


Treverbyn Nursery Long Term Plan 2023-2024

	AUTUMN 2023		SPRING 2024		SUMMER 2024	
THE BIG QUESTION!	WHO AM I?	WHAT WOULD IT BE LIKE IF THE WORLD WAS FROZEN?	WHICH FOOD WILL YOU CHOOSE?	WHO MADE THESE FOOTPRINTS?	WHAT LIVES DOWN AT THE BOTTOM OF THE GARDEN?	WHAT IS IT LIKE TO BE BESIDE THE SEASIDE?
THEMES	All about me Healthy Me Homes and houses Families	Frozen Planet Bonfire Night Christmas	Healthy Eating People who help us	Dinosaurs Animals Jungles Habitats	Minibeasts Sowing and Growing Farming Life cycles	Seaside Under the Sea
	These themes may be adapted at various points to allow for children's interests to flow through the provision WELL-BEING & Behaviour For Learning					
FOCUS TEXTS TWO- THREE ROOM KEY STORIES (READING SPINE)	Elmer's Colours Spot Loves his friends Super Duper You! Incredible you Hedgehugs Room on the Broom (Modified) Mouse is small	Owl Babies It Was a Cold Dark Night Playtime with Pudsey Dear Santa Christmas Nativity Little Bear's Christmas	Spot goes to the Farm Red rockets & Rainbow Jelly That's not my Tractor Guess How Much I Love You Mr Wolf's Pancakes Mouse Shapes Whatever Next	Dear Zoo Chicken Licken The Mousehole Cat Goldilocks & the Three Bears That's Not My Chick	The Very Hungry Caterpillar The Teeny, Weeny Tadpole The Tiny Tadpole Five tiddly, Widdly Tadpoles Ten wriggly, wiggly caterpillars	Rainbow Fish Spot Goes to the Beach That's not my Pirate Hooray for Fidgety Fish and Friends That's not my Turtle Smiley Shark Barry the Fish with Fingers

<p>FOCUS TEXTS THREE TO FOUR ROOM KEY STORIES (READING SPINE)</p>	<p>Elmer The Tiger who Came to Tea Oliver's vegetables The Little Red Hen We're Going on a Bear Hunt Room On the Broom</p>	<p>Owl's Winter Frozen Lost and Found The Gingerbread Man Playtime with Pudsey The First Christmas</p>	<p>Handa's Surprise Which Food will you Choose? Mr Wolf's Pancakes Don't put your finger in the jelly Nelly The Little Red Hen Guess how much I love you Where's my bear?</p>	<p>Dear Zoo Harry & his Bucketful of Dinosaurs Rumble in the Jungle Goldilocks and the Three Bears The Billy Goats Gruff</p>	<p>The Very Hungry Caterpillar Super Worm How much does a Ladybird Weigh? The Enormous Turnip Jack and The Beanstalk Peep Inside the Garden The Big Carrot Mad about Minibeasts</p>	<p>Rainbow Fish What the ladybird heard at the seaside Clean Up! The Snail and The Whale Sharing a Shell Smiley Shark Our Transition Book</p>
<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p>Lenny Lion's Learning Zoo:</p> <p>Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon & Slinky Linky Snake</p>						
<p>Enrichment</p>	<p>Autumn Trail –Explore School and Grounds Forest school Campfire safety National Poetry Day 6th October Prickles and Paws talk Harvest Loaf workshop</p> <p>Harvest festival Soup making</p>	<p>Prickles and Paws Hedgehogs Firefighter Visit Remembrance Day Bonfire Night Guy Fawkes Nursery Rhyme Week</p>	<p>Visit from key workers :Nurse /police officer/vet/soldier visit/ Dentist Valentines Day Tasting food from different cultures Chinese New Year National Story Telling Week</p>	<p>Visit - minibeasts Mark's Ark visit</p> <p>Spring walk- Forest school Whittling and Making charcoal St Piran's Day Mother's Day World Book Day</p>	<p>Eden / Heligan World Bee Day Cooking vegetables Summer Walk Forest school Building and investigating a bug hotel/wormery</p>	<p>Rock Pool roadshow visit Under the Sea – singing songs and sea shanties World Environment Day Nursery Sports Day</p> <p>Summer walk Forest school Father's Day Beach experience</p>

