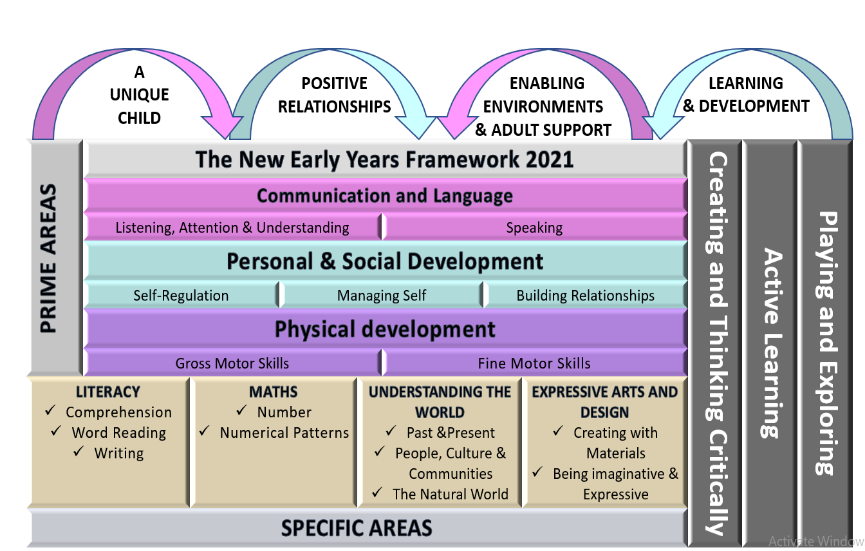


**Tregony EYFS Curriculum Plan**

**2023/2024**

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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
| **NURSERY**  **Key Questions** | In Nursery we follow a child led enquiry based learning approach and therefore questions will stem from the children’s interests. Careful observations and feedback with staff will allow for planning. Group discussion and resources available in provision will allow children to explore and answer their own questions with the use of a floor book to record and capture moments as well as acting as a stimulus for group discussions. Adults will spark interest from the children’s ideas and will explore, enhance and extend their learning. They will identify what children already know and build upon their knowledge to create challenge and progression within their play based learning. Key skills will be identified with progression throughout the year and all adults will model, develop and join the child play, enabling opportunity to teach and practise these. and will know how and when to challenge when required. | | | | | | |
| **NURSERY**  **Learning Programmes** | Throughout the year Nursery will take part in a variety of learning programmes to enhance experiences, communication, and a wide understanding of the world and sense of self. They spark interest to allow children to create key questions for their learning. These are: | | | | | | |
| Yoga*- Cosmic Kids*  Jigsaw*- PSED programme used throughout the school.*  Master the Curriculum Maths Programme*- beginnings of white rose Maths across the school*  Library time*- All children have the opportunity to explore and engage in stories. Weekly visits to the library include storytimes with older peers within the school community, listening to stories from other adults, taking part in focused activities, relating to their favourite stories, visits from authors and illustrators, visiting settings from their favourite stories.*  Let’s Move- *A music and movement from BBC programme, as well as GoNoodle and Wake and Shakes.* | | | | Nature rangers*- Understanding and respect for nature, wildlife and the outdoors (Big birdwatch, 30 days wild, animal awareness days, recycling and pollution)*  Let’s Cook*- Using key skills and developing all areas of EYFS framework through cooking and baking, healthy eating and understanding where food comes from.*  Forest School*- Using all senses and exploring natural objects and resources in an outdoor woodland classroom.*  Oral Health*- awareness of dental hygiene, visits from the dentist, visits to the dental surgery, learning to brush teeth.* | | |
| **NURSERY**  **Curriculum Enhancement** | Welcome to Nursery! Who am I? Why are the leaves falling?  Black history Month | Bonfire night  Diwali, Remembrance, Christmas | Chinese New Year, Valentines, Occupations  Forces (moving, travelling, floating/sinking)  Winter | Easter  Spring,  Holi, | | Eco warriors  Staying healthy  Lifecycles | Sun safe  Summer  30 days wild  EID  Starting school. |
| **Reception**  **Key Question**  **(I Wonder…)** | **Who am I and who are you?** | **What is celebrated?** | **Where do they live?** | **How do things move?** | | **What grows?** | **Who helps us?** |
| **Reception**  **Possible ideas.**  *(These ideas will*  *be adapted to follow child led learning.)* | Starting school/ New beginnings  Rules and routines  Exploring and learning about the different areas within the classroom  All about me, families, homes  Harvest  Black history Month  **Trips:Roseland weekly farm visits**  **Beach** | Celebrations, parties, baptisms  Bonfire night  Remembrance Day, Diwali, Hanukah, Christmas  **Trips: Truro and Tregony Church visits** | Bug hunting  different types of houses/homes  maps of where children live  animals around the world  Chinese New Year  Valentines  **Trips: Zoo/animal experience** | Vehicles and ways of travelling  How travel has changed  How holidays have changed  Travelling on holiday  Moving in different ways with our bodies  Floating and sinking  **Trips: transport museum/ Library** | | Plants and flowers  Growing and changing  Keeping fit and healthy- including teeth and medicine  Baby animals and life cycles  Easter  **Trips:**  **Helegans** | Emergency services  Helping each other  Recycling and helping to look after their world  Pollution  **Trips: fire station/recycling warehouse/beach** |
