

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

Nursery Long Term Planning	AUTUMN 1 (Sept 4 <sup>th</sup> – 24 <sup>th</sup> October) 7 weeks	AUTUMN 2 (3 <sup>rd</sup> Nov-19 <sup>th</sup> Dec) 7 weeks	SPRING 1 (Jan 5 <sup>th</sup> – Feb 13 <sup>th</sup> ) 6 weeks	SPRING 2 (Feb 23 <sup>rd</sup> –Mar 27 <sup>th</sup> ) 5 weeks	SUMMER 1 (Apr 13 <sup>th</sup> – 22 <sup>nd</sup> May) 6 weeks	SUMMER 2 (1 <sup>st</sup> June – July 23 <sup>rd</sup> ) 7 weeks
	Me and My World		Magical and Mysterious		Wet stuff	
<b>Celebrations and Festivals</b>	<ul style="list-style-type: none"> <li>• Halloween (Oct 31<sup>th</sup>)</li> <li>• Diwali (Oct 20<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• Bonfire Night (Nov 5<sup>th</sup>)</li> <li>• Remembrance Day (Nov 11<sup>th</sup>)</li> <li>• Hanukah (Dec 14<sup>h</sup> – Dec 22<sup>nd</sup> )</li> <li>• Christmas (Dec 25<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• New Year (Jan 1<sup>st</sup>)</li> <li>• Chinese New Year (Feb 17<sup>th</sup> ) – Horse</li> <li>• Pancake Day (17<sup>th</sup> Feb)</li> <li>• Valentine's Day (Feb 14<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• World Book Day (Mar 5<sup>th</sup>)</li> <li>• Mother's Day (March 15<sup>th</sup>)</li> <li>• Easter Sunday (5<sup>th</sup> April)</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Earth Day (Apr 22<sup>nd</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• Father's Day (June 21<sup>st</sup> )</li> <li>• World Oceans Day (8<sup>th</sup> June)</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>➤ Family</li> <li>➤ Feelings</li> <li>➤ Friends</li> </ul>	<ul style="list-style-type: none"> <li>➤ Friends (similarities and differences)</li> <li>➤ Community</li> <li>➤ Christmas</li> </ul>	<ul style="list-style-type: none"> <li>➤ Witches and Wizards</li> <li>➤ Dragons and Giants</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fairies and Unicorns</li> <li>➤ Pirates and Mermaids</li> <li>➤ Elves and Gnomes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses of water (washing etc.)</li> <li>➤ Water cycle</li> <li>➤ Weather</li> </ul>	<ul style="list-style-type: none"> <li>➤ Water properties- hot and cold</li> <li>➤ Ponds and rivers</li> <li>➤ The Seas</li> </ul>
<b>Focus Books</b>	<ul style="list-style-type: none"> <li>➤ Goldilocks</li> <li>➤ Colour Monster</li> <li>➤ Hello Friend</li> <li>➤ Ruby and the Hippo</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Night of the Shining Star</li> <li>➤ Delivery Man Stan</li> <li>➤ Christmas books</li> </ul>	<ul style="list-style-type: none"> <li>➤ Room on a Broom</li> <li>➤ Smartest Giant in Town</li> <li>➤ The Dragon who Didn't Like Fire</li> </ul>	<ul style="list-style-type: none"> <li>➤ Freddie and the Fairy</li> <li>➤ Julian is a Mermaid</li> <li>➤ Elves and the Shoemaker</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Tiger Who Came to Tea</li> <li>➤ The 3 Billy Goat's Gruff</li> <li>➤ The Crocodile Who Didn't Like Water</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lost and Found</li> <li>➤ Come on Daisy</li> <li>➤ Only one You</li> </ul>
<b>Supporting Texts</b>	<ul style="list-style-type: none"> <li>➤ I am Enough</li> <li>➤ Hair Love</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Proudest Blue</li> </ul>	The 3 Little Wolves & The Big Bad Pig	Where the Fairies Fly stories	Once upon a Raindrop Hey Water	One Well Water can be