	<p>Making and tasting breads from around the world Diwali/food tasting/voting on our favourite <u>20 things before big school</u> 1 – walk around in grass / mud barefoot 2 – Cook on the fire pit 13 – Leaf and tree rubbing 15 – Pick and eat a Blackberry</p>	<p>Making Gingerbread Men Ice experiment: How can we make ice? How can we melt ice the quickest? Frosty winter walk- Forest school Cooking marshmallows & hotdogs Sparkler Safety Christmas Christingle Dress the tree Father Christmas Christmas Lunch School Visit Church visits Screech Owl Visit <u>20 things before big school</u> 20- Feed the birds 14- Roll down a hill 11 - Run Down a Hill 7- Crunch Through Autumn Leaves</p>	<p>Spring walk- exploring the world around us Forest school Introducing tools Chinese New Year Valentine's Day Depending on weather - Winter weather changes, Studying frost, ice and snow Pancake Day <u>20 things before big school</u> 16- Try a new food Spring Walk</p>	<p>Space experience Easter <u>20 things before big school</u> 8- Walk in rain and jump in puddles</p>	<p>Caterpillars to butterflies and tadpoles to frogs Growing plants/flowers and food from seeds and bulbs Sunflower competition The needs of a plant Habitat creations Bean in a bag experiment <u>20 things before big school</u> 3- Build a Den 4- Investigate Pond Creatures 6- Go on a Bug Hunt 9- Plant, grow and Eat something 19- Blow a dandelion Clock 10 Natural Treasure Hunt</p>	<p>Ice cream in the woods Teddy bears picnic Water sports Sports Day Graduation garden party 20 things before big school Beach trip EYFS Teddy Bears Picnic <u>20 things before big school</u> 17- Hop on one leg 18-catch a ball 5 -Fly a Kite</p>
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<p>COMMUNICATION AND LANGUAGE</p> <p>(BIRTH TO 3)</p>	<p>WellComm assessments</p> <p>Enjoy singing, music and toys that make sounds</p> <p>Listen and respond to a simple instruction</p>	<p>WellComm assessments</p> <p>Develop listening skills and focus on my own activity.</p> <p>Start to say how I am feeling using words and actions</p>	<p>WellComm assessments</p> <p>Start to put two or three words together "more milk"?</p> <p>I pose my questions such as names of people and objects.</p>	<p>WellComm assessments</p> <p>Join in and listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Develop understanding and act on longer sentences like 'make teddy jump' or 'find your coat'</p>	<p>WellComm assessments</p> <p>Develop understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"</p>	<p>WellComm assessments</p> <p>Starting to use talk with familiar adults and peers creating sentences in their play</p> <p>Following instructions</p>
<p>COMMUNICATION AND LANGUAGE</p> <p>(3 TO 4)</p>	<p>WellComm assessments</p> <p>Starting to use talk with familiar adults and peers creating sentences in their play</p> <p>Following instructions</p> <p>Answering questions (what, who, where, when)</p>	<p>Use short sentences to explain</p> <p>Listen to stories and songs with interest and engagement</p> <p>Using a wide range of words appropriately and in context</p>	<p>WellComm assessments</p> <p>Joining in with familiar stories and rhymes</p> <p>Using different vocabulary including scientific and linked to stories</p> <p>Starting to show understanding of 'why' questions</p>	<p>Respond appropriately when questioned</p> <p>Pose my own simple questions to find out more</p> <p>Develop vocabulary</p> <p>Join in and recall stories with repetition</p>	<p>WellComm assessments</p> <p>Take turns to speak in a conversation</p> <p>Explore the use of conjunctions to connect ideas</p> <p>Use language to explain, retell, describe</p>	<p>Respond to a range of question types- particularly link to 'why' questions</p> <p>Express a point of view</p> <p>Develop a wide ranging vocabulary- scientific and descriptive</p>
<p>PSED (BIRTH TO 3) (SCARF)</p>	<p><u>SCARF: Me and My Relationships</u></p>	<p><u>SCARF: Valuing Difference</u></p>	<p><u>SCARF: Keeping myself safe</u></p>	<p><u>SCARF: Rights and Responsibilities</u></p>	<p><u>SCARF: Being My Best</u></p>	<p><u>SCARF: Growing and changing</u> Transition into 3-4 room</p>

