



# EYFS Spring Term 1 'Small Voices, Big Ideas' Overview (2025-2026)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	<p><b>Mirror, Mirror</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li><i>Physical:</i> Eye contact, facial expression, posture</li> <li><i>Social &amp; Emotional:</i> Listening and responding, cooperation</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>To develop awareness of facial expression and body language.</li> <li>To build focus and attention on a partner during interaction.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>How to Play / Steps:</b></p> <ol style="list-style-type: none"> <li>Children pair up and stand facing each other.</li> <li>One child is the "leader" and slowly makes facial expressions or gestures.</li> <li>The "mirror" copies exactly what they see.</li> <li>Swap roles after a few minutes.</li> </ol> <p><b>Adult Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>"How did you know what your partner was doing?"</li> <li>"What helped you focus on your partner's face?"</li> <li>"How did you feel when it was your turn to lead?"</li> </ul>	<p><b>Talking Teddy</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li><i>Social &amp; Emotional:</i> Confidence in speaking, turn-taking</li> <li><i>Linguistic:</i> Sentence formation, using appropriate tone</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>To develop turn-taking and respectful listening skills.</li> <li>To speak confidently in front of others.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>Soft toy or puppet</li> </ul> <p><b>How to Play / Steps:</b></p> <ol style="list-style-type: none"> <li>Sit in a circle and introduce "Talking Teddy".</li> <li>Only the person holding the teddy may speak.</li> <li>Prompt with simple sentence starters, e.g., "Today I feel...", "My favourite game is..."</li> <li>Encourage listening and eye contact while others speak.</li> </ol> <p><b>Adult Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>"What would you like to tell the teddy?"</li> <li>"How did you feel when it was your turn?"</li> <li>"What did your friend share?"</li> </ul>	<p><b>Mystery Bag</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li><i>Cognitive:</i> Describing, inferring</li> <li><i>Linguistic:</i> Vocabulary expansion, descriptive language</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>To describe an unseen object using sensory language.</li> <li>To make logical guesses based on spoken clues.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>Opaque bag or pillowcase</li> <li>Familiar objects (e.g., spoon, sponge, toy car)</li> </ul> <p><b>How to Play / Steps:</b></p> <ol style="list-style-type: none"> <li>Place objects in the bag.</li> <li>One child feels an item and describes it <i>without naming it</i>.</li> <li>The group guesses what it might be.</li> <li>Reveal and discuss descriptive clues used.</li> </ol> <p><b>Adult Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>"What does it feel like — smooth or bumpy?"</li> <li>"What made you think it was that object?"</li> <li>"Can you describe it using more than one word?"</li> </ul>	<p><b>Loud, Quiet, Whisper</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li><i>Physical:</i> Voice projection and control</li> <li><i>Linguistic:</i> Appropriate tone and expression</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>To explore how voice volume changes meaning.</li> <li>To use appropriate volume in different contexts.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>Volume cards or symbols (LOUD, QUIET, WHISPER)</li> </ul> <p><b>How to Play / Steps:</b></p> <ol style="list-style-type: none"> <li>Display the volume cards.</li> <li>Model a phrase (e.g., "Good morning!") in different volumes.</li> <li>Children repeat using the matching voice level.</li> <li>Play "Volume Simon Says" – e.g., "Say it quietly if you're eating lunch."</li> </ol> <p><b>Adult Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>"When might we use a quiet voice?"</li> <li>"Why would we whisper?"</li> <li>"Which voice is best for the playground?"</li> </ul>	<p><b>Oral Storytelling</b></p> <p>Using the 5-sentence story sentence stems engage the children in a modelled invention:</p> <ul style="list-style-type: none"> <li>Once upon a time</li> <li>One day/Early one morning</li> <li>Unfortunately</li> <li>Luckily</li> <li>Finally</li> </ul> <p>Use a simple S plan on the flip chart to invent a 5-sentence story together, then retell with actions.</p> <p>Individual 's' plans to be provided in provision and encourage the use of the storytelling chair.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Roll and Talk</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Linguistic:</i> Vocabulary and sentence building</li> <li>• <i>Social &amp; Emotional:</i> Turn-taking, active listening</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To use sentence structures to talk about familiar topics.</li> <li>• To listen and respond appropriately to others.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• Foam dice with picture prompts (food, family, hobbies, emotions)</li> </ul> <p><b>How to Play / Steps:</b></p> <ol style="list-style-type: none"> <li>1. Children roll the dice.