Reception – LTP Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Focus	All about me My family My friends My feelings My place in the world	Autumn Light and Dark Celebrations Christmas	Winter Is it winter all over the world? Chinese New Year Into the woods	Adventures Castles, Princess, Knights and Dragons Easter Spring	Spring Minibeasts Growing	Out of this world – Earth, Flying to a different country, dinosaurs, space, aliens
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	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.	Stranger danger Thinking about the perspective of others Considering other people's feelings 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

	help – stranger danger. 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 – Early Mathematical Experiences Unit 2 – Pattern and Early Number (1-3) Unit 3 – Numbers within 6 Unit 4 – Addition and Subtraction within 6 Unit 5 – Measure Unit 6 – Shape and sorting		Unit 7 – Numbers within 10 Unti 8 – Calendar and Time Unit 9 – Addition and Subtraction with 10 Unit 10 – Grouping and sharing Unit 11 – Number patterns within 15 Unit 12 – Doubling and Halving Unit 13 – Shape ad Pattern		Unit 14 – Securing Addition and Subtraction Facts Unit 15 – Number patterns within 20 Unit 16 – Number patterns beyond 20 Unit 17 – Money Unit 18 – Measures Unit 19 – Exploration of Patterns within Number	
Understanding the World	Autumn Differences between ourselves and others Growing up Family Structures My body parts My senses Where I live – Exploring maps Safe relationships Privacy My body is my own body	Autumn/Winter Light and Dark Shadows Celebrations – Bonfire night/ Diwali/Christmas/ Remembrance Day History of Bonfire Night - Guy Fawkes Christmas story Christmas around the world	Winter Comparison of different countries - Arctic/England Arctic Explorers Freezing/Melting Trip to local woods/park – What will you see, hear and feel? Water Safety	Spring What is the past? Long long ago – Basic Chronology Exploring the past through stories. Castles – past and present Materials Easter story Mutual respect Religion	Spring Naming and exploring minibeasts Lifecyle of plant and how to care for them Lifecycle of a butterfly Observation of animals and plants. Occupation: Farmer Caring for animals	Summer Simple map work Comparison of different countries - Africa/England Rocket experiments Comparison of Neil Armstrong and Tim Peake Dinosaur Fossils Sun safety

	Consent – hugs, hand holding	Fire safety Handling sparklers safely, recognising only adults should use fireworks. Respect – understanding and recognising different beliefs. BFPNS school rule.				
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	**Key Question:** What times are special and why? **Celebrations/ festivals:** Diwali	**Key Question:** What people are special and why? **Celebrations/ festivals:** Chinese New Year	**Key Question:** Which stories are special and why? **Celebrations/ festivals:**	**Key question:** Our wonderful Earth: how can we care for living things and the earth? **Celebrations/ festivals:**	**Key Question:** What places are special and why? *Going to church* **Celebrations/ festivals:**

	Different cultures	Remembrance Day Bonfire Night Christmas Different cultures	Different cultures	Pancake Day Easter Different cultures	Eid Different cultures	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. Using instruments safely Modelled introduction of creative area Safely using resources including scissors	Nativity song practise Leaf rubbings Exploring clay – Diwali lamps Pastels/Chalks Artist: Vincent Van Goph – Starry Night Do not put pastels/chalks/clay in your mouth. Christmas crafts using a variety of resources Christmas nativity performance	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 Printing Painting Cooking Use of tools in cooking	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. Using instruments safely Painting using watercolours Do not put paint in your mouth.	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 • Creating music in response to a theme. Using instruments safely Animal patterns Making Collages	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. Using instruments safely Junk modelling - rockets

	Experimenting with mixing colours Drawing a person/ Self portraits Joining skills - Using glue and tape Do not put glue or tape in your mouth			Flowers - Observational drawing Artist: Vincent Van Goph – Sunflowers Using props to tell stories Junk modelling - castles Use equipment safely	Artist: Henry Matisse – The Snail Symmetry painting Joining skills – threading Do not put paint or glue in your mouth Using instruments safely	Joining skills e.g. string, split pins, Salt-dough fossils Do not eat the salt-dough Scissor safety Using instruments safely
	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.					