

Reception LTP- Avanti Meadows & Brook

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self-Discipline	Respect	Integrity	Courage	Gratitude
Theme	All about me /Into the woods, Diwali, Autumn	Traditional Tales	Space and transport	Our world, signs of spring	Caring for creatures	Dinosaurs
Big questions	What is a family? Do all trees lose their leaves in Autumn?	What is a story? (Tales tool Kit) Can you tell me a story? Is there really 'good' and 'bad'?	What does our world look like?	How do plants grow?	Do all animals need caring for?	Where are dinosaurs now?
Key texts for theme	Goldilocks and the three bears, The Gruffalo, Diwali story, Owl babies Colour Monster/Funny Bones/Brown Bear Brown Bear What do you see?	Three little pigs, The little red hen , hanel and Gretel Little Red (alternate version)	Aliens love underpants, man on the moon, whatever next Beegu/Papa please get the moon for me?/Qpootle	Jack and the Beanstalk, Superworm, Non fiction - A seed in need/The tiny seed	The snail and the whale, flip flap pets Somebody Swallowed Stanley	Flip Flap dinosaur books, Dinosaurs love underpants, Harry's bucket of dinosaurs, tyrannosaurus drip Non-fiction dinosaur books
Theme Vocabulary focus	Seasonal language and description, character Descriptions	Story language, materials and descriptions, feelings	Space, planets and healthy diet language	Plant features and life cycles, mini-beasts and verbs to describe movement	habitats and descriptions, animals and features	Size and texture, names of dinosaurs, time e.g years, Decades
Key story time stories to support WRM	Monkey puzzle, dear zoo, peace at last,	Each, peach pear plum, Three billy goats gruff we're going on a bear hunt, The very hungry caterpillar, funnybones, night monkey, day monkey	What the lady bird heard, Tow of everything, Pete the cat billy's bucket, On every house on every street, Who sank the boat	None the number, Room on the Broom, The balancing act, Kippers toy box, Titch, Jaspers Beanstalk,	Cockatoos, pattern bugs, Mr Magnolia, engines engines	Which one doesn't belong? One is a snail, ten is a crab, Jack the builder, Grandpa's quilt, Monster Math, Rosie's Zoo
Communication and Language	Describe events in some detail.	Learn new vocabulary.	Learn new vocabulary.	Learn new vocabulary.	Learn new vocabulary.	Learn new vocabulary.
	Understand how to listen carefully and why listening is important.	Use new vocabulary through the day	Use new vocabulary through the day	Use new vocabulary through the day	Use new vocabulary through the day	Use new vocabulary through the day
	Learn new vocabulary.	Understand how to listen carefully and why listening is important.	Ask questions to find out more and to check they understand what has been said to them.	Ask questions to find out more and to check they understand what has been said to them.	Ask questions to find out more and to check they understand what has been said to them.	Ask questions to find out more and to check they understand what has been said to them.
	Use new vocabulary through the day	Articulate their ideas and thoughts in well-formed sentences.	Connect one idea or action to another using a range of connectives.	Articulate their ideas and thoughts in well-formed sentences.	Connect one idea or action to another using a range of connectives.	Articulate their ideas and thoughts in well-formed sentences.
	Engage in story times	Describe events in some detail.	Describe events in some detail.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
	Develop social phrases	Engage in story times	Use new vocabulary in different contexts.	Use new vocabulary in different contexts.	Listen to stories and build familiarity and understanding	Listen to stories and build familiarity and understanding

