

Cycle A	Reception		
Term	Autumn Changes	Spring Wonderful Weather	Summer Beside the Seaside
Themes	Transition, All About Me, Harvest, Transport, Autumn, Remembrance, Celebrations.	Winter, Animals, Chinese New Year, Spring/Easter	Plants, Victorian Seaside, Summer, Food/Health
Enrichment activities	Christmas Nativity Christmas Party Stay and Play event with parents. Christmas service at Blewbury Church	Class Easter Egg Hunt Stay and read event with parents. Chinese food tasting Easter service at Blewbury Church	Transition events. Class Trip to the Beach Stay and celebrate event with parents. Leavers service at Blewbury Church
Key Texts	The colour monster goes to school There is only one you The Little Red Hen Pumpkin soup Non-fiction – Transport Where the Poppies Now Grow The Three Little Pigs The Christmas Story The Jolly Christmas Postman	Rumble in the jungle. Whose Habitat Is that? Lanterns and Firecrackers The Emperors Race Ed's Egg The Easter Story	Jack and the beanstalk Jack and the Jelly Beanstalk Non-fiction texts about Plants. What the lady bird heard on Holiday. The lighthouse keeper's lunch. Seaside Poems Oliver's vegetables
Cycle B	Reception		
Term	Autumn Beautiful Blewbury	Spring Castles	Summer Amazing Africa
Themes	Transition, All about me, Harvest, Where I live, Bonfire Night, Autumn, celebrations.	Winter, Animals, fairy tales, Spring/ Easter.	Plants, Minibeasts, Africa, Food, Sumer (Olympics).
Enrichment activities	Christmas Nativity Christmas Party Stay and play event with parents. Christmas service at Blewbury Church.	Fairy tales dress up day. Class Easter Egg hunt Easter Service at Blewbury church Stay and read with parents.	Transition events Class trip to Zoo/ Farm Stay and celebrate event with parents. Leavers service at Blewbury Church.
Key Texts	Topsy and Tim Start School Same, Same but different Amazing A wet and windy harvest Tree / We are going on a leaf hunt Herbies Big Adventure The Christmas Story Stick Man	Lost and found Snowflakes The Three Billy Goats Gruff Little Red Riding Hood Goldilocks and the Three bears. Non-fiction texts about castles The Easter Story	Non-fiction texts about minibeasts The bad-tempered lady birds The very hungry caterpillar Mad about minibeasts Handa's surprise Elmer the Elephant Eating the alphabet Every night is Pizza night.

