

EYFS Cycle C	<b>Autumn 1</b> Homes around the world	<b>Autumn 2</b> Homes around the world	<b>Spring 1</b> Traditional Tales	<b>Spring 2</b> Traditional Tales	<b>Summer 1</b> Kings and Queens	<b>Summer 2</b> Kings and Queens
Phonics (Letters and Sounds scheme) (see correlation with Squirrels class Literacy LT Plan for Reading, writing and phonics)	Phase 1 for all to develop listening skills Phase 2 Start to teach initial sounds in Phase 2 and blending CV, VC and CVC words with sounds learnt so far Teach reading of Phase 2 tricky and decodable words	Phase 2 Continue to teach initial sounds in Phase 2 and blending CV, VC and CVC words with sounds learnt so far Teach reading of Phase 2 tricky and decodable words	Phase 3 Start to teach phase 3 graphemes Teach blending CVC words with sounds learnt so far Teach reading of Phase 3 tricky and decodable words	Assess Phase 3 knowledge and recap/practise and apply Phase 3 graphemes and blending to read CVC words with sounds learnt so far Teach spelling of Phase 3 tricky and decodable words	Phase 4 Teach last initial sounds in Phase 3 and new phase 3 graphemes Teach blending CVCC, CCVC, CCVCC words with sounds learnt so far Teach reading of Phase 4 tricky and decodable words	Assess Phase 4 knowledge and recap/practise and apply Phase 4 to reading sentences graphemes and blending to read CVC words with sounds learnt so far Teach spelling of Phase 4 tricky and decodable words
Oracy/ Communication and Language	Wellcomm initial Assessment for all Section 5.1 to 5.9 activities and 5a-5e To reinforce initial skills (step up activities as necessary) Wellcomm Attention and Listening skill activities as needed	Wellcomm Section 6.1 to 6.10 and activities 6a-6e Step up activities as necessary Wellcomm Attention and Listening skill activities as needed	Wellcomm Section 7.1 to 7.10 and activities 7a-7f Step up activities as necessary Wellcomm Attention and Listening skill activities as needed	Wellcomm Section 8.1 to 8.10 and activities 8a-6c Step up activities as necessary	Wellcomm Section 9.1 to 9.10 and activities 9a-9b Step up activities as necessary	Assess Wellcomm exit stage at end of year and take part in daily Small group oracy activities with Yr1s and 2s

Reading comprehension, vocabulary and word reading (see correlation with Squirrels LT Literacy plan for texts read for each topic)	Small group and whole class stories	Whole class guided reading sessions Retelling stories with puppets and props	Whole class guided reading sessions Retelling stories with puppets and props Making up own stories with story stones	Small group and whole class guided reading sessions Answering questions about the text	Small group and whole class Guided reading sessions Answering questions about the text Inference questions about pictures	Small group and whole class Guided reading sessions Answering questions about the text Inference questions about texts and pictures
Writing	Mark making Copying words and marks Gross motor and core motor skills to get ready for writing Pincer skills to get ready for writing	Writing name Writing cv and vc words and simple cvc words in phonics activities and writing opportunities in continuous provision Starting letter formation when ready	Taught letter formation Writing names Writing CVC words and spelling some tricky words from phase 2 Writing captions and simple sentences	Continuing taught letter formation Writing names Writing CVC words and spelling some tricky words from phase 3 Starting to write sentences	Continued taught letter formation Writing names Writing CVC words and spelling some tricky words from phase 3 Writing sentences	Continuing taught letter formation Writing names Writing CVC words and spelling some tricky words from phase 2, 3 and 4 Writing sentences on lined paper ready for yr1
Maths	Write Rose - Counting to 5 and 10 Recognising numbers to 5 Subitising to 5 Sorting objects	White Rose Comparing groups of objects to 5 1 more and 1 less to 5 Ordering events in a day or story sequencing	White Rose Subitising/number bonds to 5 Recognising 0 Recognising numbers to 10 Comparing groups of objects to 10 Recognise coins to 10p and use in play	White Rose Combining groups and counting total to 10 Subitising to 10 Number bonds for 6,7,8,9 and 10 Positional language 2d and 3d shape	White Rose Recap 2d and 3d shape Patterns Number bonds to 6,7,8,9 and 10 recap and practise and apply to play games and score in games Counting to 20 Maths Investigations	White Rose Counting to 20+ Number bonds to 6,7,8,9 and 10 to play game and score in games Doubling, halving Odds and evens Simple weight, capacity and length