| **Core texts** | **Nursery:** Three little Pigs, Goldilocks and the three bears, Handa’s surprise, Landy’s new home, Mrs Honey’s Hat, Whatever next, We’re going on a bear hunt, Brown bear, brown bear, The Naughty Bus, The Very Hungry Caterpillar  **Reception-** Do you love bugs?,There was an old lady who swallowed a fly, Hair love, On the way home, The Gruffalo, Room on the broom, Super Duper you, Oi frog!, Pumpkin Soup, Rainbow fish. | | | | | | |
| **Key Text- N** | NF- All about me, Autumn, Africa, Colours.Goodbye summer, hello autumn  F-Leaf man  The little red hen  Owl babies  Percy the park keeper- after the storm. | NF- Diwali. It’s ok to be different.  F- First Christmas- Nativity  Rama and Sita  Smeds and the smoos  Little Moon  Percy the park keeper- One snowy night  Night before Christmas | NF- China, Winter, People who work at night. Goodbye Autumn, Hello Winter  F- Williams winter wish, The storm whale in winter,  Guess how much I love you  Percy the park keeper- The cross rabbit | NF- Spring, Animal babies, Life cycles Goodbye Winter, hello spring,  F-  Gorilla  Little Rabbit Foo Foo  The rhyming rabbit  Peace at last  Percy and the park keeper- One spring day | | NF- Where does my food come from, Recycling, pollution,  F, We planted a tree,  Nelson the whale  Sebastian starfish  Lighthouse keepers lunch  Percy the Park keeper- The secret path | NF- On the beach, Summer, under the sea,minibeasts  F- And then comes summer, Tiddler, The most exciting Eid.  Starting school,  little owl goes to school  Superworm  Percy the park keeper- the rescue party |
| **Key Texts- R**  *(Highlighted are Core books)* | NF- All are welcome  F- Rosie’s walk  Little red riding hood  Handa’s noisy night  There was an old lady who swallowed a fly  Creation story (RE)  The colour monster  What makes me a me?  **Walk through stories**  The Rainbow fish Farmer Duck  Zog | NF- All about families  F- My world your world  Stick man  The Christmas baby  Hair love  **Walk through stories**  Room on the broom  The squirrel who squabbled  On the way home  **Author of the half term:**  Julia Donaldson | NF- See inside houses long ago  The Three billy goats gruff  Aaarrghh spider!  On the way home  You can’t take an elephant on the bus  The Gruffalo  **Walk through stories**  Aliens loves underpants  Billy’s Bucket  **Author of the half term:**  Eric Carle | NF- Stars and space  Mrs Armitage on wheels  Mr Grumpy’s outing  The journey  **Walk through stories**  Cotton Wool Colin  Five minutes peace  Hugless Douglas  **Author of the half term:**  Rachel Bright | | NF- Do you love bugs?  F- The Growing story  Oliver’s vegetables  Jim and the beanstalk  **Walk through stories**  Supertato  My monster and me  Owl Babies  **Author of the half term:**  Kes Gray and Jim Field | NF- People who help us  Duffy’s lucky escape  The great explorer  Astro girl  Super duper you  The Jolly postman  **Walk through stories**  Ravi’s Roar  Slow Samson  **Author of the half term**:  Micheal Rosen |
| **Key Vocabulary**  *(Including but not limited to)* | Different, similar, likes,dislikes, special, features, home, ploughing, crops, wheat, create, creative, construction, home, environment | Religions, beliefs, respect, routine, family, change, festivals, celebrations, diverse, Christans, baptism, tradition | Habitat, home, minibeasts, world, countries, warm, cold, large, small, new year, love, happy, animals, dark, damp, wet, lazy, fast,slow | Travel, change, different, same, old,new, present, past, floating,sinking, journey, seasons | | plants, growing, changing, healthy, happy, life cycles, fit, alive, tall, germinating, vegetables, fruit, exercise, diet,nature | Explorer, hero, emergency, pollution, recycling, safe, starting,helping, superhero, man-made |

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| **Long Term Plan 2022/2023** | | | | | | | |
| Area | Year | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| C&L | Nursery | This area underpins everything we do in EYFS and we ensure that all activities planned promote at least one skill from this area.  N- RWI building a sentence, guided discussions using prompts and JIGSAW.  R- NELI, RWI, guided/whole class discussions, carpet time, JIGSAW, interventions | | | | | |
