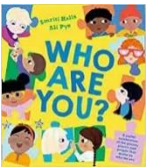

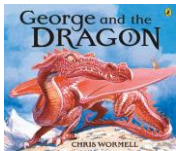

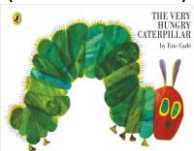
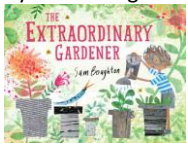

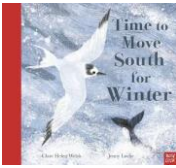
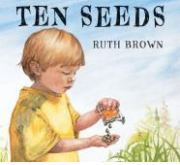


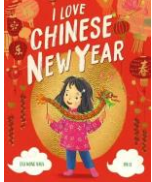
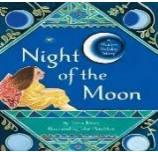
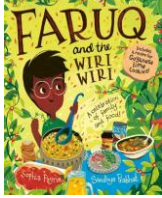
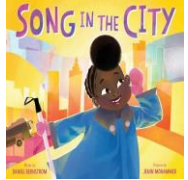




Branton Community Primary School and Breamish Valley Community Nursery

EYFS – Cycle A Plan



EYFS Subject area	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Ourselves and Our environment		Coasts and castles		Amazing Change	
Focus Literacy Books	Who Are You? by Smriti Halls 	The Best Diwali Ever by Sonali Shah 	George and the Dragon by Chris Wormell 	Clem and Crab by Fiona Lumbers 	The Very Hungry Caterpillar (+ other Eric Carle) 	The Extraordinary Gardener by Sam Broughton 
	Pumpkin Soup by Helen Cooper 	The Gingerbread Man 	Time to Move South for Winter by Clare Helen Welsh 	Goldilocks and the Three Bears 	Ten Seeds by Ruth Brown 	Three Little Pigs
	All Are Welcome by Alexandra Penfold 	The Neighbourhood Surprise by Sarah van Dongen 	I Love Chinese New Year by Eva Wong Nava 	Night of the Moon: A Muslim Holiday Story by Hena Khan 	Faruq and the Wiri Wiri by Sophia Payne 	Song in the City by Daniel Bernstrom 
Enquiry Question	Why am I special?	What is it like where I live?	What are castles like? Who is Royalty?	What are coasts like?	Why is the world amazing?	How do we grow and look after plants?

Role play focus	Home corner/ cafe	Vets/ Animal Hospital	Castle	Beach	Garden Centre	
Visits	Great North Museum	Pantomime	Lindisfarne Castle		Cragside	
Throughout all learning, the EYFS Team will ensure activities and interactions which support the Characteristics of Learning:		Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking; Having their own ideas; Making links; Choosing ways to do things				
Area of learning	Nursery end of year expectations			Reception end of year expectations (ELG)		
Communication and Language	<ul style="list-style-type: none"> • Listens to and enjoys stories and can talk about what has happened • Follow instructions with more than 1 part • Understands ‘why’ questions • Sings songs and rhymes • Uses 4-6 words in a sentence • Start and continue a conversation with a peer or adult • Can start to express (verbal or actions) if they agree or not with someone’s point of view • Uses talk to narrate their play <p>What do we do to help our children meet these at BCPS & BVCN</p> <ul style="list-style-type: none"> • Daily story sessions with high quality texts • Weekly story focuses that links to Reception learning • Language intervention for those requiring additional support 			<p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Listening</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and forth exchanges with their teacher and peers <p>What do we do to help our children meet these at BCPS & BVCN</p> <ul style="list-style-type: none"> • Daily story sessions with high quality texts • Weekly story focus • Language intervention for those requiring additional support • Discussion opportunities throughout the day to encourage children to share with partners, teachers, class etc <ul style="list-style-type: none"> • Adult modelling when speaking in full sentences and demonstrate grammatically correct use of language • Range of child-initiated opportunities, focused set challenges, small group work and larger group sessions to develop and experience a range of communication skills. 		

<p>Physical Development</p>	<ul style="list-style-type: none"> • Can begin to ride a bike, trike or scooter • Continue to develop ball skills ie catching throwing • Can go up steps and stairs, or climb up apparatus, using alternate feet. • Can skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>How we help our children meet these at BCPS & BVCN</p> <ul style="list-style-type: none"> • Daily access to outside area including use of bikes, scooters etc to promote core strength • Songs with action/action rhymes • Fine motor (manipulative) activities everyday 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing –using the tripod grip. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>How we help our children meet these at BCPS & BVCN</p> <ul style="list-style-type: none"> • Daily use of outdoor area which includes specifically chosen climbing equipment to build up strength in upper body and arms • Daily pencil activities where correct use of pencil grip is modelled and supported • Daily challenges that encourage fine motor control ie using masking tape scissors etc. • Children encouraged to eat and effectively use using cutlery at lunch time by dinner supervisors
<p>Personal, Social and emotional development</p>	<ul style="list-style-type: none"> • Selects resources with a little help and can achieve a goal (either a set challenge or child initiated) • Shows more confidence in social situations; starting to be more confident with unfamiliar people • Plays with 1 or more children; starting to be able to resolve a conflict by suggesting an alternative solution • Follows and remembers rules • Talks about how they are feeling ie happy, sad, worried, cross • Starting to understand how others may feel of activities • Encourage children to express themselves, explain what they have made, engage with visitors • Discussions/ questions in family groups, about emotions, feelings, empathy • Changing role play are frequently to encourage all children to use it and socially interact with peers <p>How we help our children meet these at BCPS & BVCN</p> <ul style="list-style-type: none"> • Value/ plan for children’s choices of activities • Encourage children to express themselves, explain what they have made, engage with visitors • Discussions/ questions about emotions, feelings, empathy • Changing role play are frequently to encourage all children to use it and socially interact with peers 	<p>Self-regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs.

