

Truro Nursery School Curriculum Overview

The Early Years Foundation Stage (EYFS) Curriculum

We work from the Early Years Foundation Stage Statutory Framework which sets standards for the learning, development and care of children from birth to five years old. All schools and Ofsted registered early years providers must follow the EYFS.

This overview highlights the key events and areas to cover over the year; we follow children's interests which shapes some of the curriculum and we are also led by our observations of what children need to do next. This overview should be read in conjunction with the Teaching and Learning Policy and Curriculum Continuums which contain the detail. These areas are also supplemented by curriculum enhancements which are accessed by pupils across the year **e.g.**

Cooking and food exploration, Farm Visits, Forest School, Jabadao, Woodwork.

Festivals are given context so are chosen where they are known to the children or some of the children or staff or are selected as a new theme linked to a book/story/own experiences **e.g.** link between fireworks night and Diwali.

The development matters statements are identified as a guide but are not fixed **e.g.** some will be ongoing and repeated often, others may move from one term to another depending upon the children's development and needs. We will use our professional knowledge to adapt the curriculum to meet the needs of the children.

	Themes and possible activity (incorporating: Understanding the world, Expressive art and design)	Personal, Social & Emotional Development (PSED)	Communication and Language & Literacy	Physical Development	Mathematics	Calendar/ possible festivals and events
EYFS links	<p>Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena Notice differences between people Plant seeds and care for growing plants Understand features of life cycle of plant Respect and care for natural environment Differences in materials Positive about differences in people</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Listen with increased attention to sounds. Remember and sing entire songs.</p>	<p>Find ways to calm themselves, through being calmed and comforted by their key person Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. E.g. gesture towards their cup to say they want a drink. Find ways of managing transitions e.g. parent to key person Develop their sense of responsibility and membership of a community Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations Increasingly follow rules, understanding why they are important Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Use gestures like waving and pointing to communicate. Make themselves understood and can become frustrated when they cannot. Start to say how they are feeling, using words as well as actions Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple' Enjoy songs and rhymes, tuning in and paying attention. Say some of the words in songs and rhymes. Copy finger movements and other gestures Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Enjoy drawing freely Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, Develop their communication but may continue to have problems with irregular tenses and plurals print has meaning • print can have different purposes • we read English text from left to right and from top to bottom. Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p>	<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Spin, roll and independently use ropes and swings (for example, tyre swings). Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – '1-2-3-5' Notice patterns and arrange things in patterns.. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Talk about and</p>	<p>Make connections between their family and others families Begin to make sense of their own life story and family history</p>

					identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	
Aut 1	<p>All about Me Autumn</p> <p>My family, draw a man/my family. All about me boxes. Getting to know our friends and their names. Role play home. We are all different.</p> <p>Harvesting vegetables, fruit and seeds Leaf collecting, pressing, rubbing, threading etc. Explore acorns and conkers etc. Cooking with apples, harvested herbs, pumpkins etc. Woodwork</p>	<p>Transition: focus on supporting children to settle in the Nursery by building trusting relationships with adults. Beginning to find out about and build relationships with peers.</p> <p>Learning new routines of Nursery. Encouraging children to join in with activities of own choice.</p> <p>Begin to find out and building up</p>	<p>Preparation for Little Wandle Environmental sounds, instrumental sounds Sound walks, found objects to make sounds, lotto, making sounds with voice and body rhythm and rhyme and alliteration etc</p> <p>Listening and attention skills activities</p> <p>Building up vocabulary based on routines and environment</p> <p>Looking at books independently, developing love and care for books by teaching book handling skills.</p> <p>Nursery Rhymes building an awareness</p>	<p>Gain independence for own self-care skills.</p> <p>Independently begin to manage toileting both at home and Nursery.</p> <p>Develop core muscle strength to support muscles for later writing.</p> <p>Practises important hygiene practices</p>	<p>Number cardinality and counting (values and quantity, all about 3/4/5) Counting songs and rhymes How many children here today Find me 2 pairs of scissors type activities Subitising using dice and pictures How many cups for snack? Counting forwards and backwards in play situations</p>	<p>Where are our friends? (who are on holiday)</p> <p>Black History Month</p> <p>International day of Peace</p> <p>Rosh Hashanah</p> <p>World animal day</p> <p>Diwali</p>