Reception LTP- Avanti Meadows & Brook

	Listen to stories and build familiarity and understanding	Develop social phrases	Engage in non- fiction books	Learn rhymes, poems and songs.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
	Learn rhymes, poems and songs.	Listen to stories and build familiarity and understanding	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Engage in non- fiction books	Use new vocabulary in different contexts.	Use new vocabulary in different contexts.
		Learn rhymes, poems and songs.		Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Engage in non- fiction books	Engage in non- fiction books
Linked Activities	Autumn walk, re-telling stories, role play- goldilocks, small world story telling, natural objects exploration, language about the woods/trees feelings/ descriptions of characters, Nursery Rhymes, Leaf rubbings/bark ect RWI class phrases – magnetic eyes/fred talk	Re-tell stories, puppets acting key events, cooking, building houses, story telling language, language around cooking, Role play- builders, Christmas songs Out of the Ark, RWI class phrases	Language around where will live and space, sandwich making, instructions, role play space picnic, food tastings- likes and dislikes, NF books about space and our World	Growing plants, instruction writing, minibeast- visitor, language around animals and plants, language around villains and heroes, role play- market/ shops, Spring songs- out of the Ark, NF books about plants and life cycles	Trip to the farm, recount of the farm. Re-telling stories. Role play- vets, NF books about animals	Language- past and present, re-telling stories, puppets small world, describing dinosaurs, role play- archaeologist, dinosaur NF books
Personal, social and Emotional development	See themselves as a valuable individual.	Build constructive and respectful relationships.	Build constructive and respectful relationships.	See themselves as a valuable individual.	See themselves as a valuable individual.	Express their feelings and consider the feelings of others.
	Build constructive and respectful relationships.	Express their feelings and consider the feelings of others.	Express their feelings and consider the feelings of others.	Express their feelings and consider the feelings of others.	Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge.
	Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge.	Identify and moderate their own feelings socially and emotionally.	Show resilience and perseverance in the face of challenge.	Know and talk about the different factors that support their overall health and wellbeing	See themselves as a valuable individual.
	Identify and moderate their own feelings socially and emotionally.	Identify and moderate their own feelings socially and emotionally.	Manage their own needs	Think about the perspectives of others.	Think about the perspectives of others.	Build constructive and respectful relationships.
	Think about the perspectives of others.	Know and talk about the different factors that support their overall health and Wellbeing		Know and talk about the different factors that support their overall health and wellbeing		
	Manage their own needs				Manage their own needs	

Reception LTP- Avanti Meadows & Brook

<p>Linked Activities</p>	<p>Marble jar – can you work as a team? Circle time- Core Principle 1 focus Circle time- who am I, focus on similarities and differences Me bags – share your me bag</p> <p>Who can I go to for help? My key adults</p> <p>Year 6 buddy intro</p> <p>Behaviour policy – where do I go to calm my body? What is a feeling? Can I name a feeling? Which colour monster am I? Zones of regulation board</p> <p>What can I do to change a feeling? How can I solve a problem?</p> <p>First reminders/second reminder – calming time</p> <p>Social stories</p>	<p>Marble jar – can you work as a team?</p> <p>Anti- bullying week activities walk to the woods Circle time- Core Principle 2 focus Focus on respect- use stories of analyse this e.g. Little red</p> <p>Year 6 buddy readers every Fri</p> <p>Behaviour policy – where do I go to calm my body? What can I do to change a feeling? Which colour monster am I? Zones of regulation board</p> <p>How can I solve a problem? What is a feeling? Can I name a feeling?</p> <p>Wow vouchers – home celebrations</p> <p>Social stories</p>	<p>Marble jar – can you work as a team?</p> <p>Group challenge- make a spaceship Circle time- transition</p> <p>Special parent readers! Year 6 buddy readers every Fri</p> <p>Behaviour policy – where do I go to calm my body? What do I do with a big feeling? Zones of regulation board</p> <p>How can I solve a problem? What words can I use to solve problems and mend friendships? What is a friend?</p> <p>Wow vouchers – home celebrations</p> <p>Social stories</p>	<p>Marble jar – can you work as a team?</p> <p>Food diaries Cooking opportunities- food around the world Modelled ELF opportunities</p> <p>Year 6 buddy readers every Fri</p> <p>Behaviour policy – where do I go to calm my body? What do I do with a big feeling? Zones of regulation board</p> <p>How can I solve a problem? What words can I use to solve problems and mend friendships? What is a friend?</p> <p>Wow vouchers – home celebrations</p> <p>Social stories</p>	<p>Marble jar – can you work as a team?</p> <p>Trip to the farm H Circle time- Core Principle 5 focus- Taking care – what does this mean? How to care for animals/ how do we care for ourselves, How do we care for babies?</p> <p>Behaviour policy – where do I go to calm my body? What do I do with a big feeling? Zones of regulation board</p> <p>How can I solve a problem? What words can I use to solve problems and mend friendships? What is a friend?</p> <p>Wow vouchers – home celebrations</p> <p>Social stories</p>	<p>Marble jar – can you work as a team?</p> <p>Transition to Year 1 Helper of the day</p> <p>Helper of the day Modelled ELF- modelling negotiation and communication Sports day- not giving up House Points link to sports day and transition. Circle time- Core Principle 6</p> <p>Zones of regulation board</p> <p>Social stories</p>
	<p>modelled ELF opportunities of turn taking and showing respect/ tidy up routines and expectations Feelings of characters in key stories, HOT seating, role play Feelings display Snack area, toilet time, indoor outdoor transitions Assembly focus- Empathy and Courage</p>	<p>hen Modelled ELF opportunities modelling resilience and perseverance Feelings display Healthy eating- little red hen and making bread Assembly focus- Respect and self- discipline</p>	<p>Circle time- Core Principle 4 focus Feelings display Assembly focus- Gratitude and integrity</p>	<p>modelling resilience and perseverance Group challenges e.g. building a bug house Circle time- Core Principle 3 focus Feelings display Assembly focus- Gratitude and integrity</p>	<p>Feelings display Assembly focus- courage and gratitude Effect of rubbish on animals- showing pictures, discussing. Then sorting rubbish with the chn- materials- paper, card board, plastic. Litter picking</p>	<p>Focus Keeping healthy- sports day Feelings display Assembly focus- Empathy and courage</p>

