

Treverbyn Nursery Long Term Plan 2023-2024

	AUTUMN 2023		SPRING 2024		SUMMER 2024	
THEMES – THESE MAY BE ADAPTED TO FOLLOW THE CHILDREN’S INTEREST’S	All about me! Healthy Me Homes and houses Families The Town around me / Heritage	Frozen Planet – What is it like to be Frozen? Fireworks Bonfire Night Christingle Christmas	What’s New? Chinese New Year Healthy Foods / Healthy Mind What animals can you spot?	Where will we explore? Down in the Jungle On The Farm Where does food come from? Plant a Seed Easter	How does your Garden Grow? Minibeasts Life cycles of animals / plants Out in Nature / How does your garden grow?	Down by the Bay Wildlife here and there (explore around the world) Oh I do like to be beside the seaside Under the Sea / Coral reef
FOCUS BOOKS (DAMSELFLIES)	Elmer’s Colours Spot Loves his friends Super Duper You! Hedgehugs Home Families Mouse is small (Maths)	Owl Babies Room on the broom (modified) 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	10 Little Dinosaurs 1,2,3 Do the Dinosaur Dear Zoo Chicken Licken 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 BOOKS (DRAGONFLIES)</p>	<p>Elmer Incredible You 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 Babies Frozen Facts Lost and Found The Gingerbread Man Snow Bear The Birth of Jesus The First Christmas</p>	<p>Handa's Surprise Which Food will you Choose? Mr Wolf's Pancakes Stickman Guess how much I love you (story sack)</p>	<p>I am Strong Harry & his Bucketful of Dinosaurs Rumble in the Jungle Goldilocks and the Three Bears The Billy Goats Gruf Rosie Plants a Radish</p>	<p>The Very Hungry Caterpillar (story sack). 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>KEY DATES</p>		<p>31st Oct Fireworks 5th Nov Bonfire Night 8th Dec Christingle 25th Dec Christmas Day</p>	<p>Big Garden Birdwatch 29th Jan National Storytelling Week Mon 5th Feb – Childrens Mental Health Week Sat 10th Feb Chinese New Year Tues 13th Feb Shrove Tuesday Weds 14th Valentines Day</p>	<p>Sun 3rd March World Wildlife Day Fri 8th March – Sun 17th March British Science Week Sun 10th March Mothers Day Ramadan Sun 17th March St Patricks Day Fri 29th March Easter</p>	<p>Tues 23rd April St George's Day Mon 29th April International Dance Day Mon 20th May World Bee Day</p>	<p>30 days wild Month – The Wildlife Trust Weds 5th June World Environment Day Sunday 16th June Fathers Day Tues 18th June International Picnic Day Mon 24th – 30th June Insect Week Sports Day Sat 20th – Sun 4th July National Marine Week</p>
<p>COMMUNICATION AND LANGUAGE (DAMSELFLIES)</p>	<p>WellComm assessments Daily Registers</p> <p>Enjoy singing, music and toys that make sounds</p>	<p>WellComm assessments Daily Registers</p> <p>Develop listening skills and focus on my own activity.</p>	<p>WellComm assessments Daily Registers</p> <p>Start to put two or three words together "more milk"?</p>	<p>WellComm assessments Daily Registers</p> <p>Join in and listen to simple stories and understand what is</p>	<p>WellComm assessments Daily Registers</p> <p>Develop understand simple questions and instructions like: "Where's your hat?" or</p>	<p>WellComm assessments Daily Registers</p> <p>Starting to use talk with familiar adults and peers creating sentences in their play</p>

