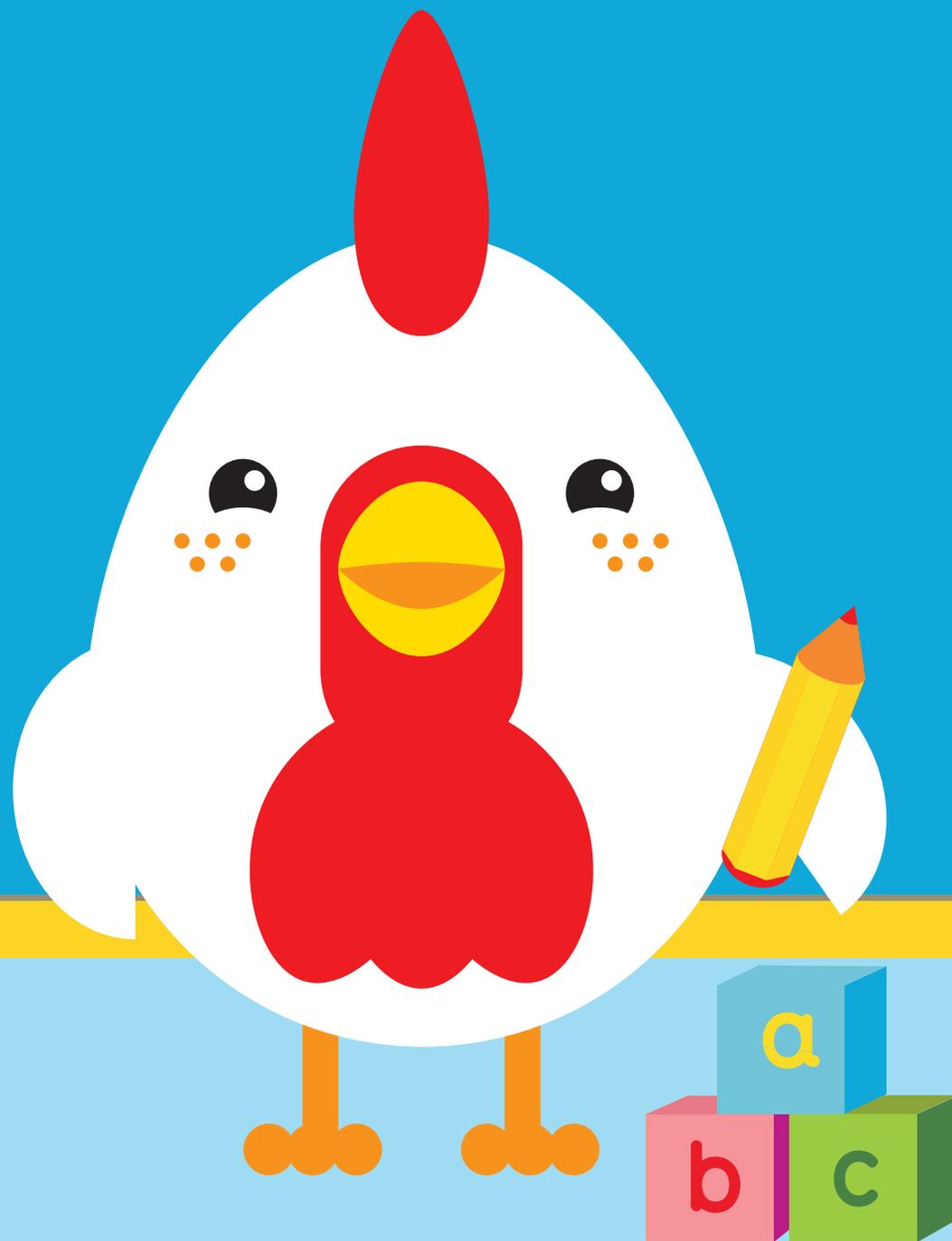


S4C Cyw

Cyw Scheme of Work



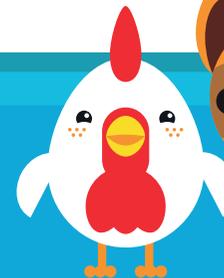
- Target children aged 2-5 in (school) nursery/reception classes or nursery groups.
- Based on the usual locations found in a setting.
- Includes development of independent, reasoning and problem-solving skills as well as numeracy and literacy.
- Mix of activities for outdoors and indoors.
- Matched to outcome 3 of the 'Foundation Phase Profile' in personal and social development (coloured purple); language, literacy and communication skills (coloured red); mathematical development (coloured blue); physical development (coloured green). The activities are matched to the requirements of the digital competence for reception year (coloured orange). The core strands appear in bold print and underlined, and the other strands are in bold print only.



indicates that full colour and black-and-white PDF resources are available.



indicates that PDF resources with little or no language are available.



Dot-to-dot cards based on the characters from Byd Cyw

Follow the numbers from 0 to 5, 10, 20.

Children are able to:

- recite up to 20 and in simple sequences. They compare and order sets of up to 10 objects.
- hold a crayon/pencil using two or three fingers and thumb.
- engage with a broad range of activities and have become more independent in their learning.

Picture of a farm scene – Children to label the image.

Develop oral skills first, then children either use post-its or black felt tipped pens to label the various elements of the picture.

Children are able to:

- use an appropriate and increasing range of vocabulary in phrases and complete sentences.
- discriminate between letters and use correct initial consonant and they begin to use spelling strategies to spell vowelconsonant, consonant-vowelconsonant and high-frequency words.



Rearrange the word

Develop simple word building/creation skills – sound at beginning/end of word.

Children are able to:

- recognise the alphabetic nature of writing and write letters and simple words and phrases, writing from left to right
- discriminate between letters and use correct initial consonant and they begin to use spelling strategies to spell vowelconsonant, consonant-vowelconsonant and high-frequency words.



Small word sheets – use magnifier

Develop word-building skills, copy from one font size to another.

Children are able to:

- recognise the alphabetic nature of writing and write letters and simple words and phrases, writing from left to right.