PSSED (3 TO 4) (SCARF)	<u>SCARF: Me and My Relationships</u> Marvellous Me! I'm Special People who are special to me Class rules: Behavioural expectations in the class/boundaries set Class rules Class Dojos	<u>SCARF: Valuing Difference</u> Me and my friends Friends and family Including everyone I know what it means to be respectful and to be treated with respect Independence: putting own coat and shoes on	<u>SCARF: Keeping myself safe</u> People who keep me safe Safety indoors and outdoors What's safe to go into my body Oral hygiene: teeth cleaning linked to the dental nurse Handwashing	<u>SCARF: Rights and Responsibilities</u> Looking after myself Looking after others Looking after my environment Healthy eating: Fruit snacks and looking after our vegetable patch	<u>SCARF: Growing and changing</u> Growing and changing in nature When I was a baby Girls, boys and families Transition into Reception	<u>SCARF: Being My Best</u> What does my body need I can keep trying I can do it! Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)
PHYSICAL DEVELOPMENT (BIRTH TO 3)	Develop large and small motor skills. Enjoy being active, walking, scooter, spin, rolling, walking, running, jumping, climbing, balancing, kicking, catching, Develop manipulation and control. Explore different materials and tools. Develop cores strength and co-ordination to sit on a push-along wheeled toy , scooter or tricycle. Develop increasing desire to be independent feeding and dressing themselves. Develop independence with using fork and knife.					
PHYSICAL DEVELOPMENT (3 TO 4)	Revise and use fundamental movement skills e.g. run, jump hop Use core muscle strength to achieve good posture (start to develop handwriting posture) Develop dominant hand for pencil control <u>Healthy Movers</u> Agility and Locomotion <u>Write Dance</u> <u>Scissor Skills</u>	Negotiate space and obstacles safely Use different movement styles to match situations e.g. crawling through tunnels etc. Use a range of tools effectively including pencils and scissors Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc <u>Healthy Movers</u> Healthy Eating & Oral Health / Coordination/Object Control <u>Write Dance</u>	Demonstrate different ways of moving Use of large scale movements and balancing Using one handed tools and equipment Use a range of small tools effectively- drawing with accuracy Develop the skills needed to get through the school day e.g. lining up Developing a comfortable pencil grip <u>Healthy Movers</u> Balance/Stability & Body Image & Body Confidence <u>Write Dance</u>			

			<u>Scissor Skills</u>		<u>Scissor Skills</u>	
LITERACY READING / PHONICS / MARK MAKING (BIRTH TO 3)	<p>I enjoy sharing books with an adult.</p> <p>I can pay attention and respond to the pictures or words.</p> <p>I enjoy songs and rhymes. I can tune in and pay attention.</p>	<p>I can join in with songs and rhymes, copying sounds, rhythm, tunes and tempo.</p> <p>I can say some of the words in songs and rhymes.</p> <p>I can listen to simple stories and understand what is happening, with the help of the pictures.</p>	<p>I can copy finger movements and other gestures.</p> <p>I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p>I can sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>I can repeat words and phrases from familiar stories.</p>	<p>I can ask questions about the book. I can make comments and share my own ideas</p>	<p>I can develop play around favourite stories using props.</p> <p>I can use the speech sounds p, b, m, w.</p> <p>I can pronounce:</p> <ul style="list-style-type: none"> • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'. <p>I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p> <p>Speech detection, Syllable Awareness, Onset and Rime, Rhyme Detection, Initial Sounds, Rhyme Production</p>
	<p>Reading: Develop a life-long love of reading.</p> <p>Children enjoy sharing books with adults who talk about the world around them and share books (stories and non-fiction) Adults read with children, and enjoy rhymes, poems and songs together.</p> <p>Writing:</p> <p>Develop manipulation and control. - My coordination is developing. I can pass things from one hand to the other. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. I can use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks.</p>					

