

Reception – LTP Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Focus	All about me My family My friends My feelings Where I live Nursery Rhymes	Autumn Our World Recycling Celebrations Christmas	Winter Chinese New Year Superheroes People Who Help Us	Farm animals Wild animals Arctic animals Easter	Once Upon a Time Spring Growing	Summer Seaside Pirates Holidays Comparison to another country
Communication and Language	See communication and language/literacy LTP					
Personal, Social and Emotional Development	School rules What makes us unique? Feelings and how they affect others. Using the environment and asking for help. Who to ask for help – stranger danger.	Making friendships Road safety Fire safety Taking turns Developing confidence to have a go	Keeping healthy Describing self in positive terms. Understanding how actions affect others. Adapting behaviour. Bravery What to do in an emergency?	Stranger danger Thinking about the perspective of others Considering other people's feelings Looking after animals Taking on challenges	Building respectful relationships Trying new activities Expressing feelings Identifying and moderated own feelings	Perseverance Setting simple goals Playing co-operatively and taking turns Regulating behaviour/emotions

	My special people Importance of exercise	Resilience – BFPNS value	Appropriate words to describe self		Appropriate behaviours – consent of hugs etc	Sun safety – sun cream applied at home. Transition to Y1/Change What change can feel like.
	Throughout the year children in Reception children will have the opportunity to develop and apply their PSED skills through the use of continuous provision as well as through group circle times. Opportunities are provided to ensure children's play regularly involves sharing and co-operating with friends and other peers as well providing challenges where children can show persevere and resilience. Oral health is covered through children brushing their teeth daily in school as well as discussions around this.					
Physical Development	Introduction to PE – Unit 2 Safe walking to PE	Fundamental skills unit 2 – Awareness of surroundings/others	Gymnastics – Unit 2 Equipment safety Safe landings Personal space	Dance – Unit 2 Personal space	Ball Skills - Unit 2 Equipment safety	Games - Unit 2 Equipment safety
Literacy	See communication and language/literacy LTP					

Maths	Unit 1: Numbers to 5		Unit 7: Numbers to 10		Unit 14: Counting on and counting back	
	Unit 2: Comparing groups within 5		Unit 8: Comparing numbers within 10		Unit 15: Numbers to 20	
	Unit 3: Shape (3D and 2D shapes)		Unit 9: Addition to 10		Unit 16: Numerical patterns	
	Unit 4: Change within 5		Unit 10: Measure (length, height and weight)		Unit 17: Shape (composing and decomposing shape)	
	Unit 5: Number bonds within 5		Unit 11: Number bonds to 10		Unit 18: Measure (volume and capacity)	
	Unit 6: Space		Unit 12: Subtraction		Unit 19: Sorting (optional)	
			Unit 13: Exploring patterns		Unit 20: Time (optional)	
Understanding the World	Autumn	Autumn/Winter	Winter	Spring	Spring	Summer
	Differences between ourselves and others	Looking after our world – Litter/Recycling	Freezing/Melting	Animal habitats	Observation of animals and plants.	Features on a map – simple map work
	Growing up	Celebrations – Bonfire night/ Diwali/Christmas /Remembrance Day	Naming and describing familiar people e.g., occupations of people who help us.	Different features of environments	Lifecycle of plant and how to care for them	What is the past? Long long ago – Basic Chronology
	Family Structures			Lifecycle of a chick		
	My body parts		Nurses – Now and in the past (Florence Nightingale)	Materials	Exploring the past through stories.	Holidays – Now and in the past.
	My senses	History of Bonfire Night - Guy Fawkes		Easter story		
	Where I live – Exploring maps	Christmas story	Safety network and safe people	Caring for animals	Compare and contrast characters from stories	Comparison of different countries ways of life England/Africa
	Safe relationships Privacy		Water Safety	Mutual respect Religion		

	My body is my own body Consent – hugs, hand holding	Christmas around the world Fire safety Handling sparklers safely, recognising only adults should use fireworks. Respect – understanding and recognising different beliefs. BFPNS school rule.			Safety in different environments	Sun safety
Digital technology	Using technology within play Not putting electrical equipment in mouths	Using technology within play Not putting electrical equipment in mouths Using technology safely	Using technology within play Not putting electrical equipment in mouths Using technology safely	Using technology within play Not putting electrical equipment in mouths Using technology safely	Programming a bee-bot Using technology safely	Using technology within play Not putting electrical equipment in mouths Using technology safely Appropriate images

RE	Key Question: Belonging: Who are we and how do we belong? Celebrations/ festivals: Harvest Different cultures	Key Question: What times are special and why? Celebrations/ festivals: Diwali Remembrance Day Bonfire Night Christmas Different cultures	Key Question: What people are special and why? Celebrations/ festivals: Chinese New Year Different cultures	Key Question: Our wonderful Earth: how can we care for living things and the earth? Celebrations/ festivals: Pancake Day Easter Different cultures	Key question: Which stories are special and why? Celebrations/ festivals: Eid Different cultures	Key Question: What places are special and why? <i>Going to church</i> Celebrations/ festivals: Brierley Forest Festival Different cultures
Expressive arts and Design	Get Set 4 Music: Whatever the Weather - Recognising changes in pitch. - Copying rhythm patterns and matching rhythms to words. - Listening to and responding to music. - Matching instruments to sounds. Creating music as a group.	Get Set 4 Music: Circus - Singing, moving and playing to a steady beat. - Describing music and responding through movement - Performing rhythms taken created through words. - Improvising on instruments - Performing as a group.	Get Set 4 Music: Space - Recognising and talking about changes in dynamics and tempo - Responding to music expressing thoughts and feelings - Creating music in response to a theme - Exploring pitch, singing melodies in response to written music - Moving and playing to a steady pulse.	Get Set 4 Music: Minibeasts - Listening to and responding to music. - Creating actions and playing percussion to accompany singing. - Responding to written symbols - Creating rhythms - Making comparisons about music	Get Set 4 Music: Journeys - Responding to written symbols - Beginning to write rhythms incorporating a rest. - Adding sound effects to enhance a song. - Listening to and responding to music. - Creating music in response to a theme.	Get set 4 Music: Deep Blue Sea - Singing alone and with others with awareness of pitch - Moving and responding to sound - Exploring and describing different sounds. - Copying and creating rhythms. - Responding to written symbols.

Using instruments safely Experimenting with mixing colours for a purpose Mark making with different materials Drawing a person/ Self portraits Joining skills - Using glue and tape Do not put glue or tape in your mouth	Using instruments safely Junk modelling Pastels/Chalks Artist: Vincent Van Gogh – Starry Night Do not put pastels/chalks/clay in your mouth. Rubbings Christmas crafts using a variety of resources Christmas nativity performance	Using instruments safely Printing Painting Cooking Use of tools in cooking.	Using instruments safely Making Collages Artist: Henry Matisse Symmetry painting Do not put paint or glue in your mouth Use equipment safely	Using instruments safely Observational drawing Artist: Vincent Van Gogh – Sunflowers Using props to tell stories Joining skills – threading/weaving	Using instruments safely Painting using watercolours Do not put paint in your mouth. Joining skills e.g. string, split pins. Exploring Clay/ Salt Dough Do not eat the salt-dough Scissor safety
<i>Alongside taught sessions throughout the year, children in Reception will be exposed to a variety of resources and materials within continuous provision. They will be able to explore, use, and refine a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. As a result, will return to and build on their previous learning, refining ideas and developing their ability to represent them.</i>					