| Reception |
| PSED- | Nursery | JIGSAW alongside daily practice, discussions and classroom routines and rules. | | | | | |
| Being me | Celebrating Differences | Dreams and Goals | Relationships | Healthy me | Changing me |
| Reception |
| PD- Fine | Nursery | Daily activities as part of CP: for example: Funky Fingers, Dough Disco ,threading ,posting ,peg boards, cutting, tap a shape, posting. Careful planning considering AFL and skills required throughout the year. | | | | | |
| Reception | Dough activities, daily name writing, threading, cutting, weaving, funky fingers activities, go noodle,wake and shake manipulating objects, draw lines and circles, hold pencils/paint brushes, pencil grip (encourage tripod grip), develop muscle tone to put pencil pressure on paper, using tools to effect changes to materials, show preference for dominant hand, observational drawing, teach and model correct letter formation, cut along straight/curved lines,colour inside lines, building things with smaller lego, drawing pictures that are recognisable | | | | | |
| PD- Gross | Nursery | All children have use of outdoor area, playground, woodland and trim trail where they are encouraged to use trikes and heavy lifting work. They complete weekly PE sessions based on current interests and key skills required for age/development, with palanning support from ‘Healthy Movers’ programme. They also take part in the BBC Lets move, which has a focus on movement to music, carry out a wake and shake every morning and complete regular wellie walks around the community, often climbing banks and overcoming obstacles. | | | | | |
| Reception | Movement and using space | Gymnastics - Body shapes, balancing , jumping and rolling | Ball skills - rolling, throwing, catching and kicking . | Gymnastics- using equipment safely (balancing, jumping and landing) | Dance - sequencing movements | Athletics - running races |
| Literacy | Nursery | Letters and sounds, RWI, marking making, story telling, Library sessions, daily nursery rhymes, build a sentence, Group discussions. | | | | | |
| Reception | RWI,name writing, retelling pictures, drawing with a purpose, beginning to form some familiar letters | RWI, joining in with stories, answering questions about stories, exploring a range of different genres, name writing, writing labels, writing CVC words | RWI, act out stories, predict what will happen next, suggest how stories might end, exploring what sentences look like | RWI, retell stories without props, talk and explore different characters, writing sentences using finger spaces, full stops and some capital letters | RWI, answer questions about books, write longer sentences, write Red words and capital letters | RWI, use high quality vocabulary to explain their own stories or adapt a story, practise writing capital letters, write sentences with capital letters, finger spaces and full stops, focusing on reading our work back to check it makes sense |
| Phonics  (RWI) | RWI - See separate skills progression grid (word reading and writing) due to children being in different groups for Phonics  Reception will also take part in the English part of phonics therefore any other Literacy will be extra learning/opportunities through class decisions, adult led groups and CP | | | | | | |
| Maths- | Nursery | **Focused teaching:**  *Colours, sorting, Matching.*  CP focus on sorting and matching objects | **Focused teaching:**  *Number 1,2 (subitising), Pattern.*  Talk about and identify patterns around them indoors and out in CP  CP focus on 1 and 2 numerals, amounts and subitising. chn to create ABAB patterns | **Focused teaching:**  *Numbers 3,4,5,*  Explore 3D shapes in CP- questioning and discussion in construction areas.  Exploring 2D shapes in CP  Encourage  combining shapes to make new ones to mark make.  Children daily practise counting one number for each item in order 1,2,3,4,5  Show fingers up to 5. | **Focused teaching:**  *Number 6*  *height and length, capacity.*  Comparing objects using size,length, weight capacity in CP through investigation and questioning  Children count beyond 5 daily and practise counting objects to learn the last number is the correct amount within daily routines and CP. | **Focused teaching:**  *More or Fewer,*  *1 more, 1, less, 2d and 3D shapes.