	<p>I am starting to make marks intentionally. I am developing manipulation and control as I explore different materials and tools. I enjoy drawing freely. I can express ideas and feelings through making marks, and sometimes give a meaning to the marks I make. I can add some marks to my drawings, which I give meaning to, for example, "That says mummy." I can make marks on my pictures to stand for my name.</p>					
<p>LITERACY</p> <p>LITERACY READING /</p> <p>PHONICS / MARK</p> <p>MAKING</p> <p>(3 TO 4)</p>	<p>Phonological Awareness Speech detection, Syllable Awareness, Onset and Rime, Rhyme Detection, Initial Sounds, Rhyme Production</p> <p>Listening and attention, tuning into sounds and auditory discrimination.</p> <p>I can listen with increased attention to sounds.</p> <p>I enjoy listening to longer stories and can remember much of what happens</p> <p>Developing mark making skills through gross motor movements Join in with stories, rhymes and songs</p> <p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Phonological Awareness Speech detection, Syllable Awareness, Onset and Rime, Rhyme Detection, Initial Sounds, Rhyme Production</p> <p>Developing play linked to stories and retelling Sequencing and retelling stories Developing print knowledge</p> <p>Rhythm and rhyme</p> <p>I can sing a large repertoire of songs.</p> <p>I can remember and sing entire songs.</p> <p>I know many rhymes. I can talk about</p>	<p>Phonological Awareness Speech detection, Syllable Awareness, Onset and Rime, Rhyme Detection, Initial Sounds, Rhyme Production</p> <p>Introducing RWInc: Fred Talk</p> <p>I can understand the 5 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 top to bottom • the names of the different parts of a book • page sequencing. <p>Development of fine motor skills</p>	<p>Phonological Awareness Speech detection, Syllable Awareness, Onset and Rime, Rhyme Detection, Initial Sounds, Rhyme Production</p> <p>Rhyme, syllables and alliteration</p> <p>RWInc: Fred Talk games</p> <p>I am developing my phonological awareness so that I can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word <p>recognise words with the same initial sound, such as money and mother.</p>	<p>Phonological Awareness Speech detection, Syllable Awareness, Onset and Rime, Rhyme Detection, Initial Sounds, Rhyme Production</p> <p>RWInc Nursery: Speed Sounds – Set 1 Sounds Fred Talk</p> <p>Phonics: Oral blending and segmenting</p> <p>Reading: 's' 'a' 't' 'p' 'i' 'n' Focus on segmenting and blending orally Initial sounds Rhyming</p> <p>I can use some of my print and letter knowledge in my early writing. For example: I can</p>	<p>Phonological Awareness Speech detection, Syllable Awareness, Onset and Rime, Rhyme Detection, Initial Sounds, Rhyme Production</p> <p>– Speed Sounds – Set 1 Sounds Fred Talk</p> <p>Phonics: Oral blending and segmenting</p> <p>Reading: 's' 'a' 't' 'p' 'i' 'n' Beginning to orally segment and blend words including 's' 'a' 't' 'p' 'i' 'n' sounds. Focus on segmenting and blending orally</p> <p>Initial sounds Rhyming</p> <p>Developing emergent writing Sequence and retell events and stories Write own name</p> <p>I can write some letters accurately.</p>

		<p>familiar books and I can tell a long story.</p> <p>I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Starting to show interest in letters of their name and familiar others e.g. m for mum</p> <p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I am beginning to show a preference for a dominant hand.</p>	<p>Using story vocabulary in play</p> <p>Writing letters from name (not all)</p> <p>Fine Motor Skills linked to mark making.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>write a pretend shopping list that starts at the top of the page; I can write 'm' for mummy.</p> <p>Developing emergent writing</p> <p>Acquiring and using new vocabulary</p> <p>I can write some or all of my name</p>	
	<p>Reading: 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</p> <p>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</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Writing: Use large-muscle movements to wave flags and streamers, paint and make marks 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. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p>					
MATHS 0-3	<p>Begin to combine objects like stacking blocks and cups. Start to put objects inside others and take them out again.</p> <p>I join in finger rhymes with numbers.</p> <p>Begin to react to changes of amount in a group of up to three items.</p> <p>Develop language about amounts, saying 'lots', 'more' or 'same'.</p> <p>I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>In everyday contexts I am developing my numbers, sometimes skipping numbers - '1-2-3-5'.</p> <p>I can climb and squeeze myself into different types of spaces.</p> <p>I investigate building with a range of resources and complete inset puzzles.</p> <p>I can compare sizes, weights, etc, using gesture and language - 'bigger, little, smaller, high, low, tall and heavy'.</p>					

	Patterns and arrange things in patterns interests me.					
MATHS 4-5	<p>Colours!</p> <p>Matching objects based on their shape, size and colour.</p> <p>Sorting objects by shape, size and colour.</p> <p>Consolidation</p>	<p>Number 1 Subitising, counting, numeral.</p> <p>Number 2 Subitising dice pattern Subitising random pattern Subitising different sizes</p> <p>Number 2 Subitising, counting, numeral.</p> <p>Patterns Creating and extending colour AB patterns. Patterns on movements. Outdoor patterns.</p> <p>Consolidation</p>	<p>Number 3 Subitising 1:1 counting Numerals/triangles 3 Little Pigs</p> <p>Number 4 1:1 counting Numerals/squares and rectangles Composition of 4</p> <p>Number 5 1:1 counting Numerals/pentagon Composition of 5</p> <p>Consolidation</p>	<p>Number 6</p> <p>Introduce 10 frame</p> <p>Height and Length Tall and short Long and short</p> <p>Mass Relating to books 3 Little Pigs and Goldilocks</p> <p>Capacity</p> <p>Consolidation</p>	<p><u>More than and fewer than</u></p> <p><u>One more and one less</u></p> <p><u>Shape 2D</u> <u>Revisit pattern from Autumn term</u></p> <p><u>Shape 3D</u> <u>Revisit pattern from Autumn term</u></p> <p>Consolidation</p>	<p>Number composition 1-5 revision</p> <p>Night and Day</p> <p>Order of events in their day at nursery</p> <p>What happens day/night</p> <p>Positional language</p> <p>Consolidation</p>
UNDERSTANDING THE WORLD 0-3	<p>Begin to explore and develop curiosity of natural materials and world including natural phenomena – e.g. splashing in puddles, standing in the rain, looking for worms and minibeasts I play with open-ended play materials to explore them.</p> <p>Develop connections between families and other families and notice the differences between people.</p>					