- hold a crayon/pencil using two or three fingers and thumb.



'Glue gun' rubbings

Thematic words formed with glue, children to cover with paper and colour in to find the word.

Children are able to:

- hold a crayon/pencil using two or three fingers and thumb.
- engage with a broad range of activities and have become more independent in their learning.



Form and create letters in different media

e.g. flour, jelly, milkshake powder, chocolate biscuits, crisps.

Children are able to:

- engage with a broad range of activities and have become more independent in their learning.
- read and write numbers to 10.

Shopping list

Discussion – what do we need for party food? Discuss healthy/less healthy foods. Different types of food – savoury, sweet, drinks. Children to record as a list – different skill to writing a sentence.

Children are able to:

- contribute in writing to a form modelled by an adult, showing developing understanding of different formats and conveying meaning by sequencing words, symbols and pictures.

Copy prepared picture

Children are able to:

- hold a crayon/pencil using two or three fingers and thumb.
- engage with a broad range of activities and have become more independent in their learning.

Create labels for a present

Vary the paper in terms of shape, size, use varied marking tools.

Children are able to:

- recognise the alphabetic nature of writing and write letters and simple words and phrases, writing from left to right.

Colour in by letter/word

Develop colouring and pencil-handling skills and develop recognition of letter, word, number.

Children are able to:

- choose reading materials including books, understanding print conventions. They are aware of the difference between texts.
- recognise that words are constructed from phonemes and these are represented by graphemes. They will read some familiar, simple words using strategies with support and show awareness of simple punctuation.
- read and write numbers to 10.
- hold a crayon/pencil using two or three fingers and thumb.



Dough cards – candle, party, balloons

Children are able to:

- [read and write numbers to 10.](#)
- [string beads onto a lace and are able to manipulate and lock together appropriate resources.](#)

5

Sew around pictures of characters from Byd Cyw

Develop hand-eye co-ordination, develop fine motor skills.

Children are able to:

- [string beads onto a lace and are able to manipulate and lock together appropriate resources.](#)
- explore simple tasks using a variety of equipment for longer periods of time.