						activities and discussion
PSED	Joining in and engaging with activities Exploring the environment Why I am important What I am good at Trying hard Having a go Learning school rules and routines My feelings and what to do when I feel.... Talking to others Answering questions Making friends skills Controlling anger or frustration Being able to do for self Select own resources Keeping classroom tidy – tidying up and why we do it	Talking about likes and dislikes – food, Talking about similarities and differences in appearance Taking turns when talking Taking turns playing a game Others are as important as me My feelings and others feelings (role play consequences of actions) Having a conversation – eye contact and listening	What I am good at and what others are good at Keeping on going Trying hard Belief in self Enjoying success (problem solving activities) Having a conversation – eye contact and listening and asking tell me more to extend conversation keeping clean and oral hygiene	What I am good at and what others are good at Helping others to achieve success Keeping on going Trying hard Belief in self Enjoying success (problem solving and joint task activities) Having a conversation – agree and disagree Keeping friends Keeping healthy – exercise and healthy food choices	Having ideas and listening to others ideas Testing ideas Working with others to achieve something Keeping on going Trying hard Belief in self Enjoying success (problem solving and joint task activities) Having a conversation – agree and disagree What I like and don't like – being brave and trying new foods Keeping healthy – rainforest fruits exploring senses	Having ideas and listening to others ideas Testing ideas Working with others to achieve something Keeping on going Trying hard Belief in self Enjoying success What I am good at and what I would like to be better at – goals Conversations to achieve a task and solve a problem
Knowledge and Understanding	Talk about their family and themselves	Changes in Autumn Explore the outdoor environment –	Changes in Winter	Changes in Spring	Differences and similarities between	Changes in Summer

	<p>Explore the outdoor environment</p> <p>Harvesting crops grown by class the year before</p> <p>C</p> <p>Taking care of ipads and parts of an ipas – home screen and swiping and selecting apps</p> <p>Taking a photo with an ipad</p>	<p>animal tracks and night vision camera</p> <p>Sequence events in stories – past tense</p> <p>Use ipads to take photos and play phonics games</p>	<p>Similarities and differences in people</p> <p>Explore floating and sinking, melting ice and bubbles</p> <p>Senses activities</p> <p>Use ipads to take photos of models and play apps</p> <p>Play Phonics games on whiteboard</p>	<p>Similarities and differences in people</p> <p>Explore fruits and vegetables and changes in cooking – jelly, cornflour, baking, ice</p> <p>Technology walk round school – Technology in the home – parts of a laptop and using a mouse on an ipad to play simple games</p> <p>Using an ip[ad to video and watching themselves back</p> <p>Using ipads for phonics games</p>	<p>animals in the rainforest</p> <p>Similarities and differences</p> <p>Growing plants and looking after plants – changes in growing</p> <p>Identifying flowers</p> <p>Forest schools activities – scavenger hunts and looking after the natural world</p> <p>Using ipads to video themselves perform and play back and improve</p> <p>Use ipad to search images and Google Earth to explore places</p>	<p>Stories from other countries and cultures</p> <p>Learning about other countries and cultures from books</p> <p>Similarities and differences</p> <p>Growing plants and harvesting plants</p> <p>Identifying trees and leaves</p> <p>Following maps – simple orienteering</p>
Physical Development – gross and fine	<p>PE lessons – Moving in different ways</p> <p>Gross motor activities</p> <p>Exploring obstacle course in woodland</p> <p>Shoulder muscle and core development activities</p>	<p>PE lessons – Moving in different ways</p> <p>Exploring obstacle course in woodland</p> <p>Shoulder muscle and core development</p> <p>Fine motor – finger gym activities</p>	<p>PE lessons – Throwing and catching</p> <p>Exploring and creating obstacle course in woodland</p> <p>Shoulder muscle and core development</p>	<p>PE lessons – Throwing and catching</p> <p>Exploring obstacle course in woodland</p> <p>Shoulder muscle and core development</p>	<p>PE lessons – Aiming and hitting</p> <p>Taking risks in creating and doing obstacle courses</p> <p>Using pens, pencils, white boards and paper for letter formation and writing</p>	<p>PE lessons – Aiming and hitting</p> <p>Taking risks in creating and doing obstacle courses</p> <p>Using pens, pencils, paper and white boards for letter</p>

