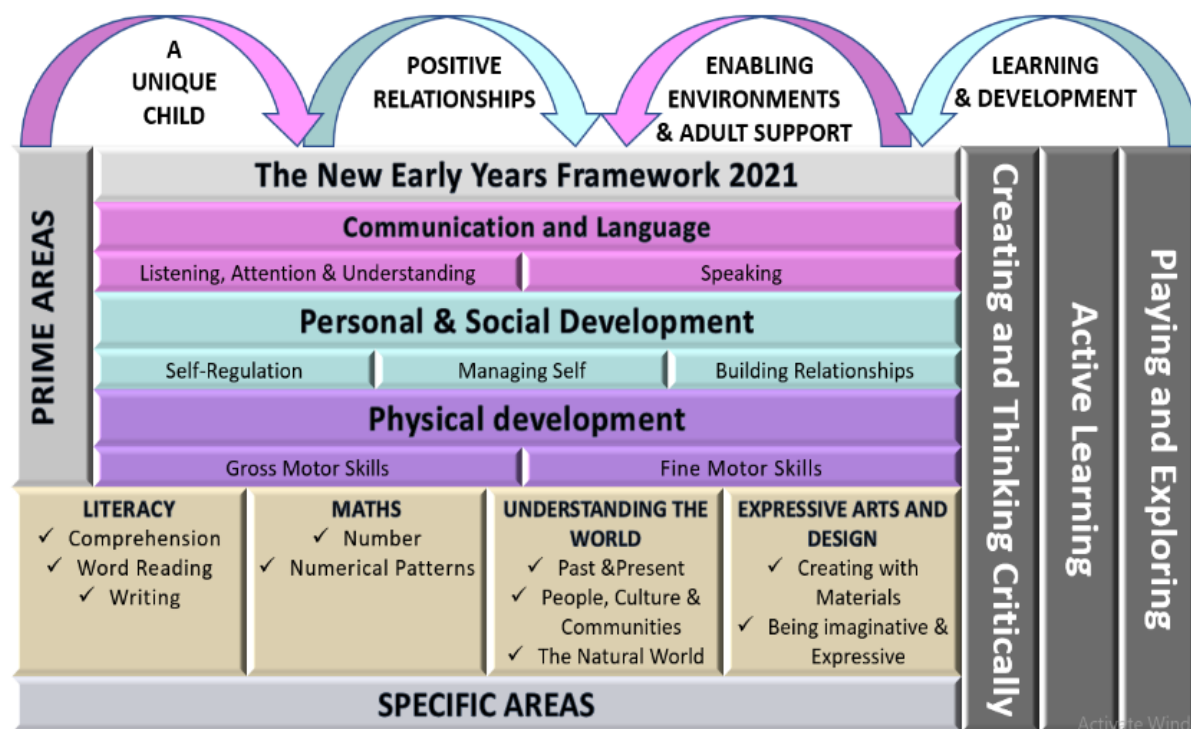




Tregony EYFS Curriculum Plan 2024/2025



<p>NURSERY: Child- led inquiry</p>	<p>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 to theme investigations based on their interests. Carefully throughout and well planned focused activities, led by adults 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.</p>
<p>NURSERY Learning Programmes</p>	<p>Throughout the year, Nursery will take part in a variety of learning programmes to enhance their daily provision. These are adult led and often used in whole class circle times or small groups based on age and abilities. They aim to provide opportunities to further the children's knowledge and progress within the 7 areas of learning.</p> <p><u>Prime Areas</u></p> <p><u>Physical Development:</u> Cosmic Kids Yoga- Weekly yoga sessions to practise physical development skills as well as meditation. Fun Fit- Physical development sessions for children aged two and some three year olds (who have not yet met age related milestones in this area.) Healthy Movers- Physical development activities carried out weekly as part of a PE session. Wake and Shake- A morning movement session for the whole Nursery as part of the daily routine.</p> <p><u>Personal, Social and Emotional:</u> Jigsaw- PSED programme used throughout the school weekly, with a focus on sense of self, building relationships and keeping healthy.</p> <p><u>Communication and Language:</u> Letters and Sounds Phase One Phonics- Children aged 2-4 carry out short, fun activities to begin their phonics journey, with a focus on listening to sounds, rhyme and rhythm, alliteration and voice sounds. Happy Talk- Whole group discussions to explore the joy of early language through visuals, stories and characters. Clikety Language development: Designed by speech and language therapists as an interventions in small groups, this programme uses props, stories and songs to extend language, boost speech and support children with SEN and EAL.</p>

