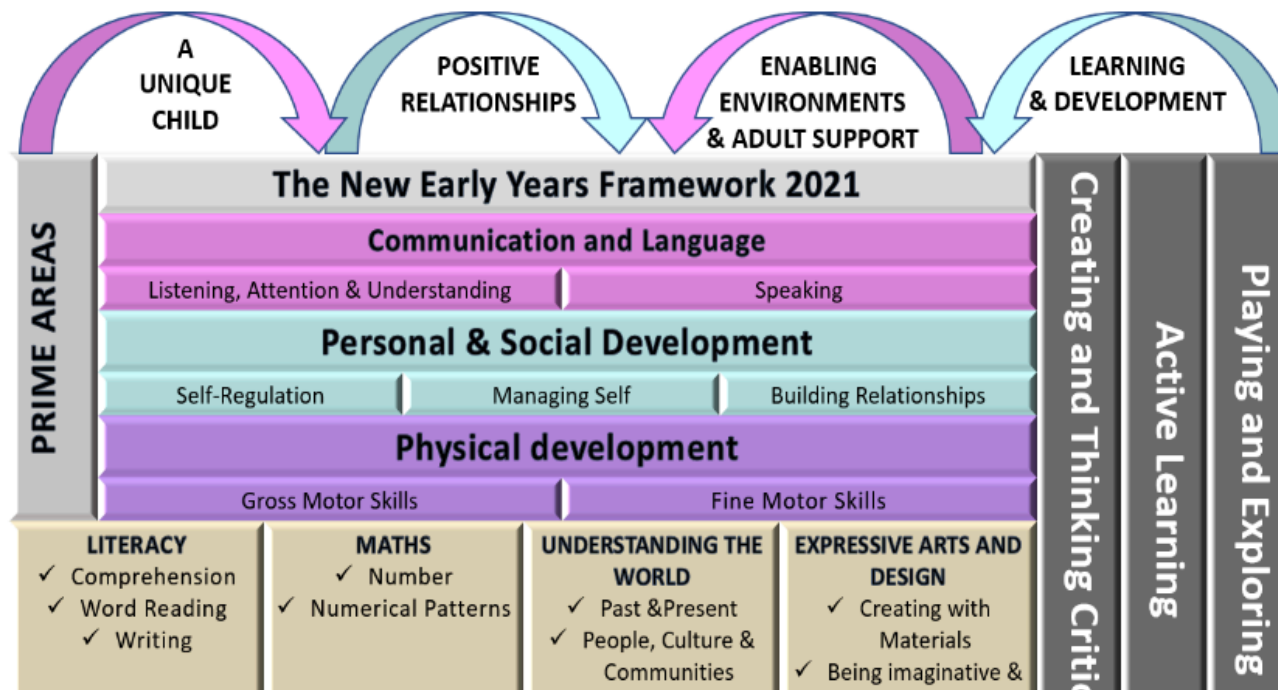




# Tregony EYFS Curriculum Plan 2024/2025



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>NURSERY</b>	<p>In our nursery we follow a skills based curriculum, which leads to child led enquiries based on their interests. We, as practitioners ensure we include key skills which are carefully selected half termly from our key skills progression chart for our 3 cohorts of children. Careful observations and feedback with staff allow for gaps to be addressed and focused intervention to be carried out.</p> <p>Carefully thought out and planned focused activities, which are led by practitioners, occur daily with a focus on phonics and mathematics. In the moment, adult led activities will explore, enhance and extend children’s learning with the set key skills in mind. We identify what children already know and build upon their knowledge to create challenge and progression within their play based learning and through progression of resources or skills.</p>					
<b>NURSERY Learning Programmes</b>	<p>Throughout the year, the nursery children 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><b>Prime Areas</b></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</p> <p><u>Personal, Social and Emotional Development:</u>  Jigsaw - PSED programme used throughout the school weekly, with a focus on sense of self, building relationships and keeping healthy  Cooking club - healthy cooking/baking activities  Games club - turn taking and sharing</p> <p><u>Communication and Language:</u>  Early Talk Boost for 3 year olds Communication and Language interventions</p>					