Character Sudoku

Children to place the right picture in the right place on the grid.

Children are able to:

- [string beads onto a lace and are able to manipulate and lock together appropriate resources.](#)

6

Number Jigsaw

Picture of character from Byd Cyw with a number line below. Cut picture into strips, and the task is to recreate the picture. Thinking, reasoning, number sequence and problem-solving skills.

Children are able to:

- [recite up to 20 and in simple sequences. They compare and order sets of up to 10 objects.](#)
- [read and write numbers to 10.](#)
- [string beads onto a lace and are able to manipulate and lock together appropriate resources.](#)

Follow a pattern – multi-link, coloured jelly

Children are able to:

- [recognise and repeat patterns of up to three, visually and/or aurally.](#)
- [string beads onto a lace and are able to manipulate and lock together appropriate resources.](#)
- engage with a broad range of activities and have become more independent in their learning.



Busy fingers

Peg board

Create pictures of a cake, gift, balloon, using the coloured pegs.

Children are able to:

- [string beads onto a lace and are able to manipulate and lock together appropriate resources.](#)
- engage with a broad range of activities and have become more independent in their learning.

Tweezers

Manoeuvre popcorn with a straw bent in half.

Children are able to:

- [string beads onto a lace and are able to manipulate and lock together appropriate resources.](#)
- explore simple tasks using a variety of equipment for longer periods of time.
- engage with a broad range of activities and have become more independent in their learning.

Thread grains on a lace

Children are able to:

- [string beads onto a lace and are able to manipulate and lock together appropriate resources.](#)
- engage with a broad range of activities and have become more independent in their learning.

Cut jelly cubes using a scissors

Children are able to:

- [repeatedly open and close traditional scissors to cut paper into two pieces.](#)
- engage with a broad range of activities and have become more independent in their learning.

Follow a sequence to create a picture

Follow a series of pictures to create a picture – with guidance – boost child's confidence.

Children are able to:

- [recognise and repeat patterns of up to three, visually and/or aurally.](#)
- [hold a crayon/pencil using two or three fingers and thumb.](#)
- [draw pictures including objects made up of two or three basic shapes joined together.](#)
- engage with a broad range of activities and have become more independent in their learning.

7

Four box grid – coloured stripes/spots

Problem solving / thinking skills – four hats.

Children are able to:

- [recognise and repeat patterns of up to three, visually and/or aurally.](#)
- [record collections using marks, numbers or pictures.](#)



Sort by size

Cut out and arrange characters from Byd Cyw in order from biggest to smallest or tallest to shortest.

Children are able to:

- [use direct comparisons and simple measuring terminology and understand that measurements must start at the same point.](#)

Colour by number – dice

Children to follow a code excluding a number to follow a pattern.

Children are able to:

- [count up to 10 objects reliably.](#)
- [read and write numbers to 10.](#)
- [hold a crayon/pencil using two or three fingers and thumb.](#)



Party word hidden code

Connect numbers and letters and vice versa – creating suitable words.

Children are able to:

- [choose reading materials including books, understanding print conventions. They are aware of the difference between texts.](#)
- [read and write numbers to 10.](#)
- [hold a crayon/pencil using two or three fingers and thumb.](#)

Symmetry – Cyw

Half a character from Byd Cyw or half an object set out – children to complete the picture.

Children are able to:

- [use direct comparisons and simple measuring terminology and understand that measurements must start at the same point.](#)



Graph – how many can you see?

A box including a certain number of Cyw characters.

Children are able to:

- [read and write numbers to 10.](#)
- [record collections using marks, numbers or pictures.](#)



Arrange birthday cards in order on washing-line

Miscellaneous birthday cards – children to concentrate on the numbers.

Children are able to:

- [recite up to 20 and in simple sequences. They compare and order sets of up to 10 objects.](#)

Shape – pizza

Cut up a pizza in various ways.

Children are able to:

- [recognise simple 2D and 3D shapes, describe them in simple language and use them in their play.](#)

Position

Pictures of characters from Byd Cyw in different locations – discuss and develop vocabulary.