<p>UNDERSTANDING THE WORLD 3-4</p>	<p>Seasonal Change Understanding of community, cultures and people through diverse books and stories</p>					
	<p>Begin to make sense of their own life story</p> <p>Show interest in different occupations</p>	<p>Talk about what they see using a wide vocabulary</p> <p>Explore how things work</p> <p>Continue to develop positive attitudes about the differences between people</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Know that there are different countries in the world and talk about photos or their experiences</p>	<p>Understand the key features of the life cycle of an animal</p> <p>Use all their senses in hands on exploration of natural materials</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant</p> <p>Use all their senses in hands on exploration of natural materials</p>	<p>Use all their senses in hands on exploration of natural materials</p>
<p>EXPRESSIVE ART AND DESIGN 0-3</p>	<p>Respond emotionally and physically to music, move and dance. Enjoy making sounds and singing. Explore musical instruments Notice patterns in the physical environment</p> <p>Explore feelings through mark making, explore paint. Show an interest in and enjoy action songs and pretend play. Begin to make simple models</p>					
<p>EXPRESSIVE ART AND DESIGN 3-4</p>	<p>Explore the use of colour and design</p> <p>Explore tools and their uses</p> <p>I can take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Remember and sing entire songs</p> <p>I can explore different materials freely,</p>	<p>Make use of props and materials in the role play area to re-create well known stories</p> <p>Perform songs and stories and pitch match songs</p> <p>I can create closed shapes with</p>	<p>Develop own designs and select materials</p> <p>Create and adapt designs</p> <p>I can explore colour and colour-mixing. I can listen with increased</p>	<p>Perform and create poems, songs and stories and play instruments</p> <p>Invent and adapt stories through their role play and small world play</p>	<p>Explore the use of a range of tools</p> <p>Have preferences for forms of expression and explain my use of materials and design</p> <p>Develop pencil and tool control to create complex and detailed picture</p>

	<p>I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>I can make imaginative and complex stories 'small world' with blocks and construction kits, such as a city with different buildings and a park</p>	<p>to develop my ideas about how to use them and what to make. I am developing my own ideas and deciding which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p>	<p>continuous lines and begin to use these shapes to represent objects. I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>attention to sounds.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p>	<p>I can remember and sing entire songs.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create my own songs or improvise a song around one I know.</p>	<p>I can play instruments with increasing control to express my feelings and ideas.</p>
<p>ART AND DESIGN BASED SKILLS 3-4</p>	<p>Colour identification Colour mixing</p>	<p>Drawing with accuracy Selecting tools for a purpose</p>	<p>Primary colours Colour mixing with intent</p>	<p>Joining materials together</p>	<p>Exploring the use of textures</p>	<p>Consolidation and depth</p>

Treverbyn Nursery will be a place where children's individual needs and abilities will be recognised and nurtured, their successes acknowledged and celebrated.

To see Treverbyn Nursery as a place where children are happy, confident, and secure in the knowledge that they are valued and listened to, where they can be excited and challenged in an environment that promotes learning at all levels.

To see Treverbyn Nursery at the centre of our community and accessible to all. At Treverbyn Nursery, we recognise that children develop quickly in the Early Years. We aim to give children the best possible start to life, a secure foundation that their learning can be built upon. Children are born ready and are able and eager to learn and we aim to promote their learning in our warm, caring and safe environment.

We recognise the importance of a strong partnership between parents, carers, and staff at school. This is an essential ingredient to the child's success, and we encourage parents to contribute to their child's development by sharing their child's learning journey and attending parent meetings.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	WHO AM I?	WHAT WOULD IT BE LIKE IF THE WORLD WAS FROZEN?	WHICH FOOD WOULD YOU CHOOSE?	WHO MADE THESE FOOTPRINTS?	WHO LIVES AT THE BOTTOM OF THE GARDEN?	WHAT IS IT LIKE TO BE BESIDE THE SEA?
Over Arching Principles	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chim, Creative Chameleon & Slinky Linky Snake					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>PLAY: we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i> EYFS Team					
	We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.					