	<p><u>Specific Areas:</u></p> <p><u>Literacy</u> RWI Phonics- Our whole Nursery follows the Nursery RWI scheme of key texts and discussions as well as guided whole class discussions. The N1 (preschool) cohort are introduced to RWI speed sound lessons in the summer term, before starting school. The Drawing Club and The Scribble Club- developing mark making for early writing. Story Dough- immerse children in the worlds of story dreaming, chat, mark making and finger strength. <u>Maths:</u> Master the Curriculum Maths Programme- <i>beginnings of white rose Maths across the school.</i></p> <p><u>Understanding the World</u> Discovery RE- An RE programme used across the school, introducing children to different religions and beliefs through stories 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.</p> <p><u>Expressive Art and Design</u> BBC's Let's Move- Music and movement based on stories, nursery rhymes, seasons and key topics of interest. Mini Makers- Art workshops aimed at 2-4 yr olds, building upon process art and colour mixing.</p>					
<p>NURSERY Curriculum Enhancements (Key events within the year)</p>	<p>Welcome to Nursery! Why are the leaves falling?</p>	<p>Bonfire night and Diwali, light and dark/ space Remembrance, Christmas</p>	<p>Chinese New Year, Why is it getting cold? (Winter) Mothers Day World book day</p>	<p>Easter Pancake day What are the signs of spring? Life cycles of a bean, caterpillar and frog.</p>	<p>Fathers Day St Georges day Numeracy day</p>	<p>Saying goodbye- transition to school, changes within Nursery. What happens in Summer?- Sun safety, Beach/ flower/honey investigation, Occupations Around the world</p>
<p>Nursery Key texts</p>	<p>Non Fiction: Autumn, Goodbye summer, hello autumn F-Leaf man, A bit lost, The little red</p>	<p>NF- People who work at night. Best Diwali Ever F-Whatever next, The man on the moon, We're going on a pumpkin hunt</p>	<p>NF- Winter, F- Williams winter wish, The storm whale in winter, Be Brave little penguin, Snow, The Great Race, the</p>	<p>NF- Spring, Animal babies, Tadpoles F- Little Rabbit Foo Foo, Jack and the beanstalk, Hungry Caterpillar, What</p>	<p>NF- Animal Babies F- Dear Zoo, Giraffes can't dance, Tiddler, The Ugly 5,</p>	<p>NF- On the beach, Summer, F- Somebody crunched collin, superworm, The very busy bee</p>

	hen, Go away bird, The Acorn	The First Christmas.	snow bear, Please Mr Panda	the ladybird heard, Tad	Animal boogie,	
Nursery Core Text	Nursery: Traditional Tale: Three little Pigs, Goldilocks and the three bears Diversity and inclusion: Handa's surprise, Non Fiction- Rumble in the Jungle High quality text: We're going on a bear hunt, Brown bear brown bear, Farmer Duck, Each Peach Pear plum					
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. <i>(These ideas will be adapted to follow child led learning.)</i>	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, 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: Heligan	Emergency services Helping each other Recycling and helping to look after their world Pollution Trips: fire station/recycling warehouse/beach
Core texts	Reception- Do you love bugs?, There was an old lady who swallowed a fly, Hair love, On the way home, The great big book of cuddles (poems) Room on the broom, Super Duper you, Oi frog!, Pumpkin Soup, Rainbow fish.					

