

Reception Long Term Plan- Core Knowledge document

Autumn	
Strand: Being Imaginative and Expressive Art	
Core Taught	Core Provision
<p><i>Specific learning from taught sessions, focused on knowledge and skills: Specific learning from taught sessions, focused on knowledge and skills: Teach, model and scaffold:</i></p> <ul style="list-style-type: none"> - Read and repeat familiar stories – using books and orally retelling stories. - Model sharing ideas for stories using puppets and images (comic books etc) - Model changing repeated motifs in familiar stories (E.G- Suggested another character for the little red hen to visit.) - Model using images and props to help them recount familiar narratives and stories - Model using story props (spoons, peg dolls, dice) to create their own story - Encourage joining in with saying and singing repeated phrases in familiar nursery rhymes and songs. - Teach range of songs, rhymes, poems and stories. - To move along to music. 	<p>Area</p> <p>Classroom:</p> <ul style="list-style-type: none"> - Adults encourage performance of songs, rhymes, poems and stories with familiar peers. - Adults encourage movement along with music. <p>Creative Area:</p> <ul style="list-style-type: none"> - Activities to encourage creating props for stories - Moving along to music <p>Role Play:</p> <ul style="list-style-type: none"> - Model use of props within in role play and story telling <p>Small World:</p> <ul style="list-style-type: none"> - Model use of props within in role play and story telling <p>Reading Area:</p> <ul style="list-style-type: none"> - Familiar stories that children are learning by heart available for children to read and look at with an adult or peers - Story props available for recounting familiar stories and creating own stories <p>Outside:</p> <ul style="list-style-type: none"> - Imaginative role-play with each other modelled and scaffolded by adults

	<ul style="list-style-type: none"> - Music/Performance area for poetry, song, dance performances - Storytelling area with familiar books and stories - Use of construction area to build structures to use in storytelling – eg, house made of sticks, house made of bricks, house made of straw - Clothing/material to use to dress up and scaffold role play <p>Additional:</p> <ul style="list-style-type: none"> - Children to attend singing assemblies - Nativity practise of songs and dances
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Spring	
Strand: Being Imaginative and Expressive Art	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills: Teach and model:</p> <ul style="list-style-type: none"> - Teach, model and scaffold adapting narratives and stories by changing a variable. (E.G characters, setting, key events etc.) 	<p><i>Area</i> Classroom:</p> <ul style="list-style-type: none"> - Adults encourage performance of songs, rhymes, poems and stories with familiar peers. - Adults encourage movement along with music – showing an awareness of the beat within a piece of music.

- Independently using images and props to help them recount familiar stories and narratives in detail.
- Continue to teach a range of songs, rhymes, poems and stories that they can perform/tell orally.
- Teach and model using instruments and simple songs - showing an awareness of beat within a piece of music.

Creative Area:

- Activities and opportunities to independently create props for stories.
- Moving along to music – encouraging awareness of beat in the music.

Role Play:

- Model use of props within in role play and story telling
- Model and scaffold creating own stories and narratives and share this with others.
- Model and scaffold changing a variable in a familiar story – eg providing/creating different characters, different setting, different ending.

Small World:

- Model use of props within in role play and story telling.
- Opportunities to create new characters or settings for their stories.
- Visuals for different beginning/middle/endings to a familiar story

Reading Area:

- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers
- Visuals of simple story structures. Visuals to support changing a character/setting/part of the story.

Outside:

- Imaginative role-play with each other modelled and scaffolded by adults – changing parts of familiar stories.
- Music/Performance area for poetry, song, dance performances
- Storytelling area with familiar books and stories

	<ul style="list-style-type: none"> - Use of construction area to build structures to use in storytelling – eg, house made of sticks, house made of bricks, house made of straw – or house made of feathers/leaves/pebbles? - Clothing/material to use to dress up and scaffold role play <p>Additional:</p> <ul style="list-style-type: none"> - Children to attend singing assemblies
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Summer	
Strand: Being Imaginative and Expressive Art	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills: To teach and encourage the children to independently:</p> <ul style="list-style-type: none"> - Continue to teach, model and scaffold using own ideas to independently create narratives and stories. - Continue to teach, model and scaffold independently adapting narratives and stories by changing a variable (E.G characters, setting, key events etc.) - Continue to teach verbally recounting familiar narratives and stories in detail, using visual cues. - Continue to teach a range of well-known nursery rhymes and songs. - Continue to perform a range of songs, rhymes, poems and stories with others. 	<p><i>Area</i></p> <p>Classroom:</p> <ul style="list-style-type: none"> - Adults encourage children to create imaginatively as well as allow time for children to be expressive and perform to others. <p>Creative Area:</p> <ul style="list-style-type: none"> - Activities and opportunities to independently create props for stories and role play. - Moving along to music – encouraging awareness of beat and rhythm in music. <p>Role Play:</p> <ul style="list-style-type: none"> - Encourage children to independently decide on what props they need in role play area and create opportunities for them to plan and make them. - Continue to model and scaffold creating own stories and narratives and share this with others. - Continue to model and scaffold changing a variable in a familiar story – eg providing/creating different characters, different setting, different ending – could children make new costumes/settings for these?

- Teach listening for the beat and the rhythm within a piece of music.

Small World:

- Continue use of props within in role play and story telling.
- Opportunities to create new puppets or settings for their stories.
- Visuals for different beginning/middle/endings to a familiar story. Visuals to encourage changing characters or settings in the story, or what happens at a different stage in the story.

Reading Area:

- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers.
- Visuals of simple story structures. Visuals to support changing a character/setting/part of the story.

Outside:

- Imaginative role play with each other modelled and scaffolded by adults – changing parts of familiar stories.
- Music/Performance area for poetry, song, dance performances – beat and rhythm in songs.
- Storytelling area with familiar books and stories
- Use of construction area to build structures to use in storytelling – e.g., house made of sticks, house made of bricks, house made of straw – or house made of feathers/leaves/pebbles?
- Clothing/material to use to dress up and scaffold role play

Additional:

- Children to attend singing assemblies