<p>Phonics</p> <p>We follow the Rocket Phonics Scheme.</p>	<p>Autumn 1</p> <p>To recognise, say and identify the sounds s, a, t, l, n, p, m, d, g, o, c, k.</p> <p>Can orally blend words.</p> <p>Can orally segment words with support.</p> <p>Begin to form letters correctly with support.</p> <p>To read and spell the words I, the, go, to, no, into.</p> <p>Autumn 2</p> <p>To recognise, say and identify the sounds ck, e, u, r, h, b, f, ff, l, ll, ss.</p> <p>Can blend simple words using letter-sounds.</p> <p>Reads Pink Rocket Phonics Books.</p> <p>Can segment simple words with support.</p> <p>Forms most taught letters correctly.</p> <p>To read and spell the words I, the, go, to, no, into.</p>	<p>Spring 1</p> <p>To recognise, say and identify the sounds j, v, w, x, y, z, zz, qu.</p> <p>Can blend simple words using known letter sounds.</p> <p>Reads Pink/Red Rocket Phonics Books.</p> <p>Can segment simple words with support.</p> <p>Forms most letters correctly.</p> <p>To read and spell the words he, she, we, me, be, was, my, you, her, they, all, are.</p> <p>Spring 2</p> <p>To recognise, say and identify the sounds ch, sh, th, ng, ai, ee, igh, oa,</p> <p>Can read words with different structures e.g. CCVC, CVCC and CCVCC.</p> <p>Reads Red Rocket Phonics books.</p> <p>Can segment and write simple word.</p> <p>Form most letters correctly.</p> <p>To read and spell the words he, she, we, me, be, was, my, you, her, they, all, are.</p>	<p>Summer 1</p> <p>To recognise the sounds ar, or, ur, ow, oi, ear, air, ure and er.</p> <p>Can read words with adjacent consonants. Reads Red/Yellow Rocket Phonics Books.</p> <p>Can segment and write simple words.</p> <p>Forms letters correctly.</p> <p>To read and spell the words some, one, said, come, do, so, were, when, have, there, out, like, little, what.</p> <p>Summer 2</p> <p>To recognise the sounds wh, ph, ay, a-e, a, e-e, ie, ea.</p> <p>Reads Yellow Rocket Phonics books.</p> <p>Reads Yellow/Blue Target Practise reading books.</p> <p>Write simple sentences.</p> <p>Forms letters correctly/ Sits letters on writing line.</p> <p>To read and spell the words some, one, said, come, do, so, were, when, have, there, out, like, little, what.</p>
<p>Communication and Language</p>	<ul style="list-style-type: none"> ❖ Sing together a range of rhymes and songs. ❖ Share stories (increasing in length) so they become familiar, and pupils experience a range of vocabulary. Pupils can retell some or it or join in their favourite parts. ❖ Ask a question or instruction that has two parts, such as: "Get your coat and wait at the door". Ask 'why' questions, like: "Why do you think the caterpillar got so fat?" ❖ Provide opportunities for children to talk, using sentence of 4 – 6 words, to an adult who model correct use of tenses and multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' ❖ Give opportunity to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ❖ Provide time for a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> ❖ Provide opportunities for pupils to learn new vocabulary use it in different context and throughout the day. ❖ Through music sessions pupils will Listen carefully to rhymes and songs, paying attention to how they sound. ❖ Through listening to a range of texts pupils will have opportunity to talk about stories, retell them, learn repeating phrases, ask questions, describe events in detail and experience non-fiction and poetry, experience new, ambitious vocabulary. ❖ Carpet time will provide opportunities for pupil to listen carefully. ❖ Opportunities will be provided for pupils to ask questions, clarify instructions, and articulate their ideas and thoughts. ❖ Adults will model and encourage the use of well-formed sentences, a range of connectives and social phrases. 	<ul style="list-style-type: none"> ❖ Provide opportunities for children to listen attentively and respond to what they hear with relevant questions, ❖ Comments and actions when being read to and during whole class discussions and small group interactions ❖ Encourage children to make comments about what they have heard and ask questions to clarify their understanding. ❖ Provide opportunities for children to hold conversations with teacher and peers. ❖ Provide children with opportunities to participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ❖ Discuss why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.

	<ul style="list-style-type: none"> ❖ Encourage use of talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<ul style="list-style-type: none"> ❖ Through play pupils will use talk to help work out problems and organise thinking and activities. 	<ul style="list-style-type: none"> ❖ Provide opportunities for children to express their ideas and feelings about their experiences using full sentences. ❖ Adults to model the correct use of past, present and future tenses and making use of conjunctions.
<p>Personal, Social and Emotional development</p> <p>Follow SCARF scheme (please see additional planning).</p>	<ul style="list-style-type: none"> ❖ Encourage pupils to independently select and use activities and resources, with help when needed. ❖ Provide opportunities to discuss belonging to the class/house team/school etc. ❖ Adults across the school to engage the pupils so they become more outgoing with unfamiliar people, in the safe context of their setting. ❖ Provide opportunities such as reading with another class or visits to build up confidence in new social situations. ❖ Encourage and model extending play to another pupil(s), elaborating play ideas, and finding solutions to conflicts and rivalries. ❖ Discuss and remind class and school rules, understanding why they are important so that pupils can remember rules without needing an adult to remind them. ❖ Model and encourage appropriate ways of being assertive. ❖ Discuss feelings, what this ‘looks like’ and how to see it in others ❖ Encourage independent toileting and hand washing. ❖ Talk about healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> ❖ Celebrate successes for all children and discuss what makes us special Build constructive and respectful relationships. ❖ Model and encourage naming feelings. Model an encourage ways to calm ❖ Discuss and learn meaning of resilience and perseverance in the face of challenge. Adults celebrating when this is seen. ❖ Discuss points of view when playing alongside children. ❖ Encourage pupils managing their own personal hygiene needs ❖ Learn about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ○ regular physical activity ○ healthy eating ○ toothbrushing ○ sensible amounts of ‘screen time’ ○ having a good sleep routine ○ being a safe pedestrian 	<ul style="list-style-type: none"> ❖ Discuss our own feelings and those of others and encourage children to begin to regulate their behaviour accordingly. ❖ Provide children with opportunities to set and work towards simple goals. ❖ Encourage children to wait for what they want and control their immediate impulses when appropriate. ❖ Encourage children to give focused attention to what the teacher says, responding appropriately even when engaged in activity. ❖ Adults provide instructions involving several ideas or actions for children to follow. ❖ Provide opportunities for children to try new activities and show independence. ❖ Discuss as a class what resilience and perseverance means and praise children when they face a challenge. ❖ Ask children to explain the reasons for rules, so that they know right from wrong and can behave accordingly. ❖ Encourage children to manage their own basic hygiene and personal needs, including dressing, going to the toilet. ❖ Discuss to build understanding of the importance of healthy food choices. ❖ Encourage children to work and play cooperatively and take turns with others. ❖ Support children in forming positive attachments to adults and friendships with peers. ❖ Model how to show sensitivity to their own and to others’ needs.
Physical development	<ul style="list-style-type: none"> ❖ Give opportunities to develop pupils’ movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg, and hold a pose for a game like musical statues. 	<ul style="list-style-type: none"> ❖ In PE - Revise and refine movement skills: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing, and move with a developing control 	<ul style="list-style-type: none"> ❖ In PE lessons teach children to negotiate space and obstacles safely, with consideration for themselves and others. ❖ In PE lessons provide opportunities for children to develop their strength, balance, and coordination