Reception LTP- Avanti Meadows & Brook

Physical development	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Develop overall body-strength, balance, co-ordination and agility.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Revise and refine the fundamental movement skills	Develop overall body-strength, balance, co-ordination and agility.	Combine different movements with ease and fluency.
Complete PE Scheme	Further develop the skills they need to manage the school day successfully	Progress towards a more fluent style of moving, with developing control and grace.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Progress towards a more fluent style of moving, with developing control and grace.
	Develop Gross motor skills - Use their core muscle strength to achieve a comfortable way of sitting on the carpet. Navigating space/being aware of others around them	Combine different movements with ease and fluency.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Combine different movements with ease and fluency.	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	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
	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils/ paintbrushes, markmaking scissors, knives, forks and spoons (lunch time obs)	Further develop the skills they need to manage the school day successfully	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	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 spoons	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Revise and refine the fundamental movement skills			Develop the foundations of a handwriting style which is fast, accurate and efficient.		
Scheme of work	Best of balls	Jumping Jacks	Best of balls	gym jungle	Olympics	Dinosaurs
Linked activities	Daily expectations- putting on shoes, zipping up coat Sitting expectations Scrubbing the floors	Daily expectations- putting on shoes, zipping up coat,	Handwriting (presentation)/ spelling focus	Cooking- cutting fruits/ vegetables Large scale painting/ chalking	Sports day games	Sports day games Handwriting (presentation)/ spelling focus
	Using tools to make Divas Cutting and sticking activities Playdough activities – dough disco Finger gym activities Diwali dancing – scarves	duck, duck, goose Handwriting (formation) focus Parachute games	Focus on small group games e.g. football Parachute games	beanstalks moving and growing like a beanstalk to the beat Handwriting (presentation)/ spelling focus	Handwriting (presentation)/ spelling focus	
Literacy (reading) RWI milestones	RWI Phonics Set 1- reading single letter sounds	RWI Phonics Set 1- read all sounds and blend sounds into words orally	RWI Phonics Set 1- blend sounds to read words	RWI Phonics Set 1- blend sounds to read words; read short ditty stories	RWI Phonics Set 2- read green story books	RWI Phonics Set 2- read purple story books

Reception LTP- Avanti Meadows & Brook

	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	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 a few common exception words matched to the school’s phonic programme	Read a few common exception words matched to the school’s phonic Programme
	Read a few common exception words matched to the school’s phonic Programme – word set boxes	Read a few common exception words matched to the school’s phonic Programme – word set boxes	Read a few common exception words matched to the school’s phonic Programme – word set boxes	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception Words Programme – word set boxes	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception Words Programme – word set boxes	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception Words Programme – word set boxes
	Read Individual letters by saying the sounds for them	Read Individual letters by saying the sounds for them	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	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
				Read some letter groups that each represent one sound and say sounds for them	Read some letter groups that each represent one sound and say sounds for them	Read some letter groups that each represent one sound and say sounds for them
Linked activities	Letter hunt, say and sort the sounds, Home reading begins, initial sound games	Library visits, word hunt, treasure hunt	Read and match phrases, Guided read- letter from the alien	following clues, reading corner focus on trying to read words as well as using pictures, External library visit?	Read and match phrases, Guided read- information about the farm	Read and match phrases, - Guided read- letter from the dinosaur
Literacy (Writing)	Write own name	Form lower-case and capital letters correctly	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell words by identifying the sounds and then writing the sound with letter/s.
	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	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. Activities to raise confidence in mark making.	Re-read what they have written to check that it makes sense.	Re-read what they have written to check that it makes sense.	Re-read what they have written to check that it makes sense.	Re-read what they have written to check that it makes sense.	Re-read what they have written to check that it makes sense.

