

Maples - Reception Long Term Plan



Our Reception curriculum is rooted in the belief that every child is unique, valued and capable, and that early education should provide a strong foundation not only for academic learning, but for lifelong curiosity, confidence and wellbeing.

Through a broad and balanced EYFS curriculum, children are encouraged to **be curious** by exploring, questioning and discovering through play and first-hand experiences. We support children to **be kind** by building positive relationships, celebrating difference and developing empathy and respect for others. Children are taught to **be resilient**, developing confidence, independence and perseverance as they face new challenges and learning experiences. Above all, we encourage our children to **be you**, valuing their individual voices, interests and strengths while supporting their personal, social and emotional development. Our curriculum is underpinned by our core values: **Be Curious, Be Kind, Be Resilient and Be You.**

We recognise that children arrive in Reception with a wide range of experiences, backgrounds, strengths and needs. Our curriculum is therefore ambitious, flexible and responsive, ensuring that all children feel a strong sense of belonging and are supported to thrive. Children are encouraged to investigate, create, problem-solve and express themselves, both independently and collaboratively. We place high value on outdoor learning, creative expression, physical development and real-world experiences, ensuring that learning is engaging, relevant and inclusive for all learners.

By working in close partnership with families and valuing children's voices, we aim to provide a rich and inspiring start to school life—one that lays the foundations for future success and fosters a lifelong love of learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All about me Autumn (seasons and weather) Harvest Woodland habitats	Diwali Bonfire Night Traditional Tales My History Christmas around the world	Animal habitats Winter (seasons and weather) Maps People who help us Lunar New Year Hannukah National Storytelling week	We love books! Plants Easter Holi	Life cycles Vehicles Keeping healthy	I am an Artist I am a Scientist Holidays- Countries (China and Africa) Transition
Experiences	Visiting Church for Harvest Joining in with whole school celebration assemblies	Visiting Church for Christingle Nativity Diwali workshop	People who help us visitors.	Egg Rolling	A walk to the park Grow butterflies from caterpillars.	A visit to Hesketh Farm
Celebrations	Nativity for Parents		Phonics and Maths Evening		Picnic with parents (making sandwiches and buns)	

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	Meet the parents			Sports Day		
					A year in Reception showcase for parents	
Key Texts	Oi Frog The Colour Monster The Big Book of Why Elmer Clean Up Dogger On the way home Pumpkin Soup Augustus and his smile Mrs Pepperpot Tad Martha Maps it out Jabari Tries The 100 decker bus Not now Bernard What's in the Witch's Kitchen?		Super, duper you! Luna loves gardening Simon Sock Ruby's Worry The Giant Jam Sandwich The Night Pirates The Magic Porridge Pot Building a home Penguin Birds Nest The Tiny Seed Jasper's Beanstalk Wise about my body Superworm You choose			
School Library Service books	Celebrating Diversity	Smriti Halls (Author Focus)	Maps and directions Nick Sharratt (Author Focus)	Green Plants	Growth	Homes
No Outsiders	The <i>No Outsiders</i> scheme is based on the belief that education should prepare children to live respectfully and confidently in a diverse society. Using age-appropriate stories and discussion, it helps pupils understand difference, challenge prejudice, and develop empathy, while reinforcing equality and inclusion as shared values.					
	Hello, Hello – Brendan Wenzel	Blue Chamelon – Emily Gravett	Super Douper You – Sophie Henn	The Family Book – Todd Parr	You Choose – Nick Sharratt and Pippa Goodheart	Red Rockets and Rainbow Jelly – Sue Heap and Nick Sharratt
Communication and Language	Communication and language run as a golden thread throughout our whole curriculum, underpinning every area of learning. Children are given many purposeful opportunities to develop speaking and listening skills, build attention, and communicate with others through play, discussion, storytelling, and collaborative activities. These experiences help children express their ideas, understand others, and grow in confidence as communicators in a range of meaningful contexts.					
	<ul style="list-style-type: none"> Learn new vocabulary 					