	<p>Exploring mud kitchen tools</p> <p>Lifting and carrying things and moving them from one place to another – carrying, rolling, pushing</p> <p>Exploring mark making with pens, pencils, sticks, chalk, crayons, paintbrushes.....</p>	<p>Using scissors and transporting tools safely</p> <p>Exploring mud kitchen tools</p> <p>Using paintbrushes and cutlery</p> <p>Letter formation in multisensory trays</p> <p>Starting to hold a pen correctly</p>	<p>Using pens and white boards for letter formation and writing</p> <p>Using scissors correctly</p> <p>Using woodwork tools safely – saws and hammers</p>	<p>Using pens and white boards for letter formation and writing</p> <p>Using scissors correctly</p> <p>Using woodwork tools safely – saws and hammers and transporting tools safely</p>	<p>Using scissors correctly and with more precision correctly</p> <p>Using woodwork tools safely – saws and hammers</p> <p>Using forest schools tools correctly and safely – peelers and palm drills and screwdrivers to hollow out wood</p>	<p>formation and writing</p> <p>Using scissors correctly and with more skill</p> <p>Using cooking tools safely and correctly</p> <p>Using woodwork tools safely – saws and hammers</p> <p>Using forest schools tools correctly and safely – peelers and palm drills and screwdrivers to hollow out wood</p>
Expressive Art and Design	<p>Mark making</p> <p>Exploring resources – clay, paints, pastels, crayon rubbings, different mark making tools, chalks</p> <p>Learn Nursery rhymes and songs and poems and perform for group</p> <p>Explores Small world play – teacher and TA modelled</p>	<p>Beginning taught drawing sessions</p> <p>drawing people and faces</p> <p>Taught to hold paintbrushes and explore types of paints</p> <p>Taught simple Technology techniques- joining with tape and split pins, safely using tools</p>	<p>Learn Nursery rhymes, poems and songs</p> <p>Taught drawing sessions – adding details to shapes</p> <p>Explore medias to colour and add textures, lines</p> <p>Junk modelling activities – space rockets</p> <p>Large outdoor construction –</p>	<p>Learn Nursery rhymes, poems and songs</p> <p>Perform space poems as a group</p> <p>Small world play opportunity – space theme</p> <p>Story role play – Space Dog</p> <p>superhero stories</p> <p>Taught colour mixing activities to create planets</p>	<p>Learn Nursery rhymes, poems and songs</p> <p>Taught drawing sessions – animals in rainforest – adding details to shapes</p> <p>Explore medias to colour and add textures, lines and colour</p> <p>Recap colour mixing</p> <p>Using tools for textures of animals</p>	<p>Learn Nursery rhymes, poems and songs</p> <p>Drawing from memory, imagination and experience</p> <p>Adding details to drawings</p> <p>Make choices about media</p> <p>Recap colour mixing</p> <p>Using tools for textures of animals</p>

		<p>Guided junk modelling activities</p> <p>Role play activities – retelling stories</p> <p>Class performance at Christmas to parents</p> <p>Learn and perform poems, songs and nursery rhymes</p>	<p>rocket and visiting other planets</p>	<p>Large scale paintings – aliens</p>	<p>Staring to evaluate artwork as a guided group – what they like and don't like and could improve</p> <p>Large outdoor construction - Rainforest safari</p> <p>Performing a poem and songs to a group</p> <p>Exploring papier Mache to make models</p>	<p>Staring to evaluate artwork as a guided group – what they like and don't like and could improve</p> <p>Small world play opportunity creating role play</p> <p>Performing a poem and songs to a group</p>
<p>COEL</p> <p>Areas focussed on each term and opportunities provided for developing these skills</p>	<p>Playing and Exploring</p> <p>Activities and opportunities to...</p> <p>Finding out and exploring skills</p> <p>Exploring new environment and feeling settles and confident</p> <p>Open ended play</p> <p>Showing curiosity</p>	<p>Playing and Exploring – opportunities and activities that promote -</p> <p>Taking on roles and acting out experiences with others</p> <p>Starting to take risks and engage in new activities</p> <p>Motivation and Active Learning opportunities to -</p> <p>Get more involved and concentrating</p> <p>Initiating activities</p>	<p>Motivation – Active Learning</p> <p>opportunities and sabotage) to encourage children to keep on trying and persist when activities are hard</p> <p>Bouncing back after difficulties</p> <p>Paying attention to details and not be easily distracted</p> <p>Maintaining focus on activities</p>	<p>Motivation – Active Learning</p> <p>opportunities and sabotage) to Set and meet goals and enjoy achieving goals</p> <p>Being proud of achieving something (not always end result – could be a skill or a game)</p> <p>Enjoying meeting own challenges, starting to remove external praise and rewards and praise</p>	<p>Critical thinking and creative thinking</p> <p>Opportunities and teaching and encouraging – having own ideas and trying them out</p> <p>Problem solving – same activity different ways to solve it,</p> <p>Repeating activities and getting better or finding new better ways or improving skills</p> <p>Making links and noticing links with learning pointed out at first but praising</p>	<p>Critical thinking and creative thinking</p> <p>Opportunities and teaching and encouraging- Group tasks and problem solving activities</p> <p>Planning and making decisions how to reach a goal or solve a problem, Having ideas and listening to others ideas and valuing them, testing ideas</p> <p>Checking how well activities are going</p>

		Showing a can do attitude		resilience and tenacity	children's links, making predictions and seeing if they were right	Changing strategy and evaluating what went well and what didn't Learning from experiences Repeating activities to improve outcome or to develop skills Enjoy problem solving activities and have a can do attitude
--	--	---------------------------	--	-------------------------	--	---