	Sweeping,collecting pine cones, minibeasts.	relationships with peers	Core book awareness, familiarity, interaction, story sacks,		Extend with commentary e.g. you have 3 red blocks Opportunities to count a group of things in play e.g. how many cars are there altogether in the garage?	Halloween (if appropriate and linked to children's own experience e.g. spooky spiders)
Aut 2	<p>Light & dark Autumn Changing seasons Winter Festivals</p> <p>Winter planting of vegetables garlic, broad beans etc. Colours in the environment Shadows Explore light box Changes in weather, rhythm of the rain Watching the sky Ice Where do animals go in winter? Christmas and celebrations</p>	<p>Find out about expectations for Nursery- playing gently, using walking feet, using vocabulary such as thank you and sorry, traffic lights tidying up.</p> <p>Learn friends' names.</p> <p>Learn to transition between activities e.g. from play to group time. Focus on feelings happy, sad. Exploring feelings</p>	<p>Preparation for Little Wandle Environmental sounds, instrumental sounds Sound walks, found objects to make sounds, lotto, making sounds with voice and body rhythm and rhyme and alliteration etc Little Wandle Hear initial sounds Oral blending of CVC (h-a-t) ch join in aloud</p> <p>Core book exploration of characters/props/story. Predicting</p> <p>Listening and attention skill activities</p> <p>Nursery Rhymes completing favourite rhymes</p>	<p>Focus on putting on coats & dungarees and dressing for the colder weather.</p> <p>Continue to develop core muscle strength to support muscles for later writing.</p> <p>Understanding the importance of hygiene practises.</p> <p>Holding a pose for games such as musical statues.</p> <p>Recognising parts of the body e.g. heads,</p>	<p>Pattern (looking for pattern, describing, relationships and repeats)</p> <p>Patterns from other cultures Spotting patterns in books/pictures Patterns in sound and in events e.g. order first then after etc. Observe repeating patterns and spot mistakes</p>	<p>Where are our friends? (who are on holiday)</p> <p>Fireside stories with families</p> <p>Guy Fawkes night</p> <p>Poppies</p> <p>Cn in Need</p> <p>Christmas</p> <p>Winter festivals</p>

			<p>Pre reading skills focus on book handling skills...modelling correct way to hold books, turning pages gently, storing books</p> <p>Core book, predicting joining in, linked activities and role play</p>	<p>shoulders, knees and toes</p>		<p>Anti-Bullying week</p> <p>Road safety Week</p> <p>World kindness day</p> <p>Christmas celebrations with families</p>
<p>EYF S links</p>	<p>Explore natural materials, indoors and outside. Make connections between the features of their family and other families. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p> <p>Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Join in with songs and rhymes, making some sounds. Make rhythmical and</p>	<p>Establish their sense of self Thrive as they develop self – assurance. Play with increasing confidence on own and with others Express range of emotions, begin to show some control of impulses Notice and ask questions about differences Develop friendships Explore emotions beyonds normal range through play and story. Use toilet with help Select and use activities and resources, with help when needed. Become more outgoing with unfamiliar people, Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Talk</p>	<p>Start to say how they are feeling, using words as well as actions Start to develop conversation, often jumping from topic to topic. Listen to simple stories and understand what is happening, with the help of the pictures. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Add some marks to their drawings, which they give meaning to. For example: "That says mummy.</p>	<p>Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and</p>	<p>Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. 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' Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>

	<p>repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas</p>	<p>with others to solve conflicts. Understand gradually how others might be feeling. Be increasingly independent in meeting own care needs.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand the five key concepts about print: • 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. Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name</p>	<p>rhythm. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>	<p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	
<p>Spr 1</p>	<p>Changing seasons Winter to spring Early spring planting- tomatoes, herbs, potatoes Changes in weather</p>	<p>Encourage children to share things that they are good at</p>	<p>Preparation for Little Wandle Environmental sounds, instrumental sounds Sound walks, found objects to make sounds, lotto, making sounds with</p>	<p>Different ways of moving our bodies in different areas of the nursery inside and out.</p>	<p>Shape and space (shape recognition, movement of shapes,</p>	<p>Safer Internet Day</p>