<p>See PE progression document</p>	<ul style="list-style-type: none"> ❖ Encourage large-muscle movements to wave flags and streamers, paint and make marks with chalk. ❖ Provide opportunities for taking part in some group activities which they make up for themselves, or in teams. ❖ In Gymnastics to be able to use and preform sequences and patterns of movements which are related to music and rhythm. ❖ Opportunities to use the climbing frame so that they decide whether to crawl, walk or run across a plank, depending on its length and width. ❖ Provide a range of resource inside and outside so pupils choose the right resources to carry out their own plan; model and encourage collaboration with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. ❖ Provide one one-handed tools and equipment to use. Encourage using a comfortable grip with good control when holding pens and pencils. ❖ Support children in becoming increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> ❖ In PE and on the climbing equipment, develop the overall body strength, co-ordination, balance, and agility; confidently and safely ❖ Provide a range of tools and activities to develop small motor skills safely and confidently. ❖ Encourage good sitting posture on carpet and in chair. ❖ In PE, combine different movements with ease and fluency. ❖ Teach letter formation and provide opportunities to practise. 	<ul style="list-style-type: none"> ❖ Teach children to move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. ❖ Continue to teach children to hold a pencil effectively in preparation for fluent writing – using the tripod grip. ❖ Teach children to use a range of small tools, including scissors, paint brushes and cutlery. ❖ Provide children with opportunities to draw pictures with accuracy and care.
<p>Literacy</p>	<ul style="list-style-type: none"> ❖ Share books (and modelled reading books, signs, letters, leaflet, newspapers, images) and discuss that print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. Talk about stories shared, learning new vocabulary. ❖ Through sharing books and during phonics sessions, spot and suggest rhymes, count, or clap syllables in a word, recognise words with the same initial sound ❖ Encourage early writing, using knowledge of print and letters, witing some accurately. ❖ Provide opportunities to write some or all of their name. 	<ul style="list-style-type: none"> ❖ Through sharing books and during phonics sessions: Read individual letters by saying the sounds for them. Bend 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 simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. ❖ Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. <p>Provide opportunities to:</p> <ul style="list-style-type: none"> ❖ Form lower-case and capital letters correctly. ❖ Spell words by identifying the sounds and then writing the sound with letter/s. 	<p>Provide opportunities for children to</p> <ul style="list-style-type: none"> ❖ retell stories and narratives using their own words and recently introduced vocabulary. ❖ To anticipate – where appropriate – key events in stories. ❖ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. ❖ Teach children to say a sound for each letter in the alphabet and at least 10 digraphs. ❖ Read words consistent with their phonic knowledge by sound-blending. ❖ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ❖ Write recognisable letters, most of which are correctly formed.

