**Autumn – EYFS – Cycle A**

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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage**Let’s Read**Lesson 1 | ***Talk about the different communities that the children belong to. Invite the children to choose a book to share.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Enjoys looking at books and sharing stories. | Talk about stories and make connections with events in their own lives or other familiar stories. |  |
| Develop**Lost and Found**Lesson 2 | ***Discuss how the children's class is a community and why it is important to be good friends to each other. Talk about ways that they can be a good friend.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. |  |
| Develop**Phonics with a friend**Lesson 3 | ***Encourage the children to take turns to fish for a letter and complete their boards. To extend the activity, they could fish for particular letters, for example 'Can you find a s?'***Say a sound for each letter in the alphabet and at least 10 digraphs. | Recognise and say sounds represented by graphemes. |  |
| Develop**Detectives**Lesson 4 | ***Hide the Three sounds word cards around the classroom and explain that the children are going to be word detectives and that they need to find the word cards to build the words on their picture cards.***Say a sound for each letter in the alphabet and at least 10 digraphs. | Begin to link the letters of the alphabet with the corresponding phoneme. |  |
| Develop**Match it**Lesson 5 | ***Provide sets of the Phoneme word cards. Place all of the cards face down and ask the children to take turns to select two cards and say the sounds that the phonemes represent.***Say a sound for each letter in the alphabet and at least 10 diagraphs. | Recognise and say sounds represented by graphemes. |  |

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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Dressing up**Lesson 6 | ***Provide a large full-length mirror and a selection of dress up clothes from the children to wear.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.Enjoys looking at books and sharing stories. | Show an understanding of the meanings of new words by using them in discussion and role play situations. |  |
| **Exploring Autumn** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Leaf Man**Lesson 1 | ***Discuss the journey that Leaf Man went on throughout the story and what he saw along the way.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. |  |
| Enhanced Provision**Market Stall**Lesson 2 | ***Set up a fruit and vegetable stall full of autumnal produce. Use the Fruit and vegetable stall banner, and the Fruit and vegetable stall picture cards.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Woodland animal sanctuary**Lesson 3 | ***Make a woodland animal sanctuary to nurse injured 'animals' back to health.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.Enjoys looking at books and sharing stories. | Show an understanding of the meanings of new words by using them in discussion and role play situations. |  |
| Enhanced Provision**Cosy camp fires**Lesson 4 | ***Set up a cosy space for a small imaginary campfire and resource it with logs, torches and sleeping bags.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |

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| **Once Upon A Time** | **Learning Objective** | **Skills** | **Knowledge** |
| Express**My Favourite story**Lesson 1 | ***Ask each of the children to choose their favourite story from the project. Invite children from an older class to come and read the stories with the children.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. |  |
| Engage**Castles and Kingdoms**Lesson 2 | ***Display a model castle with a range of small world figures for imaginative play. Include some valiant knights, a giant, a king and his soldiers, a wicked queen and other fairy tale characters.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Develop**Who’s been eating my porridge?**Lesson 3 | ***Read or tell the story Goldilocks and the Three Bears. Encourage the children to join in with repeated refrains, such as 'Who's been eating my porridge?' and 'Who's been sitting on my chair?'***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. |  |
| Develop**Woodland Tales**Lesson 4 | ***Set up a woodland scene in a Tuff Tub using small logs, branches, pebbles and woodland creatures.*** Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Develop**Through the woods**Lesson 5 | ***Place the word cards in a pile face down. Invite a child to pick up a card and read the word.***Read words consistent with their phonic knowledge by sound-blending. | Use phonic knowledge to blend sounds into words. |  |