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	<ul style="list-style-type: none"> Use new vocabulary throughout the day Engage in storytime Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Understand how to listen carefully and why listening is important Develop social phrases	Articulate their ideas and thoughts in well-formed sentences Ask questions to find out more and to check they understand what has been said to them	Connect one idea or action to another using a range of connectives Describe events in some detail	Use talk to help work out problems and organise thinking and activities To explain how things work and why they might happen	Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs	Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
Personal, Social and Emotional Development.	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally. Manage their own needs and personal hygiene. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	See themselves as a valuable individual. Build constructive and respectful relationships.	Express their feelings and consider the feelings of others. Think about the perspectives of others.	Know and talk about the different factors that support their overall health and wellbeing including: regular physical activity and healthy eating.	Know and talk about the different factors that support their overall health and wellbeing including: tooth brushing.	Know and talk about the different factors that support their overall health and wellbeing including: sensible amounts of 'screen time' and having a good sleep routine.	Know and talk about the different factors that support their overall health and wellbeing including: being a safe pedestrian.
KAPOW – P.S.H.E	Building Relationships: special relationships Explore why families and special people are valuable, understand why it is important to	Self Regulation: My feelings Explore and understand feelings, identify when they might feel something and begin	Managing self: My wellbeing Learn how to look after their wellbeing through exercise, meditation, a	Self Regulation: Listening and following instructions Learn why it is important to be an honest, thoughtful and	Building Relationships: My family and friends Learn that we all have different beliefs and celebrations, what characteristics make a	Managing Self: Taking on challenges Understand why we have rules. Know the value of persistence and preservation in the face of

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	share and develop strategies, see themselves as valuable and individual. Explore diversity through thinking about similarities and differences.	learning how to communicate and cope with their feelings and emotions.	balanced diet and care for themselves.	resilient active listener who can respond to instructions and how they can become one.	good friend and how we need to listen to one another.	challenges. To learn how to communicate effectively with others, practice 'grounding' coping strategies and to learn new skills that will help them show resilience and perseverance in the face of challenge.
KAPOW - Wellbeing		Trying something new To discover something new and explore how it feels.	Take notice To take notice of the space around me	Connect To connect to others by understanding their similarities and differences	Give To give kind words	Move To move like an animal
Physical Development.	<ul style="list-style-type: none"> Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully such as lining up and queuing, and mealtimes. 					
Real P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit 1 Personal Footwork One Leg Balance	Unit 2 Social Jumping and Landing Seated Balance	Unit 3 Cognitive Dynamic Balance Stance	Unit 4 Creative Ball Skills Counter Balance	Unit 5 Physical Sending and Receiving Reaction / Response	Unit 6 Fitness Ball Chasing Floor Work
Develop fundamental movement skills to support balance,	Balancing, walking, running and other	Core stability, jumping and landing, as well as	Dynamic balance and good stance.	Support balance with a partner, and		Support balance, and coordination with a ball.

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<p>coordination and control.</p> <p>Develop the ability to:</p> <p>Develop essential personal skills:</p>	<p>foundation movement patterns.</p> <p>navigate space, change direction and speed safely.</p> <p>Following instructions and simple rules, and understanding how these relate to their safety as an individual and in groups.</p> <p>Begin to make decisions about safety and work towards independent learning.</p>	<p>other foundation movement patterns.</p> <p>control take-off, flight and landing, and maintain control of core muscles in a range of situations.</p> <p>Learning to take turns, and begin to make sensible decisions about sharing space and equipment.</p> <p>Understand how these relate to their ability to work well with others.</p>	<p>control balance whilst in the 'ready position' to prepare for controlled and balanced movement in all directions.</p> <p>Develop essential cognitive skills to recognise and articulate things they are good at. Begin to follow simple rules and understand simple instructions.</p>	<p>coordination and control with a ball.</p> <p>control counterbalance and control a ball to prepare for activities and games using equipment.</p> <p>Develop essential creative skills to be confident to watch others' movements and try to copy them whilst also exploring different movements independently.</p>	<p>Support a good starting position and coordination and control with a ball.</p> <p>control with a ball to prepare for activities and games using equipment.</p> <p>Develop essential physical skills to be confident moving in different ways. Begin to develop control over single skills or movements.</p>	<p>control with a ball to prepare for activities and games using equipment.</p> <p>Develop essential health and fitness understanding to be aware of changes to the way they feel during and after exercise.</p>
<p>Literacy</p>	<ul style="list-style-type: none"> • read individual letters by saying the sounds for them • blend sounds into words, so that they can read short words made up of known letter– sound correspondences • read some letter groups that each represent one sound and say sounds for them • read a few common exception words matched to the school's phonic programme • read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words • re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • form lower-case and capital letters correctly • spell words by identifying the sounds and then writing the sound with letters • write short sentences with words with known sound-letter correspondences using a capital letter and full stop • re-read what they have written to check that it makes sense 					
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>