</li> <li>2. They talk about the picture shown, e.g., "This is food. My favourite food is pizza."</li> <li>3. Encourage peers to ask one question.</li> </ol> <p><b>Adult Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>• "Can you tell me more about that?"</li> <li>• "Who likes the same thing as you?"</li> <li>• "Can you use a full sentence?"</li> </ul>	<p><b>Show and Tell</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Social &amp; Emotional:</i> Confidence and audience awareness</li> <li>• <i>Linguistic:</i> Narrative skills and expressive vocabulary</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To speak clearly and confidently to an audience.</li> <li>• To organise thoughts and ideas in sequence.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• Children's own objects or items from class "special box"</li> </ul> <p><b>How to Play / Steps:</b></p> <ol style="list-style-type: none"> <li>1. One child shares their object with the group.</li> <li>2. They describe what it is, where it came from, and why it's special.</li> <li>3. Encourage questions from the audience.</li> </ol> <p><b>Adult Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>• "Why did you choose this to share?"</li> <li>• "Can you tell us what it's made of?"</li> <li>• "Who has something similar?"</li> </ul>	<p><b>Follow My Leader</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Physical:</i> Coordination, speaking with movement</li> <li>• <i>Linguistic:</i> Action words and imperative language</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To link physical actions with spoken words.</li> <li>• To give and follow clear verbal instructions.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>How to Play / Steps:</b></p> <ol style="list-style-type: none"> <li>1. One child leads with an action while saying it (e.g., "jump", "clap", "spin").</li> <li>2. The group copies both the movement and the spoken word.</li> <li>3. Rotate leaders and add sequences (e.g., "Jump and clap!").</li> </ol> <p><b>Adult Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>• "What action should we do next?"</li> <li>• "Can you tell us what to do using your words?"</li> <li>• "How do we know when to start?"</li> </ul>	<p><b>Story Stones</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Cognitive:</i> Sequencing, imagination</li> <li>• <i>Linguistic:</i> Story language, connectives</li> <li>• <i>Social &amp; Emotional:</i> Collaborative storytelling</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To use visual prompts to tell a simple story.</li> <li>• To use story language and sequencing.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• Story stones (painted pictures of people, places, objects)</li> </ul> <p><b>How to Play / Steps:</b></p> <ol style="list-style-type: none"> <li>1. Children select 3–4 stones.</li> <li>2. Encourage them to arrange the stones in an order to tell a story.</li> <li>3. They verbally tell the story to peers or the class.</li> </ol> <p><b>Adult Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>• "What happens first in your story?"</li> <li>• "Can you use words like 'then' or 'next'?"</li> <li>• "Who are your characters?"</li> </ul>	<p><b>Oral Storytelling</b></p> <p>Using the 5-sentence story sentence stems engage the children in a modelled invention:</p> <ul style="list-style-type: none"> <li>• Once upon a time</li> <li>• One day/Early one morning</li> <li>• Unfortunately</li> <li>• Luckily</li> <li>• Finally</li> </ul> <p>Use a simple S plan on the flip chart to invent a 5-sentence story together, then retell with actions.</p> <p>Individual 's' plans to be provided in provision and encourage the use of the storytelling chair.</p>	

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	<p><b><u>Listening Walk</u></b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Physical</i>: Active listening</li> <li>• <i>Cognitive</i>: Sound identification, reflection</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To develop awareness of environmental sounds.</li> <li>• To describe and discuss what has been heard.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• Clipboards, pencils (optional)</li> </ul> <p><b>How to Play / Steps:</b></p> <ol style="list-style-type: none"> <li>1. Go for a short walk around the school grounds.</li> <li>2. Children listen carefully for sounds.</li> <li>3. Gather to discuss what they heard.</li> </ol> <p><b>Adult Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>• “What sounds did you hear?”</li> <li>• “Were they loud or quiet?”</li> <li>• “Where did the sound come from?”</li> </ul>	<p><b><u>Picture Predictions</u></b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Cognitive</i>: Inference, reasoning</li> <li>• <i>Linguistic</i>: Explanatory language</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To make predictions based on visual clues.</li> <li>• To explain reasoning using “because”.