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| **Once Upon A Time** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Cinderella**Lesson 6 | ***As you are reading the story, stop at key points to recap on what has happened and ask the children to predict what might happen next.***Anticipate – where appropriate – key events in stories. | Suggest what might happen at different points in a story. |  |
| Develop**Ruler for the day**Lesson 7 | ***Pass the crown around the circle, inviting the children to share their ideas with everyone. Encourage the children to speak confidently and, where appropriate, invite them to extend their sentences using 'and' and 'because'.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Develop**Little pig, little pig**Lesson 8 | ***Discuss the characters in the story and how they have behaved. Encourage the children to make comments about the different houses and ask what type of house they would build for the pigs.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. |  |
| Develop**Fairy tale twists**Lesson 9 | ***Read an alternative, contemporary version of The Three Little Pigs. For example, The True Story of the Three Little Pigs!***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. |  |
| Develop**Word Wall** Lesson 10 | ***Display the Word wall word cards and invite the children to take a card and read the word. The words are all displayed on bricks.***Read words consistent with their phonic knowledge by sound-blending. | Blend sounds to read words. |  |

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| **Once Upon A Time** | **Learning Objective** | **Skills** | **Knowledge** |
| Innovate**A story for a king**Lesson 11 | ***Act out your story with the puppets and record it for the King to watch on his birthday.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Talk about stories that have been read to them and retell them through role play and small world play. |  |
| Enhanced Provision**Magic Potions**Lesson 12 | ***Make magic potions by adding bubble bath to water. Add hand whisks for the children to make the mixture thick and foamy.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Clean up**Lesson 13 | ***Provide a range of cleaning equipment to help Cinderella tidy up the outside area.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Talk about stories that have been read to them and retell them through role play and small world play. |  |
| Enhanced Provision**Tell a Tale**Lesson 14 | ***Provide a series of pictures that tell a familiar tale. Let the children peg the picture cards onto a washing line in the correct order and retell the story.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Retell stories and narratives through role play and small world play, using some key vocabulary. |  |
| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage**Whatever Next**Lesson 1 | ***Encourage the children to talk about what Baby Bear does throughout the story. Stop at points in the story to recap and predict what might happen next.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Enjoys looking at books and sharing stories. | Talk about stories and make connections with events in their own lives or other familiar stories. |  |

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| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage**Binoculars and Telescope**Lesson 2 | ***Offer toy telescopes and binoculars. Show the children how to focus their instruments on objects in the distance by turning the focus wheel.***Say a sound for each letter in the alphabet and at least 10 digraphs. | Recognise and say sounds represented by graphemes. |  |
| Develop**Peace at last**Lesson 3 | ***Encourage the children to join in with the sounds that Mr Bear hears throughout the story and the repeated refrain 'Oh no! I can't stand this.'***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Enjoys looking at books and sharing stories. | Talk about stories and make connections with events in their own lives or other familiar stories. |  |
| Develop**Bedtime routine**Lesson 4 | ***Provide the children with the Bedtime routine word cards and the Bedtime routine picture cards. Support the children to pick a card, read it and match it to a picture.***Read words consistent with their phonic knowledge by sound-blending. | Blend sounds to read words. |  |
| Develop**In the woods**Lesson 5 | ***Display the Nocturnal animal true or false word cards and two hoops, one labelled true and the other false.***Read words consistent with their phonic knowledge by sound-blending. | Blend sounds to read words. |  |
| Develop**How to catch a star**Lesson 6 | ***After reading, ask the children to discuss the ways the little boy tried to catch the star. Ask them to think of other imaginative ways that the boy could have tried to catch the star.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. |  |

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| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Alien phonics**Lesson 7 | ***Explain to the children that they are going to make words using the letters. Some of the words will be real or spaceman words, and some will be nonsense or alien words.***Read words consistent with their phonic knowledge by sound-blending. | Blend sounds to read words |  |
| Enhanced provision**Construction workers**Lesson 8 | ***Add small world figures and a range of diggers and trucks to the sand tray.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision **Bath time**Lesson 9 | ***Add bubble bath to the water tray and provide a selection of bath toys for the children to play with, including rubber ducks and wind up toys.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Walking on the moon**Lesson 10 | ***Provide dry sand and add glitter and pebbles. Offer a range of space-themed vehicles and small world figures for scooping, moving and piling.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Bedtime bears**Lesson 11 | ***Provide baskets of storybooks and a selection of bedtime bears for the children to read to.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Retell stories and narratives through role play and small world play, using some key vocabulary. |  |