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<p>Read Write Inc</p>	<p>Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p>	<p>Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p>Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)</p>	<p>Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p>Secure blending of words with special friends (word time 1.5 and 1.6).</p>	<p>Recap on any set 1 sounds (addressing sound gaps).</p> <p>Secure blending on words containing all set 1 sounds</p> <p>Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7).</p> <p>To be exposed to some common exception words: put, the, l, no, of, my, for, he</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.</p>
	<p>Read all single letter set 1 sounds.</p>	<p>Read all set 1 sounds - Blend sounds into words orally.</p>	<p>Blend sounds to read words. Read short ditty stories.</p>	<p>Read Red storybooks.</p>	<p>Read Green storybooks. Read some set 2 sounds.</p>	<p>Read Green or Purple storybooks. Read some set 2 sounds.</p>
<p>Writing Opportunities to write/mark make in all areas of provision and RWI sessions plus daily Drawing Club sessions.</p>	<p>Shared writing: Individual sounds Name writing Use of correct pencil grip Begin to form letters on a page with correct writing position.</p>	<p>Shared writing: list writing Begin to use Fred Fingers to spell CVC words. Letter formation of lower-case letters</p>	<p>Shared writing: captions/cvc words Use Fred Fingers to spell cvc words. Introduce red words for spelling. Introduce use of full stops.</p>	<p>Shared writing: Capital letters and full stops. Introduce use of capital letters. Hold a sentence. Handwriting – upper case</p>	<p>Shared writing: Simple sentences. Use of finger spaces. Use of capital letters. Use of full stops. Phonetically plausible spelling of green words. Spell some red words correctly. Begin to sequence sentences to form narratives.</p>	<p>Shared writing: Simple sentences with 'and.' Independent sentence writing forming longer narratives. Write CVCC / CCVC words accurately using Fred talk. Reading text for sense.</p>
	<ul style="list-style-type: none"> count objects, actions and sounds 					

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Mathematics	<ul style="list-style-type: none"> • subitise • link the number symbol (numeral) with its cardinal number value • count beyond 10 • compare numbers • understand the 'one more than or one less than' relationship between consecutive numbers • explore the composition of numbers to 10 • automatically recall number bonds for numbers 0 to 5 and some to 10 • 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 • continue, copy and create repeating patterns • compare length, weight and capacity 					
White Rose Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p style="text-align: center;">Match, sort and compare</p> <p>Match objects Match pictures and objects Identify a set Sort objects into a type Explore sorting techniques Create sorting rules Compare amounts</p> <p style="text-align: center;">Talk about measure and patterns</p> <p>Compare size Compare mass Compare capacity</p>	<p style="text-align: center;">Circles and Triangles</p> <p>Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p style="text-align: center;">1,2,3,4,5</p> <p>Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5</p>	<p style="text-align: center;">Alive in 5</p> <p>Introduce zero Find 0 -5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p style="text-align: center;">Mass and Capacity</p> <p>Compare mass Find a balance Explore capacity Compare capacity</p> <p style="text-align: center;">Growing 6,7, 8</p>	<p style="text-align: center;">Length, height and time</p> <p>Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p> <p style="text-align: center;">Building 9 and 10</p> <p>Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10</p>	<p style="text-align: center;">To 20 and beyond</p> <p>Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (10-14) Continue patterns beyond 10 (10-14) Verbal counting beyond 20 Verbal counting patterns</p> <p style="text-align: center;">How many more?</p> <p>Add more How many did I add? Take away</p>	<p style="text-align: center;">Sharing and grouping</p> <p>Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p style="text-align: center;">Visualise, build and map</p> <p>Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions</p>