Reception LTP- Avanti Meadows & Brook

<p>Linked activities</p>	<p>Talk for writing. Talk for writing-hook, imitate phase focus/helicopter stories/</p> <p>Initial sound labelling</p> <p>Modelled scribing of labelling</p>	<p>Key lines from traditional tales, sequencing stories, labelling characters, lists of how to build a house</p> <p>Handwriting (formation) focus</p> <p>cvc writing frames</p> <p>Talk for writing/ shared reading to begin. Talk for writing-hook, imitate, innovate and invent begins/tales tool kit/</p>	<p>Alien passports, letter to the aliens, labelling transport, instructions for a sandwich</p> <p>Handwriting (presentation)/ spelling focus</p> <p>Writing for pleasure</p>	<p>Story writing, sequencing how to grow a plant, list of mini-beasts list of things you need to grow a plant/mini beast hunt/drawing and labelling bugs</p> <p>Handwriting (presentation)/ spelling focus</p> <p>Writing for pleasure</p>	<p>Handwriting (presentation)/ spelling focus</p> <p>Recount of the farm</p> <p>Labelling farm animals</p> <p>Post card from the snail</p> <p>Writing for pleasure</p>	<p>Handwriting (presentation)/ spelling focus,</p> <p>Describing dinosaur pants,</p> <p>Describing a dinosaur</p> <p>Labelling features of a dinosaur</p> <p>Writing for pleasure</p>
<p>Mathematics- WRM</p>	<p>Just like me!</p>	<p>It's me 1,2,3! Light and dark</p>	<p>Alive in 5! Growing 6,7,8,</p>	<p>To 20 and beyond, first then now,</p>	<p>Building 9 and 10, consolidation</p>	<p>Find my pattern, on the move</p>
<p>Whiterose Maths</p>	<p>Compare numbers.</p>	<p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>Compare numbers.</p>	<p>Count beyond ten.</p>	<p>Compare numbers.</p>	<p>Count beyond ten.</p>
	<p>Count objects, actions and sounds</p>	<p>Compare numbers.</p>	<p>Explore the composition of numbers to 10.</p>	<p>Continue, copy and create repeating patterns.</p>	<p>children recognise a 3d shape</p>	<p>'one more than/one less than'</p>
	<p>Link the number symbol (numeral) with its cardinal number value</p>	<p>Count objects, actions and sounds</p>	<p>compare length, weight and capacity</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p>	<p>recall number bonds for numbers 0-10</p>	<p>Adding and taking away</p>
	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p>	<p>Explore the composition of numbers to 10</p>	<p>recall number bonds for numbers 0-5</p>	<p>recall number bonds for numbers 0-10</p>	<p>Continue, copy and create repeating patterns.</p>	<p>recall number bonds for numbers 0-10</p>
	<p>compare length, weight and capacity</p>	<p>children recognise a shape</p>	<p>Link the number symbol (numeral) with its cardinal number value</p>	<p>Explore the composition of numbers to 10.</p>	<p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>doubling and sharing (even and odd)</p>
	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>'one more than/one less than'</p>	<p>Adding and taking away</p>	<p>Adding and taking away</p>	<p>Adding and taking away</p>	<p>children recognise a 3d shape</p>
		<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Count objects, actions and sounds</p>	<p>'one more than/one less than'</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p>
		<p>Subitise</p>	<p>Subitise</p>	<p>Subitise</p>	<p>Subitise</p>	<p>Subitise</p>
<p>Linked activities</p>	<p>Comparing amounts- woodland objects, Matching numbers to the amount,</p>	<p>Autumn 2 onwards- M, T, W- 1 number at a time focus for at least a week- composition,</p>	<p>Making Picnic on the moon sharing, 3d shape cars, Shape vehicles, Making tracks and</p>	<p>Weighing mini- beasts counting and adding mini- beasts, measuring worms and</p>	<p>3d shape hunt, making 10- vets and pets game, shape patterns, counting farm</p>	<p>Sorting and counting dinosaurs, dinosaur patterns, shape patterns, comparing</p>

