







EYFS – Cycle Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Titles	Marvellous Me! 	Let's Celebrate! 	Traditional Tales! 	Monster Madness! 	Fabulous Food! 	Pirates, Mermaids and Under the Sea! 
Collective Worship - School	New Beginnings Faith Good to be me Reflection Harvest	The Bible Symbols Advent Freedom Nativity	Fresh Starts Families Community Lent	Creation Miracle and Mystery Jesus, son of God Easter	Gods World Doing the right thing Power of prayer Respect	Taking turns Turning the other cheek Freedom Courage Looking forward and back
School Values and British Values	Aspirations Rule of Law	Strength Individual Liberty	Perseverance Mutual Tolerance	Integrity Mutual Respect	Responsibility Democracy	Empathy Recap all British Values
RE	<p>Myself I can recognise I am unique and so are others. I can identify where I belong and who cares for me.</p> <p>My Senses I understand I can learn about things using our senses; I use a range of religious objects/artefacts/resources that engage the senses, e.g. incense, music, art, etc.</p>	<p>Special Times for Me and Others Introduce the idea of special times that bring people together as a community, e.g. religious festivals</p>	<p>Our Special Books Introduce stories from religions and important books for members of a religious group</p> <p>Our Special Places Introduce places of worship, e.g. church, mosque</p>	<p>My Friends Introduce the idea of community and the Rule: treat others as you would want to be treated (link to school vision)</p> <p>Special People to Me Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam,</p>	<p>Our Special Things Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc</p>	<p>Our Beautiful World Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment; make links with Judaism</p>
Themes/Interests/Lines of Enquiry	Take a Picture Autumn Harvest Family Growing up – generations Road Safety Horticultural Show Buddies	Autumn / Winter Guy Fawkes / Bonfire Night Nativity Diwali Hannukah Remembrance day Christmas Celebrations Trip to Panto	Chinese New Year Valentine's Day Internet Safety Day Local Area walk Trip to local Church	Pancake Day Easter Lent Mini beast hunt Dinosaurs Mother's Day	Planting/Gardening Trip to Pizza Express / Library St George's Day	Summer holidays (past and present) Habitats Father's Day Pirates Day Sports day/week

<p>BOOK FOCUS</p>	<p>Funny Bones Our House 'I can' Poem I'm a girl by Yasmeen Ismail The Great Big Book of Families by Mary Hoffman and Ros Asquith Mr Wolf's Week It's Okay to be Different by Todd Parr I Am Not Sleepy and I Will Not Go to Bed by Lauren Child's The Growing Story by Ruth Krauss</p>	<p>Kippers Birthday The Scarecrows wedding Celebration books (nonfiction) Rama and Sita Firework Poems Sammy Spiders first Hanukah.</p>	<p>Goldilocks Hansel and Gretel Three little pigs Jack and the Bean Stalk 3 Billy goats Gruff Each Peach, Pear , Plum. Ginger Bread Man Nursery Rhymes</p>	<p>The Gruffalo / Gruffalo's Child Not Now Bernard Dinosaur / Mini beast (nonfiction) Harry and a bucketful of dinosaurs. Mini Beast Poetry</p>	<p>Handa's Surprise World Atlases Magic Porridge Pot The Tiger that came to Tea Ginormous turnip The Hungry Caterpillar The Sandwich that Jack Built Fussy Fred</p>	<p>Commotion in the ocean. Sharing a Shell Sea Creatures / seaside / rock pools (nonfiction) Seaside poems Hare and the Tortoise Tiddler Jakes First day / Pirates love underpants The Singing mermaid Barry the Fish with Fingers'</p>
<p>Communication and Language.</p>	<p>To understand how to listen carefully and why listening is important. To engage in story times. To listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>To ask questions to find out more and to check they understand what has been said to them. To develop social phrases. To engage in story times. To make comments about what they have heard and ask questions to clarify their understanding. To can hold conversation when engaged in back-and-forth exchanges with my teacher and peers. To engage in non-fiction books</p>	<p>To articulate my ideas and thoughts in well-formed sentences. To connect one idea or action to another using a range of connectives. To engage in non-fiction books. I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. To express my ideas and feelings about my experiences, including use of past, present and future tenses. To retell the story once I have developed a deep familiarity with the text. To learn rhymes, poems and songs</p>	<p>To describe events in some detail. To talk to others to help me work out problems. To talk to others to help me organise my thinking and activities. To talk to others and explain how things work and why they might happen making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Articulate my ideas and thoughts in well-formed sentences. Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>To listen to and talk about stories to build familiarity and understanding. To engage in non-fiction books. To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To talk to others and explain how things work and why they might happen making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. To express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses. Connect one idea or action to another using a range of connectives. To engage in non-fiction books</p>	<p>To retell the story once I have developed a deep familiarity with the text. new vocabulary in different contexts. To express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses. To can hold conversation when engaged in back-and-forth exchanges with my teacher and peers. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. To learn rhymes, poems and songs To engage in non-fiction books</p>

