-style-type: none"> To know how to work safely and hygienically. To use non statutory measures (cups and spoons.) To use some cooking techniques (spreading, cutting, threading, coring – sandwiches, fruit kebab.) 	<p>Creating with materials (Art)</p> <ul style="list-style-type: none"> To experiment with different mark making tools such as art pencils, pastels and chalk. To explore different techniques for joining materials (Glue stick, PVA, Masking tape and tape.) To experiment with primary colours and use black and white to change the colour of paint. Build and sculpt using natural materials. <p>Creating with material (DT)</p> <ul style="list-style-type: none"> To know how to work safely and hygienically. To use non-statutory measures (spoons and cups.) To use some cooking techniques (spreading, cutting, threading, coring, mixing – sandwiches, fruit kebab and biscuits.) <p>Being imaginative and Expressive</p>	<p>Creating with materials (Art)</p> <ul style="list-style-type: none"> To use natural objects to make a piece of art (Andy Goldsworthy.) To share creations and talk about the process. To explore different techniques for joining materials (Glue stick, PVA, masking tape, tape, split pins.) To draw more detailed pictures of people and objects. To create observational drawings. To take rubbings of textured surfaced in the outdoors. <p>Creating with material (DT)</p> <ul style="list-style-type: none"> To know how to work safely and hygienically To manipulate materials To use non-statutory measures (spoons and cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours – sandwiches, fruit kebabs, biscuits and salads.) To make props and costumes for different role play scenarios. <p>Being imaginative and Expressive</p>	<p>Creating with materials (Art)</p> <ul style="list-style-type: none"> To know which prime colours you mix together to make secondary colours. To draw more detailed pictures of people and objects. To create observational drawings. Tear paper to make a collage. <p>Creating with material (DT)</p> <ul style="list-style-type: none"> To plan what they are going to make (cooking, wood work, construction and junk modelling). To manipulate materials. To know how to work safely and hygienically. To use non statutory measures (spoons and cups). To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours – sandwiches, fruit kebabs, biscuits and salads.) 	<p>Creating with materials (Art)</p> <ul style="list-style-type: none"> To know some similarities and differences between materials. To learn about and compare artists (Janet Bell and Claude Monet.) To explore, use and refine a variety of artistic effects to express their ideas and feeling. To share creations, talk about process and evaluate their work. To adapt work where necessary. <p>Creating with material (DT)</p> <ul style="list-style-type: none"> To share creations, talk about process and evaluate their work. To adapt work where necessary. 	



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	<p>Being imaginative and Expressive</p> <ul style="list-style-type: none"> To role play using given props and costumes To sing and perform nursery rhymes To experiment with different instruments and their sounds To talk about whether they like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives. <p>Charanga Songs:</p> <ul style="list-style-type: none"> To listen and respond To begin to find the pulse To talk about the song together To explore and create using voices To explore pitch To copycat rhythm games. Enjoy joining in with rhyme and songs Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things for Fingers 	<p>Being imaginative and Expressive</p> <ul style="list-style-type: none"> To perform songs in the Christmas Nativity To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives. <p>Charanga Songs:</p> <ul style="list-style-type: none"> To listen and respond to different styles of music. To sing along to nursery rhymes To sing along to action rhymes To improvise playing classroom instruments To share and perform I'm A Little Teapot, The Grand Old Duke of York, Ring O' Roses, Hickory Dickory Dock, Not Too Difficult, The ABC Song 	<ul style="list-style-type: none"> To create musical patterns using untuned instruments To begin to create costumes and resources for role play Play influenced by experience of books Innovate a well-known stories with support <p>Charanga Songs:</p> <ul style="list-style-type: none"> To listen and respond to different styles of music. To sing along to nursery rhymes and action songs. To improvise playing classroom instruments To sing and learn to play instruments within a song. To share and perform Wind the Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping on The Bed, Twinkle, Twinkle, If You're Happy and You Know It Head, Shoulders, Knees and Toes 	<ul style="list-style-type: none"> To join in with whole school singing assemblies. To associate genres of music with characters and stories. To identify different genres of music. To move to different genres of music. To create costumes and resources for role play. Play influenced by experience of books Innovate a well-known stories <p>Charanga Songs:</p> <ul style="list-style-type: none"> To listen and respond to different styles of music. To sing along to nursery rhymes and action songs. To improvise playing classroom instruments To sing and learn to play instruments within a song. To share and perform the learning that has taken place Old Macdonald, Incy Wincey Spider, Baa, Baa Black Sheep, Row, Row, Row Your Boat, The Wheels on The Bus, The Hokey Cokey 	<p>Being imaginative and Expressive</p> <ul style="list-style-type: none"> To move in time to music. To learn dance routines. To join in with whole school singing assemblies. To act out well known stories To follow a musical pattern to play instruments. To create narratives based around stories. To be influenced by play through experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations. <p>Charanga Songs:</p> <ul style="list-style-type: none"> To listen and appraise funk music Learning to sing Big Bear Funk and revisit other nursery rhymes and action songs. Playing instruments within the song. To improvise using voices and playing instruments. To recognise riff base composition To share and perform the learning that has taken place Big Bear Funk 	<p>Being imaginative and Expressive</p> <ul style="list-style-type: none"> To listen to poems and create their own. To join in with whole school singing assemblies. To create own compositions using instruments. To invent their own narratives, making costumes and resources Play influenced by experience of books- act out stories through role play activities, using simple props (e.g. hats, masks, clothes) <p>Charanga Songs:</p> <p>Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> To listen and appraise Sing and revisit nursery rhymes and action songs Play instruments within the song To improvise using voices and instruments To listen to Riff based composition To share and perform the learning that has taken place 	
	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</p>						