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	<p>Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p>It's me 1 2 3 Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1,2 and 3</p>	<p>Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p>Find 6,7,8 Represent 6,7,8 1 more 1 less Composition of 6,7,8 Make pairs odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p>	<p>1 more 1 less Composition to 10 Bonds to 10 (2parts) Make arrangements of 10 Bonds to 10 (3parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd</p> <p>Explore 3D shapes Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p>How many did I take away?</p> <p>Manipulate, compose and decompose Select shapes for purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p>	<p>Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p>Make connections Deepen understanding Patterns and relationships</p>
Mastering Number	<p>Cardinality and counting Saying number words in sequence Tagging each object with one number word Knowing the last number counted gives the total so far</p>	<p>Comparison More than / less than Identifying groups with the same number of things Comparing numbers and reasoning Knowing the 'one more than/one less than'</p>	<p>Composition Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total) Inverse operations</p>	<p>Pattern Continuing an AB pattern Copying an AB pattern Make their own AB pattern Spotting an error in an AB pattern</p>	<p>Shape and space Developing spatial awareness: experiencing different viewpoints Developing spatial vocabulary Shape awareness: developing shape</p>	<p>Measures Recognising attributes Comparing amounts of continuous quantities Showing awareness of comparison in estimating and predicting Comparing indirectly</p>

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	<p>Recognising small quantities without needing to count them all</p> <p>Numeral meanings</p> <p>Conservation: knowing that the number does not change if things are rearranged (as long as none have been added or taken away)</p>	<p>relationship between counting numbers</p>	<p>A number can be partitioned into different pairs of numbers</p> <p>A number can be partitioned into more than two numbers</p> <p>Number bonds: knowing which pairs make a given number</p>	<p>Identifying the unit of repeat</p> <p>Continuing an ABC pattern</p> <p>Continuing a pattern which ends mid-unit</p> <p>Make their own ABB, ABBC patterns</p> <p>Spotting an error in an ABB pattern</p> <p>Symbolising the unit structure</p> <p>Generalising structures to another context or mode</p> <p>Making a pattern which repeats around a circle</p> <p>Making a pattern around a border with a fixed number of spaces</p> <p>Pattern-spotting around us</p>	<p>awareness through construction</p> <p>Representing spatial relationships</p> <p>Identifying similarities between shapes</p> <p>Showing awareness of properties of shape</p> <p>Describing properties of shape</p> <p>Developing an awareness of relationships between shapes</p>	<p>Recognising the relationship between the size and number of units</p> <p>Beginning to use units to compare things</p> <p>Beginning to use time to sequence events</p> <p>Beginning to experience specific time durations</p>
Understanding the world	<ul style="list-style-type: none"> understand that some places are special to members of their community recognise that people have different beliefs and celebrate special times in different ways 					
Religious Education	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Unit 1:</p> <p>Who belongs in my family and community?</p> <p>Different Kinds of Families</p> <p>Where do we live?</p> <p>Friends</p>	<p>Unit 2:</p> <p>Why are some objects special?</p> <p>Special books</p>	<p>Unit 3:</p> <p>Who cares for me and how do I help others?</p> <p>- Know that there are different religions in the world and identify the names (e.g Islam, Judaism, Buddhism, Sikh)</p>	<p>Unit 4:</p> <p>How do we understand and care for the world?</p> <p>How was our world created?</p> <p>What do we need to do to help the world?</p>	<p>Unit 5:</p> <p>How do people celebrate special times?</p> <p>Harvest</p> <p>Rosh Hashanah</p> <p>Chinese Moon Festival</p> <p>Chinese New Year</p> <p>Diwali</p> <p>Bandi Chhor Divas</p> <p>Hannukah</p>	<p>Unit 6:</p> <p>Which places are special to members of our community?</p> <p>Church- Christianity</p> <p>Mosque- Islam</p> <p>Sikh- Temple</p> <p>Hindu- Mandir</p>



