

Two Year Cycle. EYFS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	School focus -History/PSE/Music Helpful Heroes and Super Me Starting School, Superheroes, Great Fire of London		School focus -Geography/Science What A Wonderful World! Winter, Polar Explorers, Cold/hot places, Africa, animals		School Focus -History/Geography Trains, Planes and Automobiles Transport, journeys, holidays	
Hook ideas	<i>Starting school - looking at our new school uniform</i> <i>Fire Engine visit</i>		<i>A minibeast hunt in the forest school</i> <i>Wilson Gallery Visit</i>		<i>Trip to SS Great Britain or Cheltenham Steam Train</i>	
EYFS Texts	Starting School - Alan Ahlberg, All kinds of people - Emma Damon, My mum and dad make me laugh - Nick Sharratt, My mum is fantastic - Nick Butterworth, So much and so full of love - Trish Cooke,		Superworm, The Snail and the Whale, The Gruffalo -- Julia Donaldson, Harry and the bucket of dinosaurs, Mad about dinosaurs - Giles Andreae, Dear Dinosaur - Chae Strathie Farmer Duck Owl Babies - Martin Wardell,- Non-fiction books about animals and their habitats.		Lucy and Tom - Shirley Hughes, The Lighthouse keeper's lunch, The Hungry caterpillar, Sharing a shell, The Storm Whale,	

EYFS - Objectives from New Development Matters Reception band - Guidance for our curriculum - some objectives chosen as focus during these topics - but all objectives are continually planned for, relevant to the next steps for individuals and visited and re-visited throughout the Reception year.

Communication and language	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound.	Learn new vocabulary. Develop social phrases Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Learn rhymes, poems and songs.	Learn new vocabulary. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Describe events in some detail.	Learn new vocabulary. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen	Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences Listen to and talk about stories to build familiarity and understanding. Connect one idea or action to another using a range of connectives. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
Personal Social Emotional Development	See themselves as a valuable individual Build constructive and respectful relationships.	Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.	Identify and moderate their own feelings socially and emotionally Think about the perspectives	See themselves as a valuable individual Show resilience and perseverance in the face of	See themselves as a valuable individual Identify and moderate their own feelings socially and emotionally Think about the perspectives of others.

		Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	of others. Manage their own needs.	challenge.	Manage their own needs. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Physical Development	Revise and refine the fundamental movement skills they have already acquired: - Rolling, crawling, walking, walking, jumping, running, hopping skipping Climbing Progress towards a more fluent style of moving, with developing control and grace Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use range of large and small apparatus indoors and outside, alone and in a group. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient. <ul style="list-style-type: none"> Know and talk 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 Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> lining up and queuing mealtimes personal hygiene
Literacy	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Spell words by identifying the sounds and then writing the sound with letter/s.	Blend 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. Spell words by identifying the sounds and then writing the sound with letter/s.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences 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.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Mathematics	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. 	<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. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	Subitise. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns.	Subitise. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Subitise. Count beyond ten. Automatically recall number bonds for numbers 0-10. 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.
Understanding	Talk about members of their immediate family and community	Talk about members of their immediate family and community	Compare and contrast characters from stories,	Comment on images of familiar situations in the past.	Comment on images of familiar situations in the past. Understand that some places are special to members

The World	Name and describe people who are familiar to them Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Recognise that people have different beliefs and celebrate special times in different ways Explore the natural world around them . Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	including figures from the past. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Draw information from a simple map. 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. Understand the effect of changing seasons on the natural world around them.	of their community Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.
Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Develop storylines in their pretend play	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.	Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses Develop storylines in their pretend play	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them Listen attentively, move to and talk about music, expressing their feelings and responses Explore and engage in music making and dance, performing solo or in groups.	Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups.

Two Year Cycle EYFS

CYCLE B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	School focus -History /Music/DT		School focus -Geography/Science		School focus -History/PE/Science	
	One Giant Leap		Fantastic Forest Friends		I Do Like To Be Beside The Seaside	
Hook ideas	Leaps in personal development - starting school Alien landing crash site to investigate Create planet display on handover day Space Dome visit		River walk visit in the village Butts Farm visit Cotswold Wildlife Park		Buckets and spades in the sand, sea creatures in the water tray - create a seaside scene Trip to the beach or Weston Super Mare Gloucester toy museum	

EYFS Texts	Beegu, Aliens Love Underpants, Here come the aliens, Q Pootle 5, Bob The Man on The Moon, Laika Astronaut Dog, You can't eat a princess,	Superworm, AAArrrgg Spider!, Bog Baby, Percy the Park Keeper, Hibernation Hotel	The Lighthouse Keeper's lunch, Tiddler, Hooray for Fish, Someone Swallowed Stanley, The Rainbow Fish, Commotion in The Ocean, Sharing a Shell
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Personal Social Emotional Development	<p>See themselves as a valuable individual Build constructive and respectful relationships.</p>	<p>Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Identify and moderate their own feelings socially and emotionally Think about the perspectives of others. Manage their own needs.</p>	<p>See themselves as a valuable individual Show resilience and perseverance in the face of challenge.</p>	<p>See themselves as a valuable individual Identify and moderate their own feelings socially and emotionally Think about the perspectives of others. Manage their own needs. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
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Understanding The World	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Talk about members of their immediate family and community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Explore the natural world around them</p> <p>. Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
Expressive Arts and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch</p>	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Watch and talk about dance</p>	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Develop storylines in their pretend play</p>

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