	Listen and respond to a simple instruction	Start to say how I am feeling using words and actions	I pose my questions such as names of people and objects.	happening, with the help of the pictures. Develop understanding and act on longer sentences like 'make teddy jump' or 'find your coat'	"What's the boy in the picture doing?"	Following instructions
COMMUNICATION AND LANGUAGE (DRAGONFLIES)	WellComm assessments Daily Registers Early Words Together - parent/child Starting to use talk with familiar adults and peers creating sentences in their play Following instructions Answering questions (what, who, where, when)	WellComm Assessments Daily Registers Early Words Together - parent/child Use short sentences to explain Listen to stories and songs with interest and engagement Using a wide range of words appropriately and in context	WellComm assessments Daily Registers Early Words Together - parent/child Joining in with familiar stories and rhymes Using different vocabulary including scientific and linked to stories Starting to show understanding of 'why' questions	WellComm assessments Daily Registers Early Words Together - parent/child Respond appropriately when questioned Pose my own simple questions to find out more Develop vocabulary Join in and recall stories with repetition	WellComm assessments Daily Registers Early Words Together - parent/child Take turns to speak in a conversation Explore the use of conjunctions to connect ideas Use language to explain, retell, describe	WellComm Assessments Daily Registers Early Words Together - parent/child Respond to a range of question types- particularly link to 'why' questions Express a point of view Develop a wide ranging vocabulary- scientific and descriptive
PSED (DAMSELFLIES) (SCARF)	<u>SCARF:</u> Me and My Relationships	<u>SCARF: Valuing Difference</u>	<u>SCARF: Keeping myself safe</u>	<u>SCARF: Rights and Responsibilities</u>	<u>SCARF: Being My Best</u>	<u>SCARF: Growing and changing</u> Transition into 3-4 room
PSED (DRAGONFLIES) (SCARF)	<u>SCARF: Me and My Relationships</u> Marvellous Me! I'm Special People who are special to me	<u>SCARF: Valuing Difference</u> Me and my friends Friends and family Including everyone	<u>SCARF: Keeping myself safe</u> People who keep me safe Safety indoors and outdoors	<u>SCARF: Rights and Responsibilities</u> Looking after myself Looking after others Looking after my environment	<u>SCARF: Growing and changing</u> Growing and changing in nature When I was a baby Girls, boys and families	<u>SCARF: Being My Best</u> What does my body need I can keep trying I can do it!

	<p>Class rules: Behavioural expectations in the class/boundaries set Class rules Class Dojos</p>	<p>I know what it means to be respectful and to be treated with respect Independence: putting own coat and shoes on</p>	<p>What's safe to go into my body Oral hygiene: teeth cleaning linked to the dental nurse Handwashing</p>	<p>Healthy eating: Fruit snacks and looking after our vegetable patch</p>	<p>Transition into Reception</p>	<p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>
<p>PHYSICAL DEVELOPMENT (DAMSELFLIES)</p>	<p>Dance Dough Disco Yoga Forest School sessions Bikes / trikes Large Construction Playdough</p> <p>Develop large and small motor skills.</p> <p>Can you kick or throw a ball?</p> <p>Learning to jump in the air with both feet off the ground</p>	<p>Dance Dough Disco Yoga Forest School sessions Bikes / trikes Large Construction Playdough</p> <p>Tear and make marks on a variety of types of paper</p> <p>Use clay, playdough with tools to promote grasping, holding and exploring different techniques and textures</p>	<p>Dance Dough Disco Yoga Forest School sessions Bikes / trikes Large Construction Playdough</p> <p>Using a knife and fork independently, assist with getting wellies or shoes on and off and start to attempt pulling own zips up or doing up buttons.</p>			
<p>PHYSICAL DEVELOPMENT (DRAGONFLIES)</p>	<p>Dance Dough Disco Yoga Forest School sessions Bikes / trikes Large Construction Playdough / tools</p> <p>Revise and use fundamental movement skills e.g. run, jump hop</p>	<p>Dance Dough Disco Yoga Forest School sessions Bikes / trikes Large Construction Playdough / tools</p> <p>Negotiate space and obstacles safely</p> <p>Use different movement styles to match situations e.g. crawling through tunnels etc.</p>	<p>Dance Dough Disco Yoga Forest School sessions Bikes / trikes Large Construction Playdough / tools</p> <p>Demonstrate different ways of moving</p> <p>Use of large scale movements and balancing</p> <p>Pour own drinks / Put Shoes on and do up own zip</p>			