<p>PSE</p>	<p>To recognise that I am valuable and unique individual. To understand how to build constructive and respectful relationships. To can identify and moderate my own feelings socially and emotionally. To give focused attention to what the teacher says. To know that we have rules at school that we must follow. To know who to talk to if we do not feel safe. To know right from wrong. To recognise that we are accountable for our actions. To understand we must work together as a team when it is necessary. To respect differences between different people and their beliefs in our community, in this country and all around the world. To manage own basic hygiene and personal needs.</p>		<p>To understand and can demonstrate resilience and perseverance in the face of challenge. To have developed confidence to try new activities. To express their feelings and consider the feelings of others. To know how to regulate behaviour according to my feelings and the feelings of others. To work and play cooperatively and take turns with others To think about the perspectives of others To build constructive and respectful relationships</p>		<p>To understand how to set and work towards simple goal. To understand how to be sensitive to my own and to others' needs. To develop the confidence to try new activities and show independence, resilience and perseverance in the faces of challenge To give focused attention to what the teacher says, responding appropriately even when engaged in activity. To show an ability to follow instructions involving several ideas or actions. To understand about what keeping healthy means; different ways to keep healthy To understand how physical activity helps us to stay healthy; and ways to be physically active everyday</p>	
<p>PSHE - Whole School Themes</p>	<p>Living in the Wider World</p>		<p>Relationships</p>		<p>Health and Well being</p>	
<p>Online Safety</p>	<p>I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology with people I know.</p>		<p>I can identify ways that I can put information on the internet. I can describe ways that people can be unkind online. I can offer examples of how this can make others feel I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet.</p>		<p>I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology. I can give some simple examples of these rules I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	
<p>Physical Development</p>	<p>To develop the skills I need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene To explore different ways of moving. To develop skills to negotiate space successfully when playing racing and chasing games with other children. To learn to adjusting speed or change direction to avoid obstacles. To develop fine motor skills- holding pencil correctly, using scissors etc.</p>	<p>To develop the overall body strength, co-ordination, balance, and agility To develop skills to combine different movements with ease and fluency To develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball - Ball skills (Premier Sports) To develop fine motor skills- holding pencil correctly, using scissors etc.</p>	<p>To develop the overall body strength, co-ordination, balance, and agility To confidently and safely use a range of large and small apparatus indoors and outside and in a group. To jump off an object and land appropriately. To show good control and co-ordination in large and small movements.</p>	<p>To develop the foundations of a handwriting style which is fast, accurate and efficient. To develop good control and co-ordination in large and small movements. To develop increasing control over an object in pushing, patting, throwing, catching or kicking it. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>To know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. To develop increasing control over an object in pushing, patting, throwing, catching or kicking it. To learn to negotiate space successfully when playing racing and chasing games with other children,</p>	<p>To learn to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To develop increasing control over an object in pushing, patting, throwing, catching or kicking it</p>

				Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	adjusting speed or changing direction to avoid obstacles.	
Literacy	<p>Phase 1 Phonics</p> <p>To read individual letters by saying the sounds for them.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To anticipate (where appropriate) key events in stories.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Phase 2 Phonics</p> <p>To blend sounds so they can read short words made up of known letter-sound correspondences.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To say a sound for each letter in the alphabet</p> <p>To read words consistent with their phonic knowledge by sound-blending.</p> <p>To write recognisable letters, most of which are correctly formed.</p>	<p>Phase 2 Phonics</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To read words consistent with their phonic knowledge by sound-blending.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To write recognisable letters, most of which are correctly formed.</p> <p>To spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>Phase 3 Phonics</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Phase 3 Phonics</p> <p>To form lower-case and capital letters correctly.</p> <p>To spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To write simple phrases and sentences that can be read by others.</p>	<p>Phase 3 Phonics</p> <p>To write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>To re-read what they have written to check that it makes sense.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To form lower-case and capital letters correctly.</p> <p>To spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To re-read what they have written to check that it makes sense.</p>
Maths	<p>Opportunities for classifying, matching, comparing and ordering</p> <p>Opportunities to ensure that every child has been</p>	<p>Learning to count reliably within 6 and explore different representations of these numbers.</p>	<p>Developing understanding of numbers within six and introducing pupils to numbers within 10.</p>	<p>Developing understanding of numbers within six and introducing pupils to numbers within 10.</p>	<p>Learning to count reliably within 15, building on their knowledge about numbers within 10</p>	<p>Opportunity to apply their knowledge of addition and grouping and sharing. They explore double and half and</p>