	<p>Clickety Language development for 4-5 year olds: Designed by speech and language therapists as an intervention in small groups. This programme uses props, stories and songs to extend language, boost speech and support children with SEN and EAL.</p> <p><b><u>Specific Areas:</u></b>  <u>Literacy:</u> Letters and Sounds Phase one phonics - Children aged 2-4 carry out short, fun activities in 3 or 4 ability groups to begin their phonics journey, with a focus on listening to sounds, rhyme and rhythm, alliteration and voice sounds.  <i>Read Write Inc phonics is introduced to our N1 children in the summer term, provided they have completed phase one as we believe this teaches the prerequisites needed to work through their phonics journey.</i>  <u>Maths:</u> Master the Curriculum Maths Programme - <i>beginnings of White Rose maths which is used across the school.</i>  <u>Understanding the World:</u>  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.  <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  Art club - weekly focused activities with a focus of process art and mark making skills  Music club - weekly music session with a focus on rhythm, singing, tuned instruments, percussion, tempo and volume</p>
<b>Reception</b>	<p>In our reception class we build upon the nursery's skills by ensuring resources and skills are progressively more challenging. This allows children to build upon their previous knowledge with the focus of getting them ready for Key Stage One. We follow a skills based curriculum where there is a combination of child led and adult led activities. We assess through accurate observations which inform us which essential skills we choose to teach each half term alongside one to one intervention when needed. To make the curriculum exciting and engaging, we link activities to children's interest and curiosity with the key skills as a focus.</p> <p>Reception children also follow specific schemes that link in with the school. This ensures full coverage of skills and knowledge the children need in order to prepare them for future learning.</p>
<b>Reception Schemes</b>	<p><b><u>Prime Areas:</u></b>  <u>Physical Development:</u>  Just Dance - Daily movement sessions to practise physical development and special awareness skills  Twinkle Dance/Gymnastics/Games – PE sessions weekly to enable different physical development skills are covered  <u>Personal, Social and Emotional Development:</u>  Jigsaw- PSED programme used throughout the school weekly, with a focus on sense of self, building relationships and keeping healthy, dreams and goals and changing me  <u>Communication and Language:</u></p>

	<p>NELI – whole class NELI sessions to support high quality vocabulary and children with SEN</p> <p><b>Specific Areas:</b>  <u>Literacy:</u> Read Write Inc – whole school phonics programme taught daily  <u>Maths:</u> Master the Curriculum Maths Programme- beginnings of White Rose Maths which is followed across the school  <u>Understanding the World</u>  Kapow (Peek into the past/Adventures through time – Two terms of sequenced learning that cover historical aspects of the curriculum  Jigsaw RE - RE programme used throughout the school, with the focus of special people/places, celebrations and stories  <u>Expressive Art and Design</u>  Kapow Art and Design - Programme used throughout the school, with the focus of drawing, painting, sculpture, craft and design  Kapow Music - Programme used throughout the school, with the focus of exploring sound, celebration music, music and movement, musical stories, transport and big band  Kapow Design and Technology - Programme used throughout the school, with the focus of junk modelling, structure (boats) and cooking</p>					
<p><b>NURSERY Curriculum Enhancement</b></p>	<p>Welcome to Nursery! Who am I? Why are the leaves falling?  Black History Month</p>	<p>What is light?- Sources of light, day and night, space, nocturnal animals.  What do we celebrate?-Bonfire night, Diwali, Remembrance, Advent, Christmas, Christmas around the world.</p>	<p>What happens in winter?  Chinese New Year</p>	<p>What do we see in Spring?  Easter  Lifecycles</p>	<p>What do animals need to live?  Habitats  Staying healthy</p>	<p>Summer  At the beach  Starting school.  How do we stay safe in Summer?  What does starting school look like for others?  Different countries and differences.</p>
<p><b>Core texts</b></p>	<p><b>Nursery:</b> Three Little Pigs, Goldilocks and the Three Bears, Handa’s Surprise, Rumble in the Jungle, We’re Going on a Bear Hunt, Brown Bear, Brown Bear, Each Peach Pear Plum, Mrs Honeys hat.</p>					