*  Focus on shape in CP as well as focused activities. encourage children to select shapes appropriately to mark-make and build.  Explore More and Fewer than throughout CP and adult discussions. | **Focused teaching:**  *Number composition, night and day and positional language.*  Circle time to allow understanding of position using words  Describe a sequence of events real and fictional during talk time and story times.  Describe a familiar route and discuss location using in front and behind by activities in CP- beebots, partner games, maps outdoors.  Explore mark making of numbers and symbols.  Daily discussions about numbers 1-5 and challenges to real life problems with these numbers. Nrich questioning. |
| Reception | **Baseline Assessment**  **Getting to know you,Just like me/It’s me 1,2 and 3**  match and sort, compare objects  make and correct repeating AB patterns | **It’s me 1,2, and 3, Alive and 5, Growing 6,7 and 8, Consolidation**  Sorting 1,2 and 3  Matching pictures to numerals, finding 1 more and 1 less,  Sorting,exploring shapes  Positional language  Exploring, representing and making number 4 and 5 in different ways  one more and one less of numbers up to 5,  -Sorting and recognising 2D shapes  -Sequencing events | **Alive and 5, Growing 6,7,8, building 9 and 10**  -One less using sentence stems,Exploring zero,Composition of 5, equal and unequal groups  -How many altogether?, Composition of numbers to 5 (3 groups)  -Balance scales, Full and empty, measuring capacity, measuring ingredients  Exploring 6, sorting 6,7 and 8, Composition of 7 and 8, Matching 6,7a dn 8, 1 more and 1 less  Making pairs, combining two groups, adding more  Comparing and measure height, length and time  Representing sorting and ordering 9 and 10  Composition of 9 and 10 | **Building 9 and 10, Consolidation**  -Counting back from 10  Comparing numbers within 10  Making 10 in different **ways**  **Consolidation**  **x2 week** | **20 and beyond, first then and now**  -Number patterns to 20, matching picture to numeral, tens frame fill beyond 20, estimating  -Missing numbers, ordering numbers to 20, games within 20  -Find my match (shapes, models), shape match and fill, replicate my shape, tangrams  -counting on, adding more, adding more (unknown then and unknown first)  -Taking away with resources, taking away, taking away- unknown then, pass it on games  -Making new shapes with right angled triangles, making new shapes with squares, using shapes to make patterns | **Find my pattern, on the move**  -Doubling, double games, doubling barrier games  -Sharing, grouping  - even and odd, one odd day, games with odd and even numbers  - Problem solving opportunities, addition and subtraction  -cuisenaire rods, patterns  -making maps, journey to school, obstacle course, x marks the spot, designing mazes |
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| UW | Nursery | G- compare local environments to others (AFRICA)  Understanding important places and people within our school and local community  RE- Harvest  S- Recognising parts of the body by drawing silhouette and orally labelling.  Recognising signs of Autumn | G- Looking at Christmas around the world.  RE- Celebrating Diwali and Christmas.  S- Light and Dark | G- People in our community and their jobs.  RE- Chinese New Year  S- Explore Transport, how it moves and make ramps to explore forces.  Changes of materials (melting ice)  Observing changes in winter | G- Making Maps  RE- Celebrating Easter, Holi  S- Changes in Spring. | G- Eco warriors- How to save our planet.  RE- bible stories  S- Life cycles of a Butterfly, frog, chicken. | G- Where does our food come from? Include visit to supermarket/farm/ village shop.  RE- EID  S- Seasonal change into Summer  S- features of a flower, importance of bees |