Children are able to:

- [use an appropriate and increasing range of vocabulary in phrases and complete sentences.](#)

Form and create numbers in different media

e.g. jelly, icing sugar, chocolate fingers, crisps.

Children are able to:

- [engage with a broad range of activities and have become more independent in their learning.](#)
- [read and write numbers to 10.](#)

Bunting

Outline of triangular pictures – children to colour in, cut out and create bunting.

Children are able to:

- string beads onto a lace and are able to manipulate and lock together appropriate resources.
- repeatedly open and close traditional scissors to cut paper into two pieces.

Paper chains

Paper chain template – the children's task is to cut out, decorate and make a paper chain – this can also be made into a follow the pattern task.

Children are able to:

- string beads onto a lace and are able to manipulate and lock together appropriate resources.
- repeatedly open and close traditional scissors to cut paper into two pieces.



Cut out shapes

Cutting out and 2D shape recognition skills.

Children are able to:

- recognise simple 2D and 3D shapes, describe them in simple language and use them in their play.
- repeatedly open and close traditional scissors to cut paper into two pieces.

Dice – move like a character

Simple cards – Cyw's movements.
Children are able to:

- choose reading materials including books, understanding print conventions. They are aware of the difference between texts.
- show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.
- often play cooperatively with other children.

Paint using sweets/ marshmallows

Children are able to:

- draw pictures including objects made up of two or three basic shapes joined together.



Draw a picture of yourself at Cyw's world

Use a variety of tools and media – collage, or large-scale work.

Children are able to:

- draw pictures including objects made up of two or three basic shapes joined together.

Make a piñata

Use 'junk' materials; search for origin of the piñata.

Children are able to:

- hold a crayon/pencil using two or three fingers and thumb.
- explore simple tasks using a variety of equipment for longer periods of time.
- demonstrate that they have listened to others. They understand three-step instructions and basic concepts.

Picture of the characters on a paper plate

e.g. use pasta to make Llew's mane

Children are able to:

- draw pictures including objects made up of two or three basic shapes joined together.
- hold a crayon/pencil using two or three fingers and thumb.

Make wrapping paper

Use potatoes, sponge, ready made stamps or zig zag or curved lines.

Children are able to:

- hold a crayon/pencil using two or three fingers and thumb.
- explore simple tasks using a variety of equipment for longer periods of time.
- demonstrate that they have listened to others. They understand three-step instructions and basic concepts.

Clap to the beat of the song – Cân Golchi Dwylo.

Follow the hands above the words and clap to every beat of the song – children to follow the sequence to perform.

Children are able to:

- memorise and perform songs and rhymes with some support and show recognition of rhythm, rhyme and spoken alliteration.
- recognise and repeat patterns of up to three, visually and/or aurally.

Co-Ordinates

Grid – different kitchen backgrounds – children to place characters and kitchen objects.

Children are able to:

- choose reading materials including books, understanding print conventions. They are aware of the difference between texts.
- read and write numbers to 10.



Observe and discuss popcorn being made

Children are able to:

- use an appropriate and increasing range of vocabulary in phrases and complete sentences.
- exchange ideas and interact with others during activities. They respond to creative stimuli, retell stories, share information and talk about things they have made or done, and express likes and dislikes.
- perform most personal care routines independently and understand significant hazards.

Make jelly

Children are able to:

- demonstrate that they have listened to others. They understand three-step instructions and basic concepts.
- exchange ideas and interact with others during activities. They respond to creative stimuli, retell stories, share information and talk about things they have made or done, and express likes and dislikes.
- perform most personal care routines independently and understand significant hazards.
- use direct comparisons and simple measuring terminology and understand that measurements must start at the same point. use direct comparisons when describing temperature.

Melt chocolate to make a cake

Children are able to:

- demonstrate that they have listened to others. They understand three-step instructions and basic concepts.
- exchange ideas and interact with others during activities. They respond to creative stimuli, retell stories, share information and talk about things they have made or done, and express likes and dislikes.
- perform most personal care routines independently and understand significant hazards.
- use direct comparisons and simple measuring terminology and understand that measurements must start at the same point. use direct comparisons when describing temperature.