<b>Key Text- N</b>	Goodbye Summer, Hello Autumn. Autumn, Brown Bear Brown Bear, Leaf Man, Teddy Bears Picnic, Enormous Turnip, We're Going on a Bear Hunt	Man on the Moon, Best Diwali Ever, Whatever Next, We're Going on a Pumpkin Hunt, The First Christmas, The Tomten, Dear Santa.	Storm Whale in Winter, Winter, William's Winter Wish, The Great Race, Be Brave Little Penguin, Snow Bear.	Spring Jack and the Beanstalk, The Very Hungry Caterpillar, Tad, Little Rabbit Foo Foo.	Animal Boogie, Giraffes Can't Dance, Animal Babies, Tiddler, The Ugly Five, Dear Zoo	The Magic paintbrush, Somebody Crunched Collin, The Very Greedy Bee, Superworm, On the Beach, Little Owl's First Day, Handa's Surprise.
<b>Reception Curriculum Enhancements</b>	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 <b>Trips: Roseland weekly farm visits</b>	Celebrations, parties, baptisms Bonfire night Remembrance Day, Diwali, Hanukkah, Christmas <b>Trips: Truro and Tregony Church visits</b>	Bug hunting different types of houses/homes Maps of where children live Animals around the world Chinese New Year Valentine's Day <b>Trips: Zoo/animal experience</b>	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 <b>Trips: transport museum/ Library</b>	Plants and flowers Growing and changing Keeping fit and healthy- including teeth and medicine Baby animals and life cycles Easter <b>Trips: Heligan</b>	Emergency services Helping each other Recycling and helping to look after their world Pollution <b>Trips: fire station/ recycling warehouse/ beach</b>
<b>Core texts</b>	<b>Reception-</b> Do you Love Bugs? There was an Old Lady who Swallowed a Fly, Hair Love, On the Way Home, A great big cuddle (poems), Room on the Broom, Super Duper You, Oi Frog!, Pumpkin Soup, Rainbow Fish.					
<b>Key Texts- R</b> <i>(Highlighted are Core books)</i>	NF- All are Welcome F- Rosie's Walk	NF- All about Families	NF- See inside Houses Long Ago	NF- Stars and Space	<b>NF- Do you Love Bugs?</b>	NF- People Who Help Us

	<p>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><b>Talk through stories</b> The Rainbow Fish Farmer Duck Zog</p>	<p>F- My World Your World Stickman The Christmas Baby Hair love <b>Talk through stories</b> Room on the Broom The Squirrel who Squabbled On the Way Home</p> <p><b>Author of the half term:</b> Julia Donaldson</p>	<p>The Three Billy Goats Gruff Aaarrghh Spider! On the Way Home You Can't Take an Elephant on the Bus The Gruffalo <b>Talk through stories</b> Aliens Love Underpants Billy's Bucket</p> <p><b>Author of the half term:</b> Eric Carle</p>	<p>Mrs Armitage on Wheels Mr Grumpy's Outing The Journey</p> <p><b>Talk through stories</b> Cotton Wool Colin Five Minutes Peace Hugless Douglas</p> <p><b>Author of the half term:</b> Rachel Bright</p>	<p>F- The Growing Story Oliver's Vegetables Jim and the Beanstalk</p> <p><b>Talk through stories</b> Supertato My Monster and Me Owl Babies</p> <p><b>Author of the half term:</b> Kes Gray and Jim Field</p>	<p>Duffy's Lucky Escape The Great Explorer Astro Girl Super Duper You The Jolly Postman</p> <p><b>Talk through stories</b> Ravi's Roar Slow Samson</p> <p><b>Author of the half term:</b> Michael Rosen</p>
<p><b>Key Vocabulary</b> (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 2023/2024

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- Letters and Sounds(phase 1) and RWI phonics, Early Talk boost interventions, carpet times to include nursery rhymes and key texts half termly. Promoting focused discussions with peers and adults, group discussions and sharing news from home.					
	Reception	R- NELI, RWI, guided/whole class discussions, carpet time, Jigsaw, interventions					
PSED	Nursery	Jigsaw, healthy snack choices, cooking with healthy food options, hand washing, self-care, teeth brushing. Emotion circle images, stories and games. Rules and routines clearly laid out, Peer to peer interactions.					
	Reception	Being me	Celebrating Differences	Dreams and Goals	Relationships	Healthy me	Changing me
PD- Fine	Nursery	Daily activities as part of routine and resources for COOL time, for example: Funky Fingers, Dough Disco, threading, posting, peg boards, cutting, tap a shape, posting. Dough disco and guided pencil control activities.					
	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 an outdoor area, playground, woodland and trim trail where they are encouraged to use trikes and heavy lifting work. Our outdoor area has been carefully designed and built to provide resources to develop gross motor skills. The nursery also carries out welly walks in the community and weekly PE sessions with planning support from 'Healthy Movers' programme. We also take part in the BBC Let's Move and regular wake and shake which has a focus on movement to music and movement.					
		PE focus:	Gymnastics - Body shapes,	Ball skills - rolling,	Gymnastics- using equipment		Athletics- Sports day practice. Running races, jumping, hurdles,