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| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Dream world**Lesson 12 | ***Provide a variety of building blocks, small word animals and fabrics. Display the sign 'Can you create a dream world?'***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**People who help at night**Lesson 13 | ***Provide emergency services dressing up clothes, reflective clothing and torches for role play fun. Add ride on vehicles, battery-operated lights, cones, paper and pens for the children to make road works and signs.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| **Winter Wonderland** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Gruffalo’s Child**Lesson 1 | ***Encourage the children to join in with repeated refrains as you read. When the children are familiar with the story, provide a large piece of paper and support the children to draw a map of the journey*** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary | Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. |  |
| Enhanced Provision**Icy Water**Lesson 2 | ***Add ice frozen in different shapes and colours to the water tray. Provide cold climate animals to create an icy small world for the children to explore.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Snowflake words**Lesson 3 | ***Children to collect and read as many snowflakes as they can in one minute.***Read words consistent with their phonic knowledge by sound-blending. | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. |

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| **Dangerous Dinosaurs** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage**Dinostory**Lesson 1 | ***Encourage the children to join in with the rhymes and missing words as they listen to the story.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. |  |
| Develop**Dear Dinosaur**Lesson 2 | ***Invite the children to talk about the letters that T. Rex and Max sent to each other. Ask the children if they have a favourite dinosaur and what questions they would like to ask them.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Enjoys looking at books and sharing stories. | Talk about stories and make connections with events in their own lives or other familiar stories. |  |
| Develop**Dinosaur Trail**Lesson 3 | ***Set up an adventure reading trail using the Dinosaur trail pictures cards. Support the children to read the clues and then find the corresponding pictures.***Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. |  |
| Develop**Dinosaur Phonics**Lesson 4 | ***Hide the Dinosaur bones word cards in a sand tray with dry sand. Invite the children to take turns to dig out a card and read the word.***Read words consistent with their phonic knowledge by sound-blending. | Use phonic knowledge to blend sounds into words. |  |
| Develop**Which Dinosaur?**Lesson 5 | ***After they have read the sentence, ask them to reread it and decide whether it matches with the tyrannosaurus or the diplodocus.***Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. |  |

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| **Dangerous Dinosaurs** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Cave Baby**Lesson 6 | ***Explain that these animals are now extinct, but we know what they looked like from their remains and some cave paintings. Invite the children to describe the animals in the pictures, and compare them to the animals in the story.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.Enjoys looking at books and sharing stories. | Show an understanding of the meanings of new words by using them in discussion and role play situations. | During the last Ice Age, sabre-toothed cats, giant ground sloths, mastodons, and mammoths lived. These animals are now extinct.We know about these animals from their fossilised or frozen remains and cave paintings. |
| Enhanced Provision**Islands**Lesson 7 | ***Put pea gravel, pebbles, bubbly green water and toy dinosaurs into a Tuff Tub for the children to explore.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Under water worlds**Lesson 8 | ***Add a selection of toy dinosaurs, reptiles and sharks to the water tray for prehistoric underwater fun.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Build a dinosaur world**Lesson 9 | ***Add toy dinosaurs, log slices, pebbles and branches to the construction area. Provide wooden blocks for the children to build structures in which the dinosaurs can live***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Labels**Lesson 10 | ***Challenge the children to read the words and place them on the correct place on the dinosaur.***Read words consistent with their phonic knowledge by sound-blending. | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. |  |

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| **Dangerous Dinosaurs** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Dinosaur stories**Lesson 11 | ***Provide a dinosaur story of the day for the children to read and share. You could ask the children to select the story for the next day.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. |  |
| **Puddles and rainbows** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Colour Cues**Lesson 1 | ***Display the Colour clues word cards for the children to read and follow the instructions.***Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. |  |
| Enhanced Provision**Dress Up**Lesson 2 | ***Provide a variety of brightly-coloured clothing and a full-length mirror for colourful dressing up.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| **Sunshine and sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage**Come outside**Lesson 1 | ***Encourage the children to join in with the repeated phrases in the story and explore the rhyming words. Ask them to predict what Timothy might see through his telescope.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. |  |
| Engage**Reading trail**Lesson 2 | ***Invite the children to choose a sentence, read it and follow the instruction.*** Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. |  |