Reception LTP- Avanti Meadows & Brook

	numicon- fill the board activity, comparing amounts (goldilocks), rangoli patterns- shapes in shapes Odd one out – how many sides	compare, calculation, subitise, count, part- whole model Counting characters, counting sweets, compare amounts of sweets on a sweet house, Shapes to make a house, positional language- where is the wolf, making maps for hansel and Gretel, Numicon what's in the bag game, making bread- counting for cooking.	maps, alien soup- adding, doubling, fruit salad- doubling, sharing, grouping,	beanstalks, golden eggs compare size, time-life mini-beast life cycle, plant life cycle, daily routine	animals, adding taking away farm animals, puzzles	amounts of dinosaurs in the buckets, adding and subtracting dinosaurs, shape dinosaur pictures
Understanding the world	Talk about members of their immediate family and community. Photo send in from home! Display behind paper frames.	Comment on images of familiar situations in the past.	Talk about members of their immediate family and community.	Talk about members of their immediate family and community.	Recognise that people have different beliefs and celebrate special times in different ways	Recognise some environments that are different to the one in which they live.
	Name and describe people who are familiar to them.	Comment on images of familiar situations in the past.	Name and describe people who are familiar to them.	Recognise some similarities and differences between life in this country and life in other countries.	Explore the natural world around them.	Explore the natural world around them.
	Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past.	Draw information from a simple map	Explore the natural world around them.	Describe what they see, hear and feel whilst outside.	Draw information from a simple map
	Explore the natural world around them.	Draw information from a simple map	Compare and contrast characters from stories, including figures from the past.	Recognise some environments that are different to the one in which they live.	Draw information from a simple map	Understand the effect of changing seasons on the natural world around them.
	Understand that some places are special to members of their community.	Understand that some places are special to members of their community.	Describe what they see, hear and feel whilst outside.	Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them.	
	Recognise that people have different beliefs and celebrate special times in different ways	Recognise that people have different beliefs and celebrate special times in different ways	Recognise that people have different beliefs and celebrate special times in different ways			
	Understand the effect of changing seasons on the natural world around them.		Understand the effect of changing seasons on the natural world around them.			

Reception LTP- Avanti Meadows & Brook

Linked activities	Family tree- like three little bears, story time- home-comparison, comparing characters. Key events-	story time- home-comparison, comparing characters. Hansel and Gretel maps, Key events- Christmas, Winter clothes sorting	what is bob's job, what other jobs are there? Tracks and maps for vehicles, Key events- Ratha Yatra story time- home-comparison,	Mini- beast hunt, plant observations, growing beanstalks, life cycles, animal habitats, espresso different countries and lifestyles,	animal habitats, chick life cycle Key events- Easter, trip to the farm, weather and habitats. Easter egg hunt map	Dinosaur maps- find the dinosaur, Dinosaur experience day, weather and climate for dinosaurs- making Collages
	Diwali. Walk to the woods- autumn walk Class tree – Who is in our family? Birthdays	Cooking – bread/ginger bread (egg free) - shortbread	comparing characters. Train ride, summer- packing bags for trip	season cycle, Real tadpoles- observing natural changes/butterflies Moths at night – sheet experiment		
Expressive arts and design	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Create collaboratively, sharing ideas, resources and skills	Create collaboratively, sharing ideas, resources and skills	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Create collaboratively, sharing ideas, resources and skills
	Listen attentively, move to and talk about music, expressing their feelings and responses	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore and engage in music making and dance, performing solo or in groups	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
	Watch and talk about dance and performance art, expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in groups	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Listen attentively, move to and talk about music, expressing their feelings and responses	Develop storylines in their pretend play	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Develop storylines in their pretend play	Develop storylines in their pretend play	Watch and talk about dance and performance art, expressing their feelings and responses.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Listen attentively, move to and talk about music, expressing their feelings and Responses
	Sing in a group or on their own, increasingly matching the pitch and following the melody.	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.		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.
Linked activities	Atelier- mini woods, Diwali dancing, dandiya dancing, whole class singing- autumn songs, large scale gruffalo, exploring shades- colour mixing greens to woodlands	Making a sweet home (food), christmas pantomime, making junk box homes, baking bread, role play builders	Group- spaceship, role play space picnic, painting aliens, whole class 'alien trip', outdoor musical instruments	Group- bug houses, moving and growing like a beanstalk to the beat, Clay mini-beasts, kidz- bop short dances	Role play- vets, Kidz bop- short dances, paper plate animals, Singing summer songs, outdoor stage and singing/ performance space	Group- outside giant dinosaur, dinosaur collage, dinosaur dance, making dinosaur fossils
Trips	Walk to the woods, observational paintings of the woods	Pantomime Organise school nurse/ dentist for oral hygiene?	National Space Centre Epping/Ongar train ride	mini- beast company in school	Trip to the farm	Dinosaur man in

Reception LTP- Avanti Meadows & Brook