Draw the Byd Cyw characters in JIT

Children are able to:

- draw pictures including objects made up of two or three basic shapes joined together.
- select appropriate software from a limited range to create multimedia components; create and explore the use of text, image, sound, animation and video.



Blow out the candles on the cake

Use simple animation program e.g. JIT.

Children are able to:

- draw pictures including objects made up of two or three basic shapes joined together.
- select appropriate software from a limited range to create multimedia components; create and explore the use of text, image, sound, animation and video.

Make ice-cream

Mae plant yn gallu:

- demonstrate that they have listened to others. They understand three-step instructions and basic concepts.
- exchange ideas and interact with others during activities. They respond to creative stimuli, retell stories, share information and talk about things they have made or done, and express likes and dislikes.
- perform most personal care routines independently and understand significant hazards.
- use direct comparisons and simple measuring terminology and understand that measurements must start at the same point.

Sequence for making sandwich/ chocolate rice-crispie cakes

Follow a sequence, simple reading skills, physical skills, everyday life, healthy eating.

Children are able to:

- demonstrate that they have listened to others. They understand three-step instructions and basic concepts. They usually respond appropriately to people and stimuli and ask an appropriate question about something that has been said.
- choose reading materials including books, understanding print conventions. They are aware of the difference between texts.
- recognise simple 2D and 3D shapes, describe them in simple language and use them in their play.

Create a graph of favourite sandwich fillings

Create an actual graph or record it using the JIT program.

Children are able to:

- count up to 10 objects reliably.
- record collections using marks, numbers or pictures.
- begin to interpret data by making direct comparisons, classify objects using one criterion to create a simple pictogram using suitable software.

Make a Cyw mask to upload to the Bee-Bot

Children are able to:

- choose reading materials including books, understanding print conventions. They are aware of the difference between texts.
- string beads onto a lace and are able to manipulate and lock together appropriate resources.
- control devices by giving them instructions, listen to and follow a sequence of instructions from others and create verbal instructions. Work with a partner on a piece of digital work.

Word search

Develop reading skills – concentrating either on a single letter or simple words.

Children are able to:

- They play with sounds in words including isolating and identifying initial sounds.
- discriminate between letters and use correct initial consonant and they begin to use spelling strategies to spell vowelconsonant, consonant vowelconsonant and high-frequency words.
- hold a crayon/pencil using two or three fingers and thumb.

Words in reverse

Read the words in a mirror – concentrate on forming the letters the right way round.

Children are able to:

- choose reading materials including books, understanding print conventions. They are aware of the difference between texts.
- hold a crayon/pencil using two or three fingers and thumb.



Bingo, lotto

Group work – co-operation, thinking, reading words.

Children are able to:

- choose reading materials including books, understanding print conventions. They are aware of the difference between texts.
- begin to recognise appropriate behaviour for different situations, often modelled on the standards of adults close to them, respond to reason and cope with change in routines.

Cyw and friends' phone numbers

Conversation, oral work, develop language.

Children are able to:

- choose reading materials including books, understanding print conventions. They are aware of the difference between texts.
- imitate real-life and imaginative experiences, using some relevant language. They use talk to create a storyline in symbolic and imaginative play.
- engage with a broad range of activities and have become more independent in their learning.

Geiriau sy'n odli

Play with words, hear the last sound of the word.

Children are able to:

- play with sounds in words including isolating and identifying initial sounds.
- choose reading materials including books, understanding print conventions. They are aware of the difference between texts.

Reading



Class words by number of syllables

Play with words.

Children are able to:

- memorise and perform songs and rhymes with some support and show recognition of rhythm, rhyme and spoken alliteration.
- record collections using marks, numbers or pictures.

Upper and lower-case letters

Develop recognition – match.

Children are able to:

- distinguish between upper and lower-case letters and show an awareness of full stops and spaces between words.

Word flashcards – picture and word – match using magnetic letters

Match letters – develop recognition – letters can be covered up in different media.