| Reception | All about me- Parts of the body  What is special about me? Similarities/differences that distinguish us from others  All about my family  **Investigations:** around the school and it’s environment harvesting vegetables (farm visits)  Exploring different homes around the world  Know how to operate simple equipment- ipads, computer,  Why is the word `God` special?  Famous person- Rosa Parks (BHM) | RE- explore different religions, festival of light  Investigate magnets  Explore melting, making chocolate apples for bonfire night, Christmas cooking  Celebrate Christmas (christmas activities), compare Christas festivals to Hindi and Judaism festivals – Diwali and Hanukkah  Why do Christians celebrate Christmas?  Know how to operate simple equipment, using cameras and ipads to take photos  The importance of remembrance day  Exploring Autumn | All about chinese new year  Exploring different plants/trees (how to keep our plants healthy)  Investigate: mini beasts  different countries around the world - Around the world with Max and Lemon  Valentines day - why we have it  Different homes/houses around the world (igloo, shanty town, mansion, flats in New york etc)  Investigate different maps and their purposes | Explore space, planets, solar system  different space rockets  Investigate: light and dark using torches- shadows and explain findings talking about change  Investigate: floating and sinking  Talking tins  Exploring Spring  Changes to transport  Dinosaurs  Which places are special and why (RE)  Exploring Winter  Famous person- Mary Anning (Palaeontologist) | Exploring Spring  Life cycles of butterflies, chicks, Frogs (developing an understanding of growth and change over time  Life cycles of how things change (Caterpillar, frog, chicks, seeds)  How to look after - plants/animals  Why do Christians celebrate Easter?  Easter Activities  How we change - grow (body parts)  Bee bots | Exploring Summer- keeping safe in the sun  Investigate materials  Importance of recycling - what happens to the world if we don’t  Changes due to pollution - visit to the beach  Real life superheroes- people who help us  Continue to look after plants/how do we keep our plants healthy  Use cameras and ipads to take photos and videos of explanations  Which stories are special and why? (RE)  Create maps for Bee-bots ( programming)  To explore the chromebooks (transitioning into year1 ) |
| EAD | Nursery | A- create self portraits with correct materials and observational drawing.  Colour mixing  M- Singing and use of instruments from Africa for Black History Month | A- Make Rangoli patterns  Salt dough Diwa Lamps, Christmas cards  M- Perform christmas songs | A- Winter inspired artwork using natural materials and selecting appropriate resources.  M- Chinese New Year music and dance activities | A- Make stick puppets using correct resources  M- participating and leading a group band with non tuned percussion instruments. | A- collage and junk modelling with recycled materials.  Retell stories by acting out and using props  M- Singing familiar songs and Nursery rhymes | A- MAking Eid crowns and lanterns  M- Performing a sequence of movements to create a dance. |
| Reception | **Kapow Art and Design**  Mark making with wax crayons  Mark making with felt tips  Mark making with chalk  Observational pencil drawing  Drawing faces  Drawing faces in colour  Famous person project: Henri Matisse  **Kapow music( Exploring sound)**  Vocal sounds  Body sounds  Instrumental sounds  Environmental sounds  Nature sounds | **Kapow Art and Design**  Finger painting  Outdoor painting  Painting to music  Collage and transient art  Landscape collage  Group art  **Kapow music (celebration music)**  Diwali music  Hanukkah music  Kwanzaa music  Traditional Christmas music  Christmas action songs | **Kapow Art and Design**  Sculpture and 3D: creation station  **x6 lessons to be confirmed**  Famous person project: Andy Goldsworthy  **Kapow music (Music and movement)**  Action songs  Finding the beat  Exploring tempo  Exploring tempo and pitch through dance  Music and movement performances | **Kapow Art and Design**  Craft and design: let’s get crafty  **x6 lessons to be confirmed**  **Kapow music (Musical stories)**  Moving to music  Using instruments to represent characters  Storytelling with actions  Using instruments to represent actions  Musical story composition  Musical story performance | **Kapow Art and Design**  Seasonal crafts  **x6 lessons to be confirmed**  **Kapow music (Big band)**  What makes an instrument?  Introduction to orchestra  Follow the beat  Tuned and untuned instruments  Big band performance | Access Art  Primal painting  Drawing by touch  making finger puppets  Drawing like a caveman  Plasticine printmaking  Famous person project:Piet Mondirian  **BBC - bring the noise:**  Golden- x3 lessons (focus dynamics, pitch, voice as an instrument(  Hands in the air x3 lessons (focus; pitch, dynamics, composition, pulse) |