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• Picture book covers or illustrations</li> </ul> <p><b>How to Play / Steps:</b></p> <ol style="list-style-type: none"> <li>1. Show a book cover without reading the title.</li> <li>2. Ask children what they think might happen.</li> <li>3. Encourage justification of their ideas.</li> </ol> <p><b>Adult Questions and Prompts:</b></p> <ul style="list-style-type: none"> <li>• “What do you think will happen in this story?”</li> <li>• “Why do you think that?”</li> <li>• “What clues did you see?”</li> </ul>	<p><b><u>Guess the Sound</u></b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Physical</i>: Listening carefully</li> <li>• <i>Cognitive</i>: Identifying &amp; interpreting sounds</li> <li>• <i>Linguistic</i>: Descriptive language (e.g., loud, slow, jingling)</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To listen attentively and identify sounds.</li> <li>• To describe sounds using appropriate vocabulary.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• Sound clips or objects (keys, paper tearing, drum, water pouring)</li> <li>• Blindfold (optional)</li> </ul> <p><b>How to Play / Steps:</b></p> <ol style="list-style-type: none"> <li>1. Children sit in a circle.</li> <li>2. Adult plays a sound or makes one using an object behind a screen.</li> <li>3. Children guess what made the sound.</li> <li>4. Encourage descriptive answers, not just naming.</li> </ol> <p><b>Adult Questions:</b></p> <ul style="list-style-type: none"> <li>• “What did it sound like?”</li> <li>• “Was it loud or quiet?”</li> <li>• “What do you think made that noise and why?”</li> </ul>	<p><b><u>Telephone Game</u></b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Physical</i>: Voice clarity</li> <li>• <i>Social &amp; Emotional</i>: Turn-taking, listening to others</li> <li>• <i>Linguistic</i>: Clear pronunciation and sentence structure</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To speak clearly and listen carefully to others.</li> <li>• To understand how speech changes if not clear.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• Phrase cards or simple sentences</li> </ul> <p><b>How to Play / Steps:</b></p> <ol style="list-style-type: none"> <li>1. Children sit in a line or circle.</li> <li>2. Adult whispers a simple sentence to the first child.</li> <li>3. Children whisper it down the line.</li> <li>4. Last child says it aloud to compare.</li> </ol> <p><b>Adult Questions:</b></p> <ul style="list-style-type: none"> <li>• “What made it difficult to hear clearly?”</li> <li>• “How can we make our whispers clearer?”</li> <li>• “How close was it to the original sentence?”</li> </ul>	<p><b><u>Oral Storytelling</u></b></p> <p>Using the 5-sentence story sentence stems engage the children in a modelled invention:</p> <ul style="list-style-type: none"> <li>• Once upon a time</li> <li>• One day/Early one morning</li> <li>• Unfortunately</li> <li>• Luckily</li> <li>• Finally</li> </ul> <p>Use a simple S plan on the flip chart to invent a 5-sentence story together, then retell with actions.</p> <p>Individual ‘s’ plans to be provided in provision and encourage the use of the storytelling chair.</p>

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<p><b><u>Puppet Conversations</u></b>  <b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Linguistic:</i> Dialogue, sentence building</li> <li>• <i>Social &amp; Emotional:</i> Speaking through role-play, confidence</li> <li>• <i>Cognitive:</i> Staying in character and responding</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To use puppets to engage in simple dialogues.</li> <li>• To practise turn-taking in conversation.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Hand/ finger puppets</li> <li>• Small stage or carpet area</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Children choose a puppet.</li> <li>2. In pairs, they make their puppets talk to each other.</li> <li>3. Adult models short dialogues first.</li> <li>4. Encourage greetings, questions, answers, and emotions.</li> </ol> <p><b>Adult Questions:</b></p> <ul style="list-style-type: none"> <li>• “What is your puppet’s name?”</li> <li>• “What might your puppet say back?”</li> <li>• “Can your puppet ask a question?”</li> </ul>	<p><b><u>What’s in the picture?</u></b>  <b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Cognitive:</i> Observation, interpretation</li> <li>• <i>Linguistic:</i> Describing, question asking</li> <li>• <i>Social &amp; Emotional:</i> Respectfully listening</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To describe details in an image.</li> <li>• To ask and answer questions about visual information.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Large image/photo (busy scenes, animals, markets)</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Display image.</li> <li>2. Children take turns describing something they see.</li> <li>3. Others can ask questions or share thoughts.</li> </ol> <p><b>Adult Questions:</b></p> <ul style="list-style-type: none"> <li>• “What can you see happening?”</li> <li>• “Why do you think they are doing that?”</li> <li>• “What makes you say that?”