Children are able to:

- play with sounds in words including isolating and identifying initial sounds.
- recognise that words are constructed from phonemes and these are represented by graphemes. They will read some familiar, simple words using strategies with support and show awareness of simple punctuation.

I spy with my little eye

Language work – what can you see /Cyw and friends in different situations prompting discussion and developing thinking/ reasoning skills – only one right answer.

Children are able to:

- often play cooperatively with other children.
- play with sounds in words including isolating and identifying initial sounds.

Sort words beginning with B (for Bolgi), P (for Plwmp), D (for Deryn)

Play with words, hear the first sound of the word.

Children are able to:

- play with sounds in words including isolating and identifying initial sounds.
- recognise that words are constructed from phonemes and these are represented by graphemes.

Treasure hunt – counting chart

Pictures of characters from Byd Cyw to be placed outside – various sizes – small, medium large. Counting sheet How many middle-sized Deryns, how many big Plwmps etc. Record as tally or number.

Children are able to:

- record collections using marks, numbers or pictures.

Pictures on bottles/skittles/ hoops

Pictures of characters from Byd Cyw – numbered and set out – to be tied to plastic bottles or as a target (can then use a ball or bean bag).

Children are able to:

- choose reading materials including books, understanding print conventions. They are aware of the difference between texts.
- show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.

Twister dice – movements

Simple cards – Cyw's movements including parts of the body.

Children are able to:

- demonstrate that they have listened to others. They understand three-step instructions and basic concepts.
- move in given directions.
- show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.
- often play cooperatively with other children. Begin to recognise appropriate behaviour for different situations, often modelled on the standards of adults close to them, respond to reason and cope with change in routines.

Cyw and her Comb

Game similar to pin the tail on the donkey. Children are able to:

- often play cooperatively with other children. Respond to others with increasing sensitivity to their needs.
- demonstrate that they have listened to others. They understand three-step instructions and basic concepts. They usually respond appropriately to people and stimuli and ask an appropriate question about something that has been said.
- exchange ideas and interact with others during activities.
- move in given directions.

Hold an open-air picnic

Children are able to:

- respond to others with increasing sensitivity to their needs.
- begin to recognise appropriate behaviour for different situations, often modelled on the standards of adults close to them, respond to reason and cope with change in routines.



Throw beanbags into a hoop

Children are able to:

- show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.

Kick a ball – target

Children are able to:

- often play cooperatively with other children.
- show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.

Make / devise their own obstacle course.

Children are able to:

- often play cooperatively with other children.
- demonstrate that they have listened to others. They understand three-step instructions and basic concepts. They usually respond appropriately to people and stimuli and ask an appropriate question about something that has been said.
- exchange ideas and interact with others during activities.

Balloon races

Children are able to:

- often play cooperatively with other children, respond to others with increasing sensitivity to their needs.
- begin to recognise appropriate behaviour for different situations, often modelled on the standards of adults close to them, respond to reason and cope with change in routines.
- exchange ideas and interact with others during activities.
- show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.

Treasure hunt using metal detector

Hide magnetic letters in soil, with the children making a thematic word from the letters.

Children are able to:

- exchange ideas and interact with others during activities.
- discriminate between letters and use correct initial consonant and they begin to use spelling strategies to spell vowel-consonant, consonant-vowel-consonant and high-frequency words.

Cyw characters in mask form

Children are able to:

- use an appropriate and increasing range of vocabulary in phrases and complete sentences.
- exchange ideas and interact with others during activities. They respond to creative stimuli, retell stories, share information and talk about things they have made or done, and express likes and dislikes.
- often play cooperatively with other children.

Recreate a classroom scene – desk, paper, books etc and use any teddies you have as the classroom children.

Children are able to:

- often play cooperatively with other children.
- respond to others with increasing sensitivity to their needs.
- engage with a broad range of activities and have become more independent in their learning.
- use an appropriate and increasing range of vocabulary in phrases and complete sentences. imitate real-life and imaginative experiences, using some relevant language. They use talk to create a storyline in symbolic and imaginative play.
- count up to 10 objects reliably.