	<p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p> <p>Develop dominant hand for pencil control</p> <p>Pour own drinks / Put Shoes on and do up own zip</p> <p>Healthy Movers</p> <p>Scissor skills</p> <p>Core Strength / standing/ sitting / crouching</p> <p>Agility and Locomotion</p>		<p>Pour own drinks / Put Shoes on and do up own zip</p> <p>Use a range of tools effectively including pencils and scissors</p> <p>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters.</p>		<p>Using one handed tools and equipment</p> <p>Use a range of small tools effectively- drawing with accuracy</p> <p>Develop the skills needed to get through the school day e.g. lining up</p> <p>Developing a comfortable pencil grip</p> <p>Core Strength / standing/ sitting / crouching</p> <p>Balance / Stability & Body Image & Body Confidence</p>	
<p>LITERACY READING / PHONICS / MARK MAKING (DAMSELFLIES)</p>	<p>Storytime / Carpet discussions Book Lending Library</p> <p>Mark making Tracing shapes, objects, lines Playdough Drawing Painting</p> <p>Joining in with familiar nursery rhymes / stories and songs</p>	<p>Storytime / Carpet discussions Book Lending Library</p> <p>Mark making Tracing shapes, objects, lines Playdough Drawing Painting</p> <p>I can listen to simple stories and understand what is happening, with the help of the pictures.</p>	<p>Storytime / Carpet discussions Book Lending Library</p> <p>Mark making Tracing shapes, objects, lines Playdough Drawing Painting</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>Storytime / Carpet discussions Book Lending Library Mark making Tracing shapes, objects, lines Playdough Drawing Painting</p> <p>I can sing songs and say rhymes independently, for example, singing whilst playing. I can repeat words and phrases from familiar stories.</p>	<p>Storytime / Carpet discussions Book Lending Library</p> <p>Mark making Tracing shapes, objects, lines Playdough Drawing Painting</p> <p>I can ask questions about the book. I can make comments and share my own ideas</p>	<p>Storytime / Carpet discussions Book Lending Library</p> <p>Mark making Tracing shapes, objects, lines Playdough Drawing Painting</p> <p>I can develop play around favourite stories using props / story sacks</p> <p>I can use the speech sounds p, b, m, w</p>

<p>LITERACY READING / PHONICS / MARK MAKING (DRAGONFLIES)</p>	<p>Storytime /Listening to and retelling the story Book Lending Library Writing my Name Mark making Playdough Drawing Painting</p> <p>Look at Different range of texts – Menus, signs, Log</p>	<p>Storytime /Listening to and retelling the story Book Lending Library Writing my Name Mark making Playdough Drawing Painting</p> <p>Turning pages independently in a book / reading from left to right using a finger to show where</p>	<p>Storytime /Listening to and retelling the story Book Lending Library Writing my Name Mark making Playdough Drawing Painting</p> <p>I can name objects or characters in a book and enjoy sharing my ideas</p>	<p>Storytime /Listening to and retelling the story Book Lending Library Writing My Name Mark making Playdough Drawing Painting</p> <p>Use clipboards with text and instructions to follow outside, follow a recipe for mud pies</p>	<p>Storytime /Listening to and retelling the story Book Lending Library Writing My Name Mark making Playdough Drawing Painting</p> <p>Change one rhyming word for another to see who can spot the changes and similarities in the word</p>	<p>Storytime /Listening to and retelling the story Book Lending Library Writing my Name Mark making Playdough Drawing Painting</p> <p>Creating letters in large format outside on the ground with large chalks or using sticks or leaves to create letters</p>
<p>MATHS (DAMSELFLIES)</p>	<p>Stacking Cups / Blocks</p> <p>Manipulating objects on top of / inside or alongside each other</p>	<p>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 number sequences, sometimes skipping numbers 1, 2, 3, _5</p> <p>Climb and squeeze into smaller spaces / space awareness</p> <p>Building with Duplo</p>	<p>Complete insert puzzles</p> <p>Compare sizes of objects (bigger, smaller, higher, lower, heavier or lighter)</p>	<p>Following routines and anticipating what will come next</p>	<p>Noticing and making Patterns / the same or different</p>
<p>MATHS (DRAGONFLIES)</p>	<p>Colours!</p> <p>Matching objects based on their shape, size and colour.</p>	<p>Number 1</p> <p>Subitising, counting, numeral.</p> <p>Number 2</p>	<p>Number 3</p> <p>Subitising</p> <p>1:1 counting Numerals/triangles 3 Little Pigs</p>	<p>Number 6</p> <p>Introduce 10 frame</p> <p>Height and Length Tall and short</p>	<p>More than and fewer than</p> <p>One more and one less</p> <p>Shape 2D</p>	<p>Number composition 1-5 revision</p> <p>Night and Day</p>