</li> </ul>	<p><b><u>Emotion Charades</u></b>  <b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Physical:</i> Facial and body expression</li> <li>• <i>Linguistic:</i> Emotion vocabulary</li> <li>• <i>Social &amp; Emotional:</i> Recognising feelings</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To identify and express emotions through voice and body.</li> <li>• To use words to describe how others might feel.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emotion cards (happy, angry, scared, tired, excited)</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. One child picks an emotion card.</li> <li>2. They act the emotion without speaking.</li> <li>3. Others guess using full sentences.</li> <li>4. Discuss what clues helped.</li> </ol> <p><b>Adult Questions:</b></p> <ul style="list-style-type: none"> <li>• “How did you know they were sad?”</li> <li>• “What could their face/body tell you?”</li> <li>• “When have you felt like that?”</li> </ul>	<p><b><u>Build and Describe</u></b>  <b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Cognitive:</i> Planning and describing</li> <li>• <i>Linguistic:</i> Prepositions, descriptive language</li> <li>• <i>Social:</i> Collaboration, turn-taking</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To describe structures using clear language.</li> <li>• To listen and follow peer instructions.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Blocks, LEGO, Duplo, or junk modelling materials</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Children build something alone or in pairs.</li> <li>2. They describe what they made.</li> <li>3. Partner tries to build the same based only on spoken description.</li> </ol> <p><b>Adult Questions:</b></p> <ul style="list-style-type: none"> <li>• “How did you build this part?”</li> <li>• “What could you add next?”</li> <li>• “Can you explain it using ‘on top’, ‘next to’, ‘under’?”</li> </ul>	<p><b><u>Oral Storytelling</u></b>          Using the 5-sentence story sentence stems engage the children in a modelled invention:</p> <ul style="list-style-type: none"> <li>• Once upon a time</li> <li>• One day/Early one morning</li> <li>• Unfortunately</li> <li>• Luckily</li> <li>• Finally</li> </ul> <p>Use a simple S plan on the flip chart to invent a 5-sentence story together, then retell with actions.</p> <p>Individual ‘s’ plans to be provided in provision and encourage the use of the storytelling chair.</p>	

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<p><b>Would you rather?</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Cognitive:</i> Justifying answers</li> <li>• <i>Linguistic:</i> Using “because...”</li> <li>• <i>Social:</i> Respecting different opinions</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To share an opinion and justify it verbally.</li> <li>• To listen to others with different views.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Question cards (e.g., “Would you rather fly or be invisible?”)</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Children sit in a circle.</li> <li>2. Ask a “Would you rather...?” question.</li> <li>3. Children answer using a full sentence + because.</li> <li>4. Encourage polite disagreement.</li> </ol> <p><b>Adult Questions:</b></p> <ul style="list-style-type: none"> <li>• “Why did you choose that?”</li> <li>• “Does anyone think differently?”</li> <li>• “Can you explain why your choice is better for you?”</li> </ul>	<p><b>Feelings Circle</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Social &amp; Emotional:</i> Expressing feelings</li> <li>• <i>Linguistic:</i> Sentence stems, emotional vocabulary</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To express feelings using full sentences.</li> <li>• To listen empathetically to others' experiences.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Feelings cards or puppets</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Sit in a circle.</li> <li>2. Use sentence stem: “I feel ___ when ___.”</li> <li>3. Children take turns sharing.</li> <li>4. Others respond with empathy: “I understand.”</li> </ol> <p><b>Adult Questions:</b></p> <ul style="list-style-type: none"> <li>• “How were you feeling?”</li> <li>• “What happened to make you feel that way?”</li> <li>• “What could help next time?”</li> </ul>	<p><b>Mystery Object</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Linguistic:</i> Descriptive language</li> <li>• <i>Cognitive:</i> Inference and deduction</li> <li>• <i>Social &amp; Emotional:</i> Listening attentively</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To describe objects using sensory language.</li> <li>• To make logical guesses based on clues.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Feely box or bag</li> <li>• Objects (pinecone, sponge, spoon, toy car)</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. A child feels an object hidden in a bag.</li> <li>2. They describe it without naming it (e.g., “It’s rough... hard... small”).</li> <li>3. Others guess what it is.</li> </ol> <p><b>Adult Prompts:</b></p> <ul style="list-style-type: none"> <li>• “What does it feel like?”</li> <li>• “Can you describe its shape or texture?”