Party games

Pass the parcel, musical statues

Children are able to:

- often play cooperatively with other children. respond to others with increasing sensitivity to their needs.
- engage with a broad range of activities and have become more independent in their learning.
- show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.

Create their own photo booth – draw a picture

Children are able to:

- often play cooperatively with other children. respond to others with increasing sensitivity to their needs.
- engage with a broad range of activities and have become more independent in their learning.
- exchange ideas and interact with others during activities. They respond to creative stimuli, retell stories, share information and talk about things they have made or done, and express likes and dislikes.

Listen to Cyw music

Children are able to:

- memorise and perform songs and rhymes with some support and show recognition of rhythm, rhyme and spoken alliteration.



Wrap 3D shaped presents

Use wrapping paper and scissors, sellotape.

Children are able to:

- recognise simple 2D and 3D shapes, describe them in simple language and use them in their play.

Toyshop

Select / make suitable toy to take to the party.

Children are able to:

- use an appropriate and increasing range of vocabulary in phrases and complete sentences.
- exchange ideas and interact with others during activities.
- often play cooperatively with other children.
- use 1p, 2p, 5p and 10p coins to pay for items.

Puppet show

Recreate Byd Cyw using hand puppets.

Children are able to:

- engage with a broad range of activities and have become more independent in their learning.
- use an appropriate and increasing range of vocabulary in phrases and complete sentences.
- imitate real-life and imaginative experiences, using some relevant language. They use talk to create a storyline in symbolic and imaginative play.

Little world

Recreate Byd Cyw in a tough tray.

Children are able to:

- engage with a broad range of activities and have become more independent in their learning.
- use an appropriate and increasing range of vocabulary in phrases and complete sentences.
- imitate real-life and imaginative experiences, using some relevant language. They use talk to create a storyline in symbolic and imaginative play.

Card shop with variety of cards

Mae plant yn gallu:

- use an appropriate and increasing range of vocabulary in phrases and complete sentences.
- exchange ideas and interact with others during activities.
- often play cooperatively with other children.
- use 1p, 2p, 5p and 10p coins to pay for items.

Use water beads

Hide numbers, letters, words and use a tweezers to move the beads from one place to another.

Children are able to:

- often play cooperatively with other children.
- engage with a broad range of activities and have become more independent in their learning.
- show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.
- recognise the alphabetic nature of writing and write letters and simple words and phrases, writing from left to right.

Squash bottle volume

Full/empty bottles – recipe for making orange drink/cocktail.

Children are able to:

- use direct comparisons and simple measuring terminology and understand that measurements must start at the same point.

Experiment with icing sugar

Dry and wet, experiment for making marks, building.

Children are able to:

- engage with a broad range of activities and have become more independent in their learning.

Make a cake from mud or sand

Children are able to:

- often play cooperatively with other children.
- engage with a broad range of activities and have become more independent in their learning.
- exchange ideas and interact with others during activities. They respond to creative stimuli, retell stories, share information and talk about things they have made or done, and express likes and dislikes.
- imitate real-life and imaginative experiences, using some relevant language. They use talk to create a storyline in symbolic and imaginative play.

Hide Objects

Children to take turns to guess which object is missing.

Children are able to:

- exchange ideas and interact with others during activities. They respond to creative stimuli, retell stories, share information and talk about things they have made or done, and express likes and dislikes.



Experiment in painting ice cubes coloured with food colouring

Children are able to:

- show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.

Blowing bubbles

Also experiment by making big bubbles using a hoop and tough tray.

Children are able to:

- often play cooperatively with other children.
- engage with a broad range of activities and have become more independent in their learning.

Form patterns, letters or numbers with chalk and then go over them with a wet brush

Children are able to:

- show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.
- recognise the alphabetic nature of writing and write letters and simple words and phrases, writing from left to right.
- read and write numbers to 10.

Use small dishes to create a party

Experiment with pouring liquids from a teapot or jug into a small cup.

Children are able to:

- show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.
- engage with a broad range of activities and have become more independent in their learning.

Balloon race

Place water-filled balloons on wooden spoons and walk zig zag.

Children are able to:

- show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.
- engage with a broad range of activities and have become more independent in their learning.