	<p>Growing plants e.g. beans - drawing, what will happen next, measuring growth</p> <p>Animal patterns - birds, bugs etc.</p> <p>Blossom observations</p> <p>Water play and puddles</p> <p>Rainbows and patterns in nature</p> <p>Colour in nature</p> <p>Signs of spring exploration</p> <p>What is spring? How does it feel?</p> <p>Senses</p> <p>Life cycles of animals e.g. butterflies</p>	<p>Talking about the importance of waiting</p> <p>Talking about feelings giving names to feelings</p> <p>Solving problems in groups</p>	<p>voice and body rhythm and rhyme and alliteration etc</p> <p>Little Wandle</p> <p>Identify initial sounds and distinguish between sounds</p> <p>Orally blend CVC ch join in blend aloud</p> <p>Core book awareness, familiarity, interaction, story sacks,</p> <p>Pre reading skills concept of reading English text from left to right, top to bottom</p> <p>Develop increasing vocabulary</p> <p>Taking turns in conversation</p> <p>Debating and having a point of view</p>	<p>Staying safe when we move our bodies</p> <p>Fine motor activities to support mark making</p> <p>Becoming more independent in meeting their own self-help care skills</p>	<p>combining shapes, vocabulary and position etc)</p> <p>Playing with shapes e.g. blocks, positional language, small world play.</p> <p>Finding shapes in environment, jigsaws. Same and different.</p> <p>Describe different shapes</p>	<p>Mental Health Week</p> <p>Chinese New Year</p> <p>Shrove Tuesday</p> <p>Holi</p> <p>International kite festival in India</p>
Spr 2	<p>Traditional Tales & Rhymes</p> <p>Music and songs from variety of cultures</p> <p>Special songs we sing together/family songs</p> <p>Development of songs (whole hand, fingers, mid line, whole body, movement)</p> <p>Exploring pitch and rhythm</p> <p>Folk tales - goldilocks, 3 pigs etc</p> <p>Fairy tales - cinderella, Jack and beanstalk etc.</p>	<p>Talking about feelings giving names to feelings</p>	<p>Preparation for Little Wandle</p> <p>Environmental sounds, instrumental sounds</p> <p>Sound walks, found objects to make sounds, lotto, making sounds with voice and body rhythm and rhyme and alliteration etc</p> <p>Little Wandle</p> <p>Identify initial sounds</p> <p>Articulate sounds correctly</p> <p>Oral blending wider range encourage ch to blend word before adult</p> <p>Naming the different parts of a book</p>	<p>Fine motor activities to support mark making, having a go at writing name for purposeful activities</p> <p>Using one handed tools safely</p> <p>Skipping, hopping and balancing on one leg.</p>	<p>Number Comparison (more/less numbers within numbers)</p>	<p>Mother's Day</p> <p>St Piran's Day</p> <p>World Book Day</p> <p>Women's History Month</p> <p>World wildlife day</p>

	<p>Fables - Hare and tortoise, the lion and the mouse</p> <p>Tales from around the world e.g. The strongest man in the world, Where the night came from, The lion and the Jackal</p> <p>Role play stories Morals Small worlds Repeated phrases</p>		<p>Counting and clapping syllables in a word starting with their names</p> <p>Recognising words with the same initial sound, starting with their names Spotting rhymes</p> <p>Talking about stories and new vocabulary.</p> <p>Encourage writing their name</p>	<p>Remembering sequences and patterns of movement related to music and rhythm.</p>		<p>World water day</p> <p>Holi</p> <p>Comic Relief</p> <p>St Patricks day Easter/shrove tuesday</p>
<p>Sum 1</p>	<p>Growing Life Cycles</p>	<p>Talking about making choices</p>	<p>Preparation for Little Wandle Environmental sounds, instrumental sounds Sound walks, found objects to make sounds, lotto, making sounds with voice and body rhythm and rhyme and alliteration etc Little Wandle Identify initial sounds Oral blending encourage ch to blend independently</p> <p>Pre reading skills Beginning to point to words as they are read to.</p> <p>Counting and clapping syllables in a word starting with their names</p>	<p>Holding mark making tools effectively</p> <p>Using a range of construction materials to build, collaborating with others to manage the larger items.</p> <p>Using large outdoor equipment to climb down safely</p>	<p>Measures (capacity/weight /length etc)</p>	<p>Ramadan</p> <p>Eid</p> <p>Easter/shrove tuesday</p> <p>T-shirt drawings</p> <p>Child Safety Week</p> <p>Earth day</p>

			Early writing modelling writing lists, signs and letters, Early name writing practise using name cards. Purposeful writing names for models			
Sum 2	People who help us Transitions	Discussions on how Cn are feeling about transition into reception. Sharing LJs with visiting teachers. Reflections about what they learnt at nursery. Reflect and celebrate their achievements at nursery	Preparation for Little Wandle Environmental sounds, instrumental sounds Sound walks, found objects to make sounds, lotto, making sounds with voice and body rhythm and rhyme and alliteration etc Little Wandle Identify final sounds Oral blending - encourage ch to blend for themselves. Pre reading skills talking about titles of stories and predicting what the story may be based on the title and front cover. Early Writing. What I learnt at TNS Writing for a purpose instructions, lists,	Talk about sun safety Holding mark making tools effectively to write names Discussions about making healthy choices	Number composition (3/4 year olds) Number cardinality and counting (2 year olds)	

The 3 Prime areas and 4 Specific areas of the EYFS are continually re-visited to support and challenge children throughout the year. Please note that our planning is fluid and is determined following careful observation and assessment regarding children's interests and needs.