	<p>Sorting objects by shape, size and colour.</p> <p>Consolidation</p>	<p>Subitising dice pattern Subitising random pattern Subitising different sizes</p> <p>Number 2 Subitising, counting, numeral.</p> <p>Creating and extending colour AB patterns. Patterns on movements. Outdoor patterns.</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>Long and short</p> <p>Mass Relating to books 3 Little Pigs and Goldilocks</p> <p>Capacity</p> <p>Consolidation</p>	<p>Revisit pattern from Autumn term</p> <p>Shape 3D Revisit pattern from Autumn term</p> <p>Consolidation</p>	<p>Order of events in their day at nursery</p> <p>What happens day/night</p> <p>Positional language</p> <p>Consolidation</p>
<p>UNDERSTANDING THE WORLD (DAMSELFLIES)</p>	<p>Explore and develop curiosity of natural materials</p>	<p>What natural materials can you find?</p>	<p>Splashing in puddles – explore rain / go outside in the rain!</p> <p>Look for minibeasts / worms/ spiders</p>	<p>Open ended play –</p> <p>Junkbox play Boxes, tubes, material – What can you make for Science Week?</p>	<p>What's different about me and you? Who lives in your community?</p> <p>What's the same?</p>	<p>Families – yours and mine</p> <p>Who are your parents?</p> <p>Discuss wider family</p>
<p>UNDERSTANDING THE WORLD (DRAGONFLIES)</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>Continue to develop positive attitudes about the differences between people</p>	<p>Use all their senses in hands on exploration of natural materials</p> <p>vs</p> <p>Technology / A look at technology today – robots. Machines, phones, computers</p>	<p>Understand the key features of the life cycle of an animal – respecting all living things</p> <p>Use all their senses in hands on exploration of natural materials during Forest School sessions</p>	<p>Plant seeds and care for growing plants in our allotment</p> <p>Understand the key features of the life cycle of a plants and animals</p> <p>Use all their senses in hands on exploration of natural materials during forest school sessions</p>	<p>Around the world – how do they grow food?</p> <p>What's nature look like for them?</p>

<p>EXPRESSIVE ART AND DESIGN (DAMSELFLIES)</p>	<p>Respond to familiar music, move and dance</p> <p>Enjoy singing and making sounds / play instruments</p> <p>Clapping along to the beat</p>	<p>Notice patterns in sounds or rhythms</p> <p>Enjoy making sounds with own voice</p> <p>Move whole body to music</p>	<p>Explore a range of painting tools</p> <p>Painting with sticks Painting with straws Nature Brushes Cotton wool Painting using hands</p>	<p>Pretend play through small world play using animals and people / dinosaurs – using sound effects</p>	<p>Making prints / being creative moulding and modelling Clay or playdough / using different tools</p>	<p>Create pictures using different types of materials, string, tissue paper, leaves.</p>
<p>EXPRESSIVE ART AND DESIGN (DRAGONFLIES)</p>	<p>Explore the use of colour and design</p> <p>Explore tools and their uses</p> <p>Use open ended resources and objects to help create 'Small World' stories</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Enjoy singing songs that are familiar, remembering the words and melody Perform songs and stories and pitch match songs</p>	<p>Explore shapes through different media, in nature using sticks, leaves and other objects.</p> <p>Drawing in greater detail, being able to show movement or emotions of a character or person drawn,</p>	<p>Express own thoughts, feelings and ideas towards play, art and music – how does music make us feel?</p> <p>Choose different media to create artwork – looking at other artists. Junkbox modelling Natural resources Print / Sculpting</p>	<p>Colour mixing What happens if you mix these two colours?</p> <p>What do colours look like on different materials</p> <p>Explore textures when adding mud, sand or glitter to paint</p>	<p>Explore the use of a range of tools</p> <p>Express and explain my use of materials and design to others around me</p> <p>Develop pencil and tool control to create complex and detailed picture</p>

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 Chimp, Creative Chameleon & Slinky Linky Snake