		Movement and using space	balancing , jumping and rolling	throwing, catching and kicking .	safely (balancing, jumping and landing)	Dance - sequencing movements	throwing, obstacle courses.
	Reception						Athletics - running races
Literacy	Nursery	Letters and sounds (phase 1), RWI (summer term), guided marking making, storytelling, library sessions, daily nursery rhymes.					
		Phonics G1- Aspect 3- Body percussion and Syllables  G2- Nursery rhymes and familiar stories	Phonics G1- Aspect 4- Rhythm G2- Aspect 1- Environmental sounds	Phonics G1- Aspect 4- Rhyming G2- Aspect 2- Instrumental sounds G3- Aspect 1- Environmental sounds	Phonics G1- Aspect 5- Alliteration G2- Aspect 3- Body percussion G3-Aspect 3- Instrumental sounds	Phonics G1- Aspect 6 (Voice sounds) G2- Aspect 4- Rhythm G3-Aspect 3- Body Percussion G4- Aspect 2- Environmental sounds	Phonics G1- Aspect 7 (Segmenting and blending) Begin Set 1 sounds if ready. G2- Aspect 4 Rhyming G3-Aspect 3- Body Percussion and syllables G4- Aspect 2- Instrumental sounds
	Reception	RWI,name writing, retelling pictures, drawing with a purpose, beginning to form some familiar letters  <b>Focus text: Farmer Duck</b>	RWI, joining in with stories, answering questions about stories, exploring a range of different genres, name writing, writing labels, writing CVC words  <b>Focus text: On the way home</b>	RWI, act out stories, predict what will happen next, suggest how stories might end, exploring what sentences look like  <b>Focus text: Billy's Bucket</b>	RWI, retell stories without props, talk and explore different characters, writing sentences using finger spaces, full stops and some capital letters  <b>Focus text: Five minutes Peace</b>	RWI, answer questions about books, write longer sentences, write Red words and capital letters  <b>Focus text: My monster and me</b>	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  <b>Focus text: Slow Sampson</b>
Phonics	RWI - See separate skills progression grid (word reading and writing) due to children being in different groups for phonics						



(RWI)	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	<b>Focused teaching:</b>  Colours, Matching and sorting.  Finger numbers to 3	<b>Focused teaching:</b>  Numbers 1,2 (Composition and subitising)  Finger numbers to 5.  Making ABAB Patterns	<b>Focused teaching:</b>  Numbers 3,4,5 (Composition and subitising).  Recognising numbers 1-5	<b>Focused teaching:</b>  Number 6 (composition) Counting to the cardinal number.  Properties of 2D shapes  Use and understand language used to compare measures. (height, length, Mass, capacity)	<b>Focused teaching:</b>  Sequencing language  Positional language  More or less  3D shapes	<b>Focused teaching:</b>  Number composition  Number recognition  Number tracks (what comes before/after?)  Spotting errors in ABAB patterns
	N2	Counting songs	Colours, Counting to 5	Measure Light and heavy	Identifying 2D shapes	Big and small Negotiating space	Completing ABAB patterns, comparing sizes Counting objects
	Reception	<b>Baseline Assessment Getting to know you, Just like me/It's me 1,2 and 3</b>	<b>It's me 1,2, and 3, Alive and 5, Growing 6,7 and 8, Consolidation</b> Sorting 1,2 and 3	<b>Alive and 5, Growing 6,7,8, building 9 and 10</b> -One less using sentence stems, Exploring zero,	<b>Building 9 and 10, Consolidation</b> ----Counting back from 10	<b>20 and beyond, first then and now</b> -Number patterns to 20, matching picture to numeral, tens frame fill beyond 20, estimating	<b>Find my pattern, on the move</b> -Doubling, double games, doubling barrier games -Sharing, grouping

		<p>match and sort, compare objects make and correct repeating AB patterns</p>	<p>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>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</p>	<p>Comparing numbers within 10  Making 10 in different <b>ways</b>  <b>Consolidation</b>  <b>x2 week</b></p>	<p>-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</p>	<p>- 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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