</li> <li>• “What helped you make that guess?”</li> </ul>	<p><b>Weather Reporters</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Linguistic:</i> Formal sentence structures</li> <li>• <i>Physical:</i> Voice clarity and projection</li> <li>• <i>Cognitive:</i> Sequencing information</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To speak clearly to give information.</li> <li>• To use weather-related vocabulary.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Microphone (real or toy)</li> <li>• Weather symbols and maps</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Children take turns being the “Weather Reporter”.</li> <li>2. They describe the day's weather (e.g., “Today is rainy and windy”).</li> <li>3. Optionally record or present to the class.</li> </ol> <p><b>Adult Prompts:</b></p> <ul style="list-style-type: none"> <li>• “What is the weather like today?”</li> <li>• “How does the sky look?”</li> <li>• “What should we wear if it’s cold?”</li> </ul>	<p><b>Oral Storytelling</b></p> <p>Using the 5-sentence story sentence stems engage the children in a modelled invention:</p> <ul style="list-style-type: none"> <li>• Once upon a time</li> <li>• One day/Early one morning</li> <li>• Unfortunately</li> <li>• Luckily</li> <li>• Finally</li> </ul> <p>Use a simple S plan on the flip chart to invent a 5-sentence story together, then retell with actions.</p> <p>Individual ‘s’ plans to be provided in provision and encourage the use of the storytelling chair.</p>	

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 6</b>	<p><b>Rhyme Time</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Linguistic:</i> Phonological awareness and rhyme</li> <li>• <i>Social:</i> Taking turns, listening</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To generate rhyming words.</li> <li>• To listen to patterns in words.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Rhyme cards or objects (cat, hat, log, dog)</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Adult says a word (e.g., “cat”).</li> <li>2. Children take turns saying a rhyming word.</li> <li>3. If stuck, friends can help.</li> </ol> <p><b>Adult Prompts:</b></p> <ul style="list-style-type: none"> <li>• “What rhymes with ‘car’?”</li> <li>• “Does ‘star’ rhyme with ‘car’?”</li> <li>• “Can you think of a silly rhyme?”</li> </ul>	<p><b>Guess the Animal</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Cognitive:</i> Deductive reasoning</li> <li>• <i>Linguistic:</i> Describing using clues</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To describe animals using facts and sounds.</li> <li>• To make guesses using clues.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Animal sound clips or picture cards</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. One child describes or makes the sound of an animal.</li> <li>2. Others guess.</li> <li>3. Swap roles.</li> </ol> <p><b>Adult Prompts:</b></p> <ul style="list-style-type: none"> <li>• “What does it eat?”</li> <li>• “Does it live on a farm or in the wild?”</li> <li>• “What noise does it make?”</li> </ul>	<p><b>Debate!</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Cognitive:</i> Reasoning, justification</li> <li>• <i>Linguistic:</i> Using “because...”</li> <li>• <i>Social:</i> Respecting different views</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To state opinions and justify them.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Picture cards of fruits/toys/animals</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Ask a simple question like “Which is better – apples or bananas?”</li> <li>2. Children choose a side.</li> <li>3. Share opinions with “I think ____ because...”</li> </ol> <p><b>Adult Prompts:</b></p> <ul style="list-style-type: none"> <li>• “Why do you think that?”</li> <li>• “Does anyone disagree politely?”</li> <li>• “Can you explain another reason?”</li> </ul>	<p><b>I Spy</b></p> <p><b>Oracy Framework Links:</b></p> <ul style="list-style-type: none"> <li>• <i>Linguistic:</i> Adjectives and prepositions</li> <li>• <i>Cognitive:</i> Observation and logic</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To describe objects using size, colour, location.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Classroom items</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Child says: “I spy something that is <i>small, round, and on the shelf.</i>”</li> <li>2. Others guess.</li> <li>3. Swap turns.</li> </ol> <p><b>Adult Prompts:</b></p> <ul style="list-style-type: none"> <li>• “Can you add more clues?”</li> <li>• “Where is it in the room?”</li> <li>• “What colour or shape is it?”</li> </ul>	<p><b>Oral Storytelling</b></p> <p>Using the 5-sentence story sentence stems engage the children in a modelled invention:</p> <ul style="list-style-type: none"> <li>• Once upon a time</li> <li>• One day/Early one morning</li> <li>• Unfortunately</li> <li>• Luckily</li> <li>• Finally</li> </ul> <p>Use a simple S plan on the flip chart to invent a 5-sentence story together, then retell with actions.</p> <p>Individual ‘s’ plans to be provided in provision and encourage the use of the storytelling chair.</p>