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| **Sunshine and Sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Butterfly bouquet**Lesson 3 | ***Talk about the story, including the different seasons, how the girl's garden changes through the year and the butterflies' features, such as the patterns on their wings, how they use their feet to taste and how they unroll their tongues to suck up nectar.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. | A butterfly is a type of insect.Butterflies lay eggs on plants. Caterpillars hatch from the eggs.Caterpillars eat until they are fully grown, then they become a pupa.A caterpillar pupa is called a chrysalis.A butterfly emerges from a chrysalis.Butterflies have wings, legs antennae and a rolled-up tongue for drinking nectar. |
| Develop**Garden animals**Lesson 4 | ***Ask the children to work with a partner to read the information on one of the sheets.***Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. |  |
| Develop**Our Garden**Lesson 5 | ***Encourage the children to think about the steps Errol takes to create the rooftop garden. Explore the word 'community' and explain that the people who live in the flats are a community.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. |  |

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| **Sunshine and Sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Jump and shout**Lesson 6 | ***Challenge the children to put the cards in a new order to make action stories.*** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. |  |
| Develop**Football phonics**Lesson 7 | ***Provide the children with a foam football and encourage them to read a word, shout which word they are aiming at and either kick or throw the ball at the word. If they hit the word they are aiming for, they score a point.***Read words consistent with their phonic knowledge by sound-blending. | Use phonic knowledge to blend sounds into words. |  |
| Enhanced provision**Perfume making**Lesson 8 | ***Offer labels and pens for the children to name their scents and clipboards and paper to write the recipes.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.Enjoys looking at books and sharing stories. | Show an understanding of the meanings of new words by using them in discussion and role play situations. |  |
| Enhanced Provision**Summer Mud Kitchen**Lesson 9 | ***Set up a summery mud kitchen. Offer mixing bowls, frying pans, barbeque utensils, spoons and plates for the children to create a range of dishes.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced provision**Outdoor fun small world**Lesson 10 | ***Provide a variety of small world characters and different trays or Tuff Tubs for the children to create outdoor spaces for their characters to visit.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |

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| **Sunshine and Sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**What can you see in the summer?**Lesson 11 | ***Display the What can you see in summer? Sentence cards for the children to read independently.***Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. |  |
| **Shadows and reflections** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Storytime** Lesson 1 | ***Take time to look at the beautiful illustrations that show reflections in the lake. Encourage the children to talk about what they thought the beaver really heard in the story.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Talk about the characters, events and settings in stories they have listened to, using props and materials for role play. | An echo is made by sounds bouncing (reflecting) off a hard surface. |
| Enhanced Provision**Mirror phonics**Lesson 2 | ***Display a range of common exception words in mirror writing for the children to decipher with a small handheld mirror.***Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Read some common exception words. |  |
| Enhanced Provision**Let’s read**Lesson 3 | ***Display a browsing box filled with books on the theme of echoes, reflections, mirrors, shadows and symmetry for the children to look at independently.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Enjoys looking at books and sharing stories. | Talk about stories and make connections with events in their own lives or other familiar stories. |  |

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| **Shadows and reflections** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Shadow puppets**Lesson 4 | ***Challenge the children to make up or retell stories using the puppets.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Talk about stories that have been read to them and retell them through role play and small world play. |  |
| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage**Holidays**Lesson 1 | ***Ask the children to compare the two holidays that Penguin and Crab have in the story. Invite them to talk about which holiday they would prefer and why.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Enjoys looking at books and sharing stories. | Talk about stories and make connections with events in their own lives or other familiar stories. |  |
| Develop**Stories from around the world**Lesson 2 | ***Share the story Fatou, Fetch the Water by Neil Griffiths. Encourage the children to look at the pictures of the busy street as Fatou makes her journey to the well.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Specific knowledge Reception | Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. | The Gambia is a country in West Africa. |
| Develop**Clean up**Lesson 3 | ***Explain that the story is set in Jamaica, which is in the Caribbean. Show the children where Jamaica is on a map or globe. Explain that the seas in the Caribbean are always warm, and they are home to lots of tropical fish, sharks, turtles and whales.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. |  |

