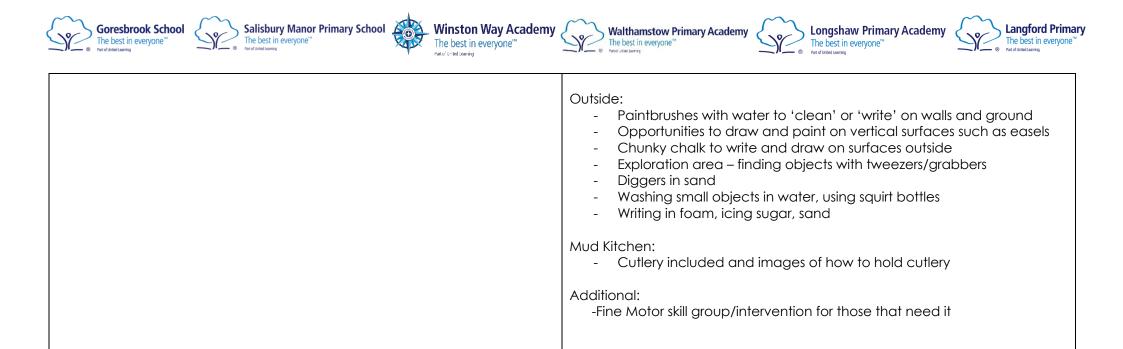


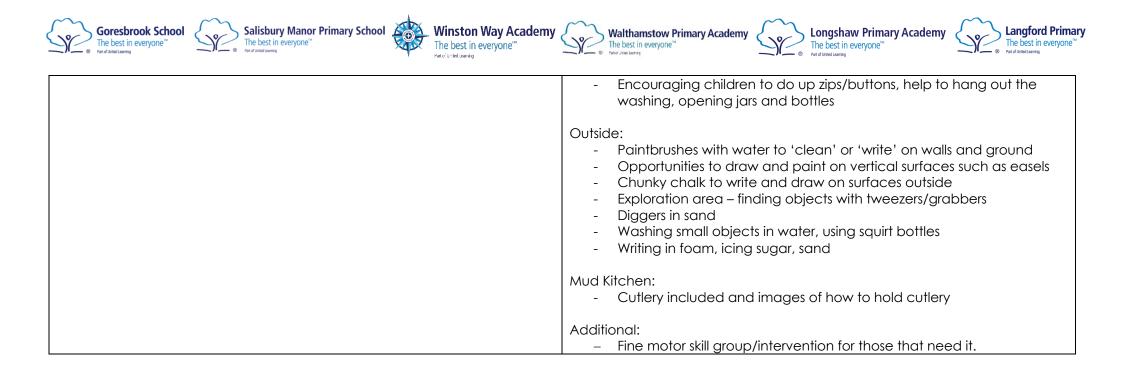
Reception Long Term Plan- Core Knowledge document

Autumn Strand: Fine Motor Skills		
 Specific learning from taught sessions, focused on knowledge and skills: Teach, model, scaffold tripod pencil grip during whole class writing activities e.g. Phonics and handwriting. Teach posture when writing at tables. Teach, model, scaffold using paintbrushes and a range of mark making tools – using appropriate pressure to make marks. Teach snipping and cutting large shapes out of paper. Teach and model holding cutlery correctly – spoon is easiest, then fork and knife. Teaching accuracy when drawing – shapes and objects Modelling of scissor skills (how to hold them correctly, making snips in paper) 	 Classroom: Provide opportunities for activities to build fine motor skills incorporated into learning opportunities – e.g. phonics activities using tweezers, maths activities using scissors Duplo and Lego construction Adults encourage and support marble and peg board games – kerplunk or operation Making puppets out of tennis balls and telling stories/small world puppets Writing area: Images of how to hold pencil in tripod grip for both RH and LH. Mazes and dot-to-dot pictures Writing on sandpaper or aluminium foil Adults support stencil writing Creative area: Images of how to hold different implements – paintbrush, chalk, scissors, glue stick, cutlery Provide opportunities for hiding objects in putty, threading, Home Corner: Images of people sitting at tables together, using cutlery correctly. Provide opportunities for activities to support using cutlery – e.g. finding marbles in playdough 'posting' objects through small holes – e.g. Posting letters in a post box, posting coins in a shop till Encouraging children to do up zips/buttons, help to hang out the washing, opening jars and bottles 	





Spring Strand: Fine Motor Skills		
 Specific learning from taught sessions, focused on knowledge and skills: Continue to model and scaffold tri-pod grip. Further small group focus for children as needed. Teach and model cutting along lines – following lines more closely. Teach and model using glue sticks and spreaders accurately when making Continue to model appropriate pressure when drawing and mark making Continue to model and scaffold accurate shapes when drawing. Modelling of scissor skills (how to hold them correctly, cutting different lines and shapes.) 	 Classroom: Activities to build fine motor skills incorporated into learning opportunities – eg. phonics activities using tweezers, maths activities using scissors Duplo and Lego construction Marble and peg board games – kerplunk or operation Making puppets out of tennis balls and telling stories/small world puppets Writing area: Images of how to hold pencil in tripod grip for both RH and LH. Mazes and dot-to-dot pictures Writing on sandpaper or aluminium foil Stencil writing Creative area: Images of how to hold different implements – paintbrush, chalk, scissors, glue stick, cutlery Hiding objects in putty, threading, Home Corner: Images of people sitting at tables together, using cutlery correctly. Activities to support using cutlery – eg finding marbles in playdough 'posting' objects through small holes – eg. Posting letters in a post box, posting coins in a shop till 	





C

Summer		
Strand: Fine Motor Skills		
Core Taught	Core Provision	
 Specific learning from taught sessions, focused on knowledge and skills: Continue to model and scaffold tri-pod grip for extended periods of time. Further small group focus for children as needed. Continue to model cutting along lines with accuracy Continue to model using cutlery correctly Continue to model appropriate pressure when mark making Model and scaffold more complex shapes when drawing eg. Different shapes of noses, hands with fingers. Modelling of scissor skills (how to hold them correctly, cutting different lines and shapes.) 	 Classroom: Activities to build fine motor skills incorporated into learning opportunities – eg. phonics activities using tweezers, maths activities using scissors Duplo and lego construction Marble and peg board games – kerplunk or operation Making puppets out of tennis balls and telling stories/small world puppets Writing area: Images of how to hold pencil in tripod grip for both RH and LH. Mazes and dot-to-dot pictures Writing on sand paper or aluminium foil Stencil writing Creative area: Images of how to hold different implements – paintbrush, chalk, scissors, glue stick, cutlery 	



- Hiding objects in putty, threading,
 Home Corner: Images of people sitting at tables together, using cutlery correctly. Activities to support using cutlery – eg finding marbles in playdough 'posting' objects through small holes – eg. Posting letters in a post box, posting coins in a shop till Encouraging children to do up zips/buttons, help to hang out the washing, opening jars and bottles
 Outside: Paintbrushes with water to 'clean' or 'write' on walls and ground Opportunities to draw and paint on vertical surfaces such as easels Chunky chalk to write and draw on surfaces outside Exploration area – finding objects with tweezers/grabbers Diggers in sand Washing small objects in water, using squirt bottles Writing in foam, icing sugar, sand
Mud Kitchen: - Cutlery included and images of how to hold cutlery
Additional: – Fine motor skill group/intervention for those that need it.