<p>Key Texts- R (Highlighted are Core books)</p>	<p>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?</p>	<p>NF- All about families F- My world your world Stick man On the way home The Christmas baby I am enough Hair love</p>	<p>NF- See inside houses long ago The Three billy goats gruff Aaarnggh spider! On the way home You can't take an elephant on the bus The Gruffalo</p>	<p>NF- Stars and space Mrs Armitage on wheels Room on the broom Mr Grumpy's outing The journey</p>	<p>NF- Do you love bugs? F- The Growing story Oliver's vegetables Supertato The tiny seed Jim and the beanstalk</p>	<p>NF- People who help us Duffy's lucky escape The great explorer Astro girl Super duper you The Jolly postman</p>
<p>Key Vocabulary (Including but not limited to)</p>	<p>Different, similar, likes,dislikes, special, features, home, ploughing, crops, wheat, create, creative, construction, home, environment</p>	<p>Religions, beliefs, respect, routine, family, change, festivals, celebrations, diverse, Christians, baptism, tradition</p>	<p>Habitat, home, minibeasts, world, countries, warm, cold, large, small, new year, love, happy, animals, dark, damp, wet, lazy, fast,slow</p>	<p>Travel, change, different, same, old,new, present, past, floating,sinking, journey, seasons</p>	<p>plants, growing, changing, healthy, happy, life cycles, fit, alive, tall, germinating, vegetables, fruit, exercise, diet,nature</p>	<p>Explorer, hero, emergency, pollution, recycling, safe, starting,helping, superhero, man- made</p>



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, toddler talk and clickety Speech programmes. R- NELI, RWI, guided/whole class discussions, carpet time, JIGSAW, interventions					
	Reception						
PSED-	Nursery	JIGSAW alongside daily practice, discussions and classroom routines and rules.					
	Reception	Being me	Celebrating Differences	Dreams and Goals	Relationships	Healthy me	Changing me
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 planning 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 ,	Ball skills - rolling, throwing,	Gymnastics- using equipment safely	Dance - sequencing movements	Athletics - running races

			jumping and rolling	catching and kicking .	(balancing, jumping and landing)		
Literacy	Nursery	Letters and sounds, RWI, marking making, story telling, Library sessions, daily nursery rhymes, build a sentence, Happy Talk 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.	Focused teaching: Number 1,2 (subitising), Pattern.	Focused teaching: Numbers 3,4,5,	Focused teaching: Number 6 height and length, capacity.	Focused teaching: More or Fewer, positional language, 2D and 3D shapes.	Focused teaching: Number composition, What comes next (1more), what comes before (1 less) Numbers to 5
		Key Skills from the skills progression are covered and practised throughout the year with adult led activities, provision and discussions. These includes: Counting, 2D shapes, Colours, Subitising to 3, finger numbers to 5, mathematical problem solving and using mathematical language in play.					
	Reception	Baseline Assessment	It's me 1,2, and 3, Alive and 5, Growing	Alive and 5, Growing 6,7,8,			Find my pattern, on the move

		<p>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</p>	<p>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</p>	<p>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 6,7 and 8, 1 more and 1 less Making pairs, combining two groups, adding more</p>	<p>Building 9 and 10, Consolidation -Counting back from 10 Comparing numbers within 10 Making 10 in different ways Consolidation x2 week</p>	<p>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</p>	<p>-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</p>
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				Comparing and measure height, length and time Representing sorting and ordering 9 and 10 Composition of 9 and 10		-Making new shapes with right angled triangles, making new shapes with squares, using shapes to make patterns	
UW	Nursery- Enrichments are based off key events. Child led investigations and inquiries are introduced based on the children's interest and cover UW objectives throughout the year.						
		Understanding important places and people within our school and local community Recognising signs of Autumn	People in our community and their jobs. Celebrating Diwali and Christmas. Light and Dark	Chinese New Year Changes of materials (melting ice) Observing changes in winter	G- Making Maps RE- Celebrating Easter S- Changes in Spring, lifecycles of a bean plant, butterfly and frog.	Proud to be british Families	Seasonal change into Summer Features of a flower, importance of bees
	Reception	S- All about me- Parts of the body	RE- explore different religions, festival of light	RE- All about chinese new year	S- Explore space, planets, solar system different space rockets	S -Exploring Spring Life cycles of butterflies, chicks, Frogs (developing an understanding of	Exploring Summer- keeping safe in the sun S- Investigate materials