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| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Phonic explorers**Lesson 4 | ***Put the Reading trail picture cards around the classroom or the outside area. Invite the children to choose a partner to work with and provide each pair with a Reading trail spotting sheet.***Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. |  |
| Develop**Animal Phonics**Lesson 5 | ***Invite the children to choose a partner. Provide each pair with one of the Animal facts information sheets to read. Support the children to use their phonic skills to read their information sheet.***Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. |  |
| Enhanced Provision**Deserts**Lesson 6 | ***Provide materials for the children to create a desert landscape in the sand tray****.*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Oceans** Lesson 7 | ***Provide a selection of small world marine animals, shells and pebbles for the children to explore.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Polar Play**Lesson 8 | ***Add ice cubes and polar small world animals to a Tuff Tub to create a polar small world***.Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |

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| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Roads bridges and tunnels**Lesson 9 | ***Add toy cars, road signs and small world people to damp sand. Challenge the children to create roads, bridges and tunnels for the vehicles to travel under, over and through.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Rain forests** Lesson 10 | ***Create a rainforest small world in a Tuff Tub with damp soil, log slices, leaves and small branches.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Going on a journey**Lesson 11 | ***Provide a selection of stories based on travel for the children to read independently. Include Mr Gumpy's Outing and Mr Gumpy's Motor Car by John Burningham and Mrs Armitage and the Big Wave, Mrs Armitage on Wheels and Mrs Armitage Queen of the Road by Quentin Blake.***Anticipate – where appropriate – key events in stories. | Talk about the pictures in story books and use them to discuss how characters might be feeling. |  |
| Enhanced Provision**Tickets Please**Lesson 12 | ***Create a ticket office. Offer coins, tickets, timetables, travel posters and a clock. Provide a train or coach interior by arranging seats in rows for the children to travel in after they have bought their ticket.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |

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| **Splash** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Bath time**Lesson 1 | ***Fill a toy bath with soapy water. Provide dolls, sponges, face cloths and bath toys for bath time fun. Offer towels for drying.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Under the sea**Lesson 2 | ***Create an underwater small world in a Tuff Tub. Provide small world marine animals, shells and pebbles for the children to use in their play.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced Provision**Share a book**Lesson 3 | ***Fill an empty paddling pool with cushions to create a comfortable reading den. Offer baskets of books on the theme of water for the children to read.***Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment. |  |
| Enhanced Provision**Make a word**Lesson 4  | ***Add upper and lower case magnetic letters to the water tray. Provide magnetic fishing rods for the children to pick up letters and see if they can match the upper and lower case letters***Say a sound for each letter in the alphabet and at least 10 digraphs. | Begin to link the letters of the alphabet with the corresponding phoneme. |  |

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| **Moving on** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Say goodbye, say hello**Lesson 1 | ***Explore the book's theme, which is every time we say goodbye to someone or something, we say hello to something new, whether this is friends, places or new experiences.***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Enjoys looking at books and sharing stories. | Talk about stories and make connections with events in their own lives or other familiar stories. |  |
| Enhanced provision**Tracks and roads**Lesson 2 | ***Add toy vehicles to damp sand in the sand tray. Encourage the children to work together to create tracks and roads.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced provision**Mini school**Lesson 3 | ***Set up small world school in a Tuff Tub with small world people, furniture and play equipment for the children to explore. You could add mini pictures of the children and teachers.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |
| Enhanced provision**Messages**Lesson 4 | ***Create a book with labelled photographs of teachers from the school. Add simple messages from the teachers for the children to read.***Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. |  |
| Enhanced provision**How are you feeling?**Lesson 5 | ***Provide books on the theme of emotions for the children to share and read together.***Anticipate – where appropriate – key events in stories. | Talk about the pictures in story books and use them to discuss how characters might be feeling. |  |
| Enhanced provision**School role play**Lesson 6 | ***Create a school role play area. Include school uniform, registers, phonic resources, storybooks and dressing up clothes for the children to take on different roles.***Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. |  |