		<p><i>How we help our children meet these at BCPS & BVCN</i></p> <ul style="list-style-type: none"> • Weekly activities that teach children a range of age appropriate PSED skills and allows time for discussion opportunities • All adults consistently model high expectations of behaviour to children • Adults to support and promote PSED skills such as working together, collaborative learning, forming positive relationships, solving problems etc
<p>Literacy</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Start to count or clap syllables in a word • recognise words with the same initial sound such as money and mother • Talk about stories with increasing detail and recall • Write for a purpose ie shopping list, card • Starts to use some understanding of letter/sound correspondence when writing ie may write 'm' for Mummy at top of card • Can write some of their name • Starts to form some letter accurately <p><i>How we help our children meet these at BCPS & BVCN</i></p> <ul style="list-style-type: none"> • Reading/ sharing books each day • Activities from the story/book/rhyme to prompt independent writing, or verbal retelling of the story • Encouraging writing in role play area (eg shopping list, cards etc) • Phonics sessions • Name writing • Weekly adult focussed writing activities 	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p><i>How we help our children meet these at BCPS & BVCN</i></p> <ul style="list-style-type: none"> • Daily RWI sessions; • Home reading books carefully matched to RWI level • Weekly library book sent home to share with parents • Topic related books in classroom to support and engage children's interest in a topic • Name writing daily to ensure children can write independently • Regular start of the day sessions to encourage independent writing or reading • Weekly adult focused writing tasks to allow teachers to support and work with children dependent on needs • Writing for a purpose is promoted daily ie labelling, describing a task etc • Texts picked to link and provide a starting point for the learning in Y1 • Learning around a story is promoted and consolidated throughout the week bringing topics to life at the end of a week ensures children remain engaged

<p>Mathematics</p>	<ul style="list-style-type: none"> • Recite numbers to 5 • Subitise up to 3 objects • Can say one number for each object when counting ie 1,2,3,4,5 • Knows ‘finger’ numbers to 5 • Understand cardinality of number ie last number you say tells you how many are in a set • Starts to link numeral to an amount • Compare quantities using language: ‘more than’, ‘fewer than’ • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. • Understands some positional language and can start to use some when appropriate • Make comparisons between objects relating to size, length, weight and capacity. • Extend and create ABAB patterns – stick, leaf, stick, leaf and can start to correct a pattern when wrong <p><i>How we help our children meet these at BCPS & BVCN</i></p> <ul style="list-style-type: none"> • Daily rote counting, finger numbers, more or less predictions, find numicon, • Daily maths activities • Weekly/daily adult lead maths activities to support the maths planning/development • Shape, colour, positional lang, pattern, same more fewer, height etc planned weeks of activities and regular revisiting of these ideas/concepts/vocabulary 	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical pattern</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally <p><i>How we help our children meet these at BCPS & BVCN</i></p> <ul style="list-style-type: none"> • Daily rote counting, finger numbers, more or less predictions, find numicon, • Daily Maths session either small groups or whole class- practical opportunities, discussion, visual examples etc modelled daily. • Daily access to a variety of maths resources to support counting, numeral amount correspondence, shape, position, pattern etc. • Activities from the Maths session are further consolidated in CP challenges • Lots of Maths related songs used regularly
<p>Understanding of the World</p>	<ul style="list-style-type: none"> • Use their senses to explore and can start to describe using a range of vocab • Starts to talk about their own family • Begins to be interested in different occupations • Explores how things work • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Begins to talk about a range of forces ie push, pull, stretch, snap, float, sink • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <p><i>How we help our children meet these at BCPS & BVCN</i></p> <ul style="list-style-type: none"> • Encourage children to name and use their senses to explore and name the body part • Discussions of family and cultural celebrations during family group time • Look at and understand life cycle of a butterfly, frog and plant • Planned sinking/floating week of activities, people that help us/occupations 	<p>Past and present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, • discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

		<p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p><i>How we help our children meet these at BCPS & BVCN</i></p> <ul style="list-style-type: none"> • All stories make links to real world • Regular RE sessions (following whole school scheme) ensures a range of celebrations are discussed and taught over the year • Daily access to outdoor environment ensures opportunities to discuss the world around them, adults aware of this and promote being inquisitive in own environment • Carefully chosen topics/texts and discussions ensure links are made to build on and recall previous learning • Trips allow and promotes an UTW focus
Expressive Arts and Design	<ul style="list-style-type: none"> • Engages in imaginative play involving themselves, small world etc and develop and act out narratives • Uses construction materials creatively and imaginatively • Explores using a range of materials; can attach and join them together and then start to choose the most appropriate one for a task • Starts to draw with increasing control and detail • Explores colour mixing • Start to create their own songs • Enjoys exploring the sound of different instruments <p><i>How we help our children meet these at BCPS & BVCN</i></p> <ul style="list-style-type: none"> • Role play are regularly changed, children choose and help to create the area, making labels and resources • Model making area, with access to resources • Encourage daily drawing, painting and colour mixing • Sing a variety of songs frequently, often children’s choices as well as planned to tie in with focus • Musical instruments inside and outside 	<p>Creating with materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p><i>How we help our children meet these at BCPS & BVCN</i></p> <ul style="list-style-type: none"> • Daily outdoor learning and open-ended resources allows children to express and further their own narratives • Weekly music sessions teach children the age-appropriate principles of music • Daily access to a range of creative resources encourages children to use them imaginatively as well as appropriately and effectively • EAD linked challenges teaches new skills and allows children to experiment • Children encouraged to make up and act out their own stories (helicopter stories)