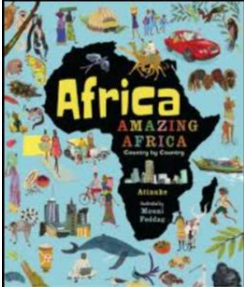
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	<p>Parts of Wider community Jesus as a special person Hindu- Festival of Raksha Bandhan</p>	<p>Judaism (Torah) Christianity (Bible) Islam (Qur'an) Hindu- puja tray Special symbols</p>	<p>Golden Rule- treat others like how you would want to be treated. Christianity- Jesus helping others Islam- Prophet Mohammed Buddhist- Care for animals Hindu- Rama and Sita</p>	<p>Christianity, Judaism, Islam, Hindu</p>	<p>Christmas Holi Eid ul-Fitr Vaisakhi Lent Mardi Gras Easter Pesach Eid Al- Adha</p>	
<p>Science</p>	<p style="text-align: center;">Weather and Seasons (Ongoing over the year)</p> <ul style="list-style-type: none"> • Learn about rain, ice and water. • Describe why the air moves. • Explore snow and melting. • Discover how rainbows are formed. • Learn about the seasonal changes that happen in Spring and Summer. • Learn about the seasonal changes that happen in Autumn and Winter. 					
	<p style="text-align: center;">Health and Safety</p> <p>Explain about the people you can trust.</p> <p>Learn how to stay safe when using electricity.</p>	<p style="text-align: center;">Our Body</p> <p>Learn about your body parts: the arms, the legs, the chest.</p> <p>Learn about your body parts: the hands, the feet.</p>	<p style="text-align: center;">Animals</p> <p>Learn that animals are living things.</p> <p>Discover where animals live and what they need to survive.</p>	<p style="text-align: center;">Plants</p> <p>Discover that plants are living things.</p> <p>Learn about plants and where they come from.</p>	<p style="text-align: center;">Forces and Machines</p> <p>Understand what happens when you push or pull something.</p> <p>Explore objects that sink or float.</p>	<p style="text-align: center;">Materials</p> <p>Learn about living and non-living things.</p> <p>Discover that some things can change shape.</p> <p>Explore the process of melting.</p>

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	<p>Explore different houses and the things we need in our home.</p> <p>Discover first aid and what to do in an emergency.</p>	<p>Learn about your body parts: the eyes and nose.</p> <p>Learn about your body parts: the ears, mouth and hair.</p> <p>Discover how our bodies change.</p> <p>Explore our similarities and differences – we are all unique.</p>	<p>Explore where birds live and what they need to survive.</p> <p>Learn about farm animals.</p> <p>Learn about dinosaurs that lived on earth.</p>	<p>Explore how to look after plants.</p>	<p>Explore different types of machines and mechanisms.</p> <p>Learn how machines make jobs easier.</p> <p>Discover different types of transport.</p>	<p>Learn about different materials.</p> <p>Discover how to make the perfect sandcastle.</p>
<p>Geography</p>	<p>Seasons</p>  <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the</p>		 <p>Maps</p> <p>Draw information from a simple map</p>		 <p>Life in other countries</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live</p>	