		<p>H- Peek into the past (Kapow) Famous person- Rosa Parks (BHM)</p> <p>RE- What is special about me? Similarities/differences that distinguish us from others All about my family Celebrate the Hindu festival Why is the word `God` special?</p> <p>G-Exploring different homes around the world</p> <p>C- Operate simple equipment- ipads, computer,</p>	<p>S- Investigate magnets Explore melting, making chocolate apples for bonfire night, RE- Christmas cooking Celebrate Christmas (christmas activities), compare Christmas festivals to Hindi festivals Why do Christians celebrate Christmas?</p> <p>C- Know how to operate simple equipment, using cameras and ipads to take photos</p> <p>H- The importance of</p>	<p>S-Exploring different plants/trees (how to keep our plants healthy)</p> <p>G-different countries around the world - Around the world with Max and Lemon</p> <p>Valentines day - why we have it</p> <p>G- Different homes/houses around the world (igloo, shanty town, mansion, flats in New york etc)</p> <p>H- Adventures through time (Kapow)</p>	<p>Investigate: light and dark using torches- shadows and explain findings talking about change floating and sinking C- Talking tins Exploring Spring</p> <p>G- Around the work (Kapow) RE- Which places are special and why (RE) Exploring Winter Easter?</p> <p>Easter Activities</p> <p>H-Famous person- Mary Anning (Palaeontologist)</p>	<p>growth and change over time Life cycles of how things change (Caterpillar, frog, chicks, seeds) mini beasts How to look after - plants/animals RE- Why do Christians celebrate S- How we change - grow (body parts) C- Bee bots</p> <p>G- Outdoor adventures</p>	<p>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 S- Continue to look after plants/how do we keep our plants healthy C- Use cameras and ipads to take photos and videos of explanations RE-Which stories are special and why? C- Create maps for Bee-bots (programming) To explore the chromebooks (transitioning into year1)</p> <p>H- Famous person - Florence nightingale</p>
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			remembrance day S- Exploring Autumn G-Exploring maps				
EAD	Nursery	Create self portraits with correct materials and observational drawings. Colour mixing Natural collages with autumn treasures.	Make Rangoli patterns Salt dough Diya Lamps, Christmas cards Perform christmas songs	Winter inspired artwork using natural materials and selecting appropriate resources. Chinese New Year music and dance activities	Performing familiar songs with actions for an Easter concert	Weaving to create a dragon Learn a song about Britain.	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	Kapow Art and Design Finger painting Outdoor painting Painting to music Collage and transient art Landscape collage	Kapow Art and Design Sculpture and 3D: creation station: exploring clay exploring playdough 3D landscape art	Kapow Art and Design let's get crafty: Cutting threading joining paper snakes flower designs tissue paper flowers	Kapow Art and Design cooking- soup fantastic fruit and vegetables pumpkin soup Designing soup Fine motor skills (Chopping) Making soup	Kapow Art and Design Seasonal crafts suncatchers nature wreaths Flower threading (2 weeks) Kapow music (Big band) What makes an instrument?

		<p>Drawing faces</p> <p>Drawing faces in colour</p> <p>Famous person project: Henri Matisse</p> <p>Kapow music(Exploring sound)</p> <p>Vocal sounds</p> <p>Body sounds</p> <p>Instrumental sounds</p> <p>Environmental sounds</p> <p>Nature sounds</p>	<p>Group art</p> <p>Kapow music (celebration music)</p> <p>Diwali music</p> <p>Hanukkah music</p> <p>Kwanzaa music</p> <p>Traditional Christmas music</p> <p>Christmas action songs</p>	<p>designing, creating and painting animal sculptures</p> <p>Famous person project: Andy Goldsworthy</p> <p>Kapow music (Music and movement)</p> <p>Action songs</p> <p>Finding the beat</p> <p>Exploring tempo</p> <p>Exploring tempo and pitch through dance</p> <p>Music and movement performances</p>	<p>Kapow (Transport)</p> <p>Exploring the sounds of different types of vehicles</p> <p>Mimicking the sound of a train</p> <p>Exploring sounds hear on and around boats</p> <p>interpreting symbols to reflect a ca's journey</p> <p>Demonstrating simple rhythms on a instrument</p>	<p>Designing soup packaging</p> <p>Kapow music (Musical stories)</p> <p>Moving to music</p> <p>Using instruments to represent characters</p> <p>Storytelling with actions</p> <p>Using instruments to represent actions</p> <p>Musical story composition</p> <p>Musical story performance</p>	<p>Introduction to orchestra</p> <p>Follow the beat</p> <p>Tuned and untuned instruments</p> <p>Big band performance</p>
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