	<p>introduced to the key concepts about pattern and early number (within three) in order for them to apply their learning in purposeful play.</p> <p>Building understanding about time, using everyday language to talk about events and their duration.</p> <p>Exploring the characteristics of shapes and objects and using mathematical language when describing them.</p> <p>WHITE ROSE Getting to know you Just like me!</p>	<p>Exploring the combination and partitioning structures of addition and subtraction within 6.</p> <p>Introduces pupils to capacity, size and length.</p> <p>Giving opportunities to measure, weigh and compare two or more objects.</p> <p>Building understanding about time, using everyday language to talk about events and their duration.</p> <p>Exploring the properties of 2-D</p> <p>WHITE ROSE + NUMBER BLOCKS It's ME 1,2,3! Light and Dark</p>	<p>Exploring the augmentation and reduction structures of addition for numbers within 10.</p> <p>Automatically recall number bonds for numbers 0-5</p> <p>Exploring the characteristics of shapes and objects and using mathematical language when describing them.</p> <p>Compare length, weight and capacity</p> <p>WHITE ROSE + NUMBER BLOCKS Alive in 5! Growing 6,7,8</p>	<p>Exploring the augmentation and reduction structures of addition for numbers within 10</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Pupils explore the values of the coins and use different combinations of coins to make a certain amount.</p> <p>Exploring the properties of 3-D shapes</p> <p>WHITE ROSE + NUMBER BLOCKS</p>	<p>Exploring grouping and sharing and recognising the relationship between the two concepts.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>WHITE ROSE + NUMBER BLOCKS On the Move Superhero to 20 and beyond</p>	<p>recognise the relationship between the two concepts</p> <p>Pupils explore the values of the coins and use different combinations of coins to make a certain amount.</p> <p>Pupils compare the lengths, capacities and weights of different objects and use appropriate language to talk about each one.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>WHITE ROSE + NUMBER BLOCKS First then now Find my pattern</p>
UW	<p>I will talk about members of their immediate family and community.</p> <p>I will talk about the lives of people around them and their roles in society.</p> <p>I will name and describe people who are familiar to them.</p> <p>I will know some similarities and differences between in the past and now.</p> <p>I will make comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</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., making observations and drawing pictures of animals and plants.</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Comment on images of familiar situations in the past.</p> <p>Talks about why things happen and how things work.</p> <p>https://bpes.bp.com/humpty-dumpty https://bpes.bp.com/jack-and-the-beanstalk Compare and contrast characters from stories, including figures from the past.</p>	<p>Explore the natural world around them., making observations and drawing pictures of animals and plants</p> <p>Understand that some places are special to members of their community.</p> <p>Describe immediate environments Similarities and difference between different religious and cultural communities</p> <p>Explain similarities and differences between life in this country and life in other countries.</p>	<p>Explore the natural world around them., making observations and drawing pictures of animals and plants</p> <p>Explore the natural world around them. Draw information from a simple map.</p> <p>Similarities and differences between the natural world around them and contrasting environments. Understand the important processes and changes in the natural world around them, including seasons and changing states of matter.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Shows care and concern for living things and the environment.</p>

	Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them		Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them	Comment on images of familiar situations in the past. Draw information from a simple map. Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them	Recognise some similarities and differences between life in this country and life in other countries. Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between life in this country and life in other countries.	Comment on images of familiar situations in the past. Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them
EA	I will develop storylines in play. I will sing in a group increasingly matching the pitch and following the melody (Harvest). I will beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Christmas Music Production Sing in a group increasingly matching the pitch and following the melody (Nativity). 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 Explores what happens when they mix colours. Joins construction pieces together to build and balance.	Develop storylines in play. Create collaboratively sharing ideas, resources, and skills - Collective art project. Use different materials and textures to construct models. Selects tools and techniques needed to shape, assemble and join materials they are using. Watch and talk about dance and performance art, expressing their feelings and responses.	Listen attentively, move to and talk about music, expressing their feelings and responses. Selects appropriate resources and adapts work where necessary. Safely use and explore a variety of materials, tools and techniques. Experiments with colour, design, texture, form and function Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play.	Join in with role play games and use resources available for props. Experiments with colour, design, texture, form and function. Safely use and explore a variety of materials, tools and techniques. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Develop storylines in their pretend play.	Techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Safely use and explore a variety of materials, tools and techniques. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills.
	Charanga Music - Me Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music		Charanga Music - My Stories Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music	Charanga Music- Big Bear Funk Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments	Charanga Music - Everyone Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music	Charanga Music - Our World Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music

	<p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>		<p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	<p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>
Role Play	Doctors	Party Shop	Puppet Theatre	Mini - beast Lab	Pizza Parlour	Travel Agents
	School	Santa's Grotto	Goldilocks House	Dinosaur Dig	Garden Centre	Ice Cream Parlour