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	natural world around them					
History		<p>My story so far</p> <p>Children to discuss their personal History from birth to now. Compare to their peers and discuss.</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p>		<p>People who help us</p> <p>Children to discuss people who help us in the community.</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p>		<p>Transport and homes in the past</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p>
Science	Science – Astro Girl	Science - Look Up!	Science – Nighttime Symphony	Science – Mr Archimedes’ Bath	Science – The Wheels on the Tuk Tuk	Science - My Ocean is Blue
Expressive art and design	<ul style="list-style-type: none"> • explore, use and refine a variety of artistic effects to express their ideas and feelings • return to and build on their previous learning, refining ideas and developing their ability to represent them • create collaboratively, sharing ideas, resources and skills • listen attentively, move to and talk about music, expressing their feelings and responses • watch and talk about dance and performance art, expressing their feelings and responses • sing in a group or on their own, increasingly matching the pitch and following the melody • explore and engage in music making and dance, performing solo or in groups • will be learning to develop storylines in their pretend play. 					
KAPOW - Design Technology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Cooking and Nutrition: Soup	Christmas: Sliding Santa Chimneys	Structures: Junk Modelling	Textiles: Bookmarks To develop threading and weaving skills. To	Cooking and Nutrition: Rainbow Salad	Structures: Boats To understand what waterproof means and

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	<p>Explore the differences between fruits and vegetables and describe them using the senses. To design a vegetable soup recipe. To safely use tools to prepare ingredients. To design food packaging.</p>	<p>To create a picture with a simple sliding mechanism.</p>	<p>To learn how to plan and select the correct resources needed to make a model. To investigate cutting different materials. To explore different ways to temporarily join materials together. To share finished model and talk about the processes in its creation.</p>	<p>practice and apply threading and weaving skills with different materials. To design, create and review a bookmark.</p>	<p>To design and make a rainbow salad and discuss the importance of healthy eating.</p>	<p>test materials. To make predictions and test whether materials are waterproof. To investigate how the shape and structure of boats affects the way it moves. To design and create a boat.</p>
<p>Art</p>	 <p>Being an artist – using materials and exploring</p> <p>Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made.</p>	 <p>Pattern Yayoi Kusama</p> <p>Explore printing and link to Diwali exploring Rangoli patterns. Observational drawings linked to topics. Begin to understand how to use shapes to represent objects.</p>	 <p>Colour Joan Miro</p> <p>Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. Colour mixing/Colour wheels Refining pencil grip and control</p>	 <p>Form Michelle Reader</p> <p>Recycled sculptures – use props and materials for stories and characters.</p> <p>Continue with the development with observational drawing e.g. linked to Spring</p>	 <p>Texture Henri Matisse</p> <p>Explore different collage materials. Refine scissor skills and fine motor skills such as tearing and scrunching. Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing.</p>	 <p>Frida Kahalo Being imaginative</p> <p>Be imaginative with colours and materials to create a self portrait and a landscape.</p> <p>Children discussing their work and the details used on their illustrations and showing lots of detail on these.</p>
<p>Music – Sing Up</p>	<p>I've got a Grumpy Face</p>	<p>Witch Witch</p>	<p>Bird spotting – cuckoo polka</p>	<p>Up and down</p>	<p>Down there under the sea</p>	<p>Slap clap clap</p>

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	<p>Focus: Timbre, beat, pitch contour.</p> <p>The Sorcerer's Apprentice</p> <p>Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p>	<p>Focus: Call-and-response, pitch (la-so-mi-do), timbre.</p> <p>Row, Row, Row your boat</p> <p>Focus: Beat, pitch (step/leap), timbre.</p>	<p>Focus: Active listening, beat, pitch (so-mi), vocal play.</p> <p>Shake my sillies out</p> <p>Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.</p>	<p>Focus: Pitch contour rising and falling, classical music.</p> <p>Five, fine bumblebees</p> <p>Focus: Timbre, tempo, structure (call-and-response), active listening.</p>	<p>Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p>It's oh so quiet</p> <p>Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p>	<p>Focus: Music in 3-time, beat, composing and playing.</p> <p>Bow, Bow, Bow Belinda</p> <p>Focus: Beat, active listening, instrumental accompaniment.</p>
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