		<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ Spell words by identifying sounds in them and representing the sounds with a letter or letters. ❖ Write simple phrases and sentences that can be read by others
<p>Mathematics</p> <p>BBO mastering number programme</p>	<ul style="list-style-type: none"> ❖ Through adult led activities and linked provision, ❖ Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). ❖ Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ❖ Show 'finger numbers' up to 5. Link numerals and amounts ❖ Experiment with their own symbols and marks as well as numerals. ❖ Solve real world mathematical problems with numbers up to 5. ❖ Compare quantities using language: 'more than', 'fewer than'. ❖ Talk about and explore 2D and 3D shapes using informal and mathematical language ❖ Understand position through words alone. ❖ Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Make comparisons between objects relating to size, length, weight and capacity. ❖ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. ❖ Talk about and identify the patterns around them. ❖ Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. ❖ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... 	<p>Through adult led activities and linked provision, provide opportunities to:</p> <ul style="list-style-type: none"> ❖ Count objects, actions, and sounds ❖ Subitise. ❖ Link the number symbol (numeral) with its cardinal number value. ❖ Count beyond ten. ❖ Compare numbers. ❖ Understand the 'one more than/one less than' relationship between consecutive numbers. ❖ Explore the composition of numbers to 10. ❖ Automatically recall number bonds for numbers 0–5 and some to 10. ❖ Select, rotate and manipulate shapes to develop spatial reasoning skills. ❖ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ❖ Continue, copy and create repeating patterns. ❖ Compare length, weight and capacity. 	<p>Through adult led activities and linked provision provide opportunities to</p> <ul style="list-style-type: none"> ❖ Have a deep understanding of number to 10, including the composition of each number. ❖ Subitise (recognise quantities without counting) up to 5. ❖ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ❖ Verbally count beyond 20, recognising the pattern of the counting system. ❖ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ❖ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the world	<p>Provide opportunities for children to</p> <ul style="list-style-type: none"> ❖ Use all their senses in hands-on exploration of natural materials. 	<p>Provide opportunities for children to</p> <ul style="list-style-type: none"> ❖ Talk about members of their immediate family and community. 	<p>Provide opportunities for children to</p> <ul style="list-style-type: none"> ❖ Talk about the lives of the people around them and their roles in society.

	<ul style="list-style-type: none"> ❖ Explore collections of materials with similar and/or different properties. ❖ Talk about what they see, using a wide vocabulary. ❖ Begin to make sense of their own life-story and family's history. ❖ Show interest in different occupations. ❖ Explore how things work. ❖ Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. ❖ Begin to understand the need to respect and care for the natural environment and all living things. ❖ Explore and talk about different forces they can feel. ❖ Talk about the differences between materials and changes they notice. ❖ Continue developing positive attitudes about the differences between people. ❖ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> ❖ Name and describe people who are familiar to 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. ❖ Understand that some places are special to members of their community. ❖ Recognise that people have different beliefs and celebrate special times in different ways ❖ Recognise some similarities and differences between life in this country and life in other countries. ❖ Explore the natural world around them. ❖ Describe what they see, hear, and feel whilst outside. ❖ Recognise some environments that are different from the one in which they live. ❖ Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> ❖ Know some similarities/ differences between things in the past and now. ❖ Understand the past through settings, characters and events encountered in books read in class. ❖ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. ❖ Know some similarities/ differences between different religious and cultural communities in this country. ❖ Explain some similarities/ differences between life in this country and life in other countries. ❖ Explore the natural world around them, making observations and drawing pictures of animals and plants. ❖ Know some similarities/ differences between the natural world around them and contrasting environments. ❖ Understand some important processes and changes in the natural world/
Expressive arts and design	<p>Provide opportunities for children to</p> <ul style="list-style-type: none"> ❖ Take part in simple pretend play, using an object to represent something else even though they are not similar. ❖ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. ❖ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. ❖ Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. ❖ Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. 	<p>Provide opportunities for children to</p> <ul style="list-style-type: none"> ❖ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ❖ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ❖ Create collaboratively, sharing ideas, resources and skills. ❖ Listen attentively, move to and talk about music, expressing their feelings and responses. ❖ 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. ❖ Develop storylines in their pretend play. ❖ Explore and engage in music making and dance, performing solo or in groups. 	<p>Provide opportunities for children to</p> <ul style="list-style-type: none"> ❖ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; ❖ Share their creations, explaining the process they have used; ❖ Make use of props and materials when role playing characters in narratives and stories. ❖ Invent, adapt and recount narratives and stories with peers and their teacher; ❖ Sing a range of well-known nursery rhymes and songs; ❖ Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

	<ul style="list-style-type: none">❖ Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.❖ Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.❖ Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.❖ Play instruments with increasing control to express their feelings and ideas.		
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