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

	<ul style="list-style-type: none"> <li>➤ The Skin you Live in</li> <li>➤ Love Makes a Family</li> </ul>	<ul style="list-style-type: none"> <li>➤ Julian is a Mermaid</li> <li>➤ I Don't Want to be Short</li> <li>➤ The Girls</li> </ul>	<p>Big Bad Wolf is Good</p> <p>Winnie the Witch stories</p> <p>Meg and Mog other stories</p> <p>What's in the Witches' Kitchen?</p> <p>Jack and the Beanstalk</p> <p>Jim and the Beanstalk</p> <p>The Giant at Helligan</p> <p>Dragon on the Doorstep</p> <p>Zog</p>	<p>The Unicorn who came to Breakfast</p> <p>A hole in the Bottom of the Sea</p> <p>The Pirates are coming</p> <p>The singing Mermaid</p> <p>What the Ladybird Heard at the Seaside</p> <p>The Pirates next Door</p>	<p>The Rhythm of the Rain</p> <p>The Great Big Water Cycle Adventure</p> <p>Dear Earth Drop</p> <p>The Water Princess Water (Frank Asch)</p> <p>The Little Raindrop</p> <p>Water, up down and all around</p>	<p>Factual books about the Life cycle of fogs and ducks</p> <p>The Boy who Sailed the World</p> <p>Over and Under the Waves</p> <p>All the Water in the World</p>
<p><b>Communication and Language</b></p> <p><b>(Laura Dolby)</b></p> <p><b>Comprehension</b></p>	<p>Differentiation is achieved by knowing each child's individual level of communication and skilfully adapting our skills to encourage a confidence to share in communication</p>	<p>Differentiation is achieved by knowing each child's individual level of communication and skilfully adapting our skills to encourage a confidence to share in communication</p>	<p>Differentiation is achieved by knowing each child's individual level of communication and skilfully adapting our skills to challenge and extend their vocabulary, developing their ability to communicate and express themselves with confidence</p> <p>The children will become familiar with and grow to</p>	<p>Differentiation is achieved by knowing each child's individual level of communication and skilfully adapting our skills to challenge and extend their vocabulary, developing their ability to communicate and express themselves with confidence</p>	<p>Differentiation is achieved by knowing each child's individual level of communication and skilfully adapting our skills to challenge and extend their vocabulary, developing their ability to reflect on their experiences and communicate with thought, expression and accuracy.</p>	<p>Differentiation is achieved by knowing each child's individual level of communication and skilfully adapting our skills to challenge and extend their vocabulary, developing their ability to reflect on their experiences and communicate with thought, expression and accuracy, extending their own language creating more detail and depth.</p>

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

	<p>The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, and sharing books They will have a fortnightly focus story, this will be available and enhanced through the story suitcase with artefacts connected to the story, sequenced illustrations from the story and P4C questions linked to the story.</p> <p>The children will be supported to develop their listening and attention skills during story activities and be encouraged to look and listen and zoom in to</p>	<p>Children will engage in daily planned shared storytelling and incidental story sharing.</p> <p>Children will be encouraged to share their thoughts and ideas.</p> <p>The children will become familiar with and grow to love a variety of books, songs and rhymes.</p> <p>The children will be encouraged to make sense of the story through their play</p> <p>The children will be encouraged to make connections and begin to develop early sequencing skills</p>	<p>love a variety of books, songs and rhymes.</p> <p>The children will sing and respond to songs using words, actions and signing.</p> <p>The children will engage in a variety of story retelling activities to help children retell their own rhymes, songs and stories: developing their sequencing skills further.</p> <p>-Small world-based play - Focus story corner</p> <p>-Story sequencing</p> <p>-Drama</p> <p>-Role play and Dressing up</p> <p>-The Focus story is shared at home through our Tapestry app.</p> <p>Children will be encouraged to</p>	<p>Children will hear correct pronunciations modelled to them by teachers and staff members, e.g. 'swimmed/swam'</p> <p>The children will explore a variety of traditional tales, exploring characters, the sequence of the story and events within this .</p> <p>The children will engage in a variety of story retelling activities to encourage them to retell, invent and tell their own rhymes, songs and stories:</p> <p>- Small world-based play - Focus story corner</p> <p>-Story</p>	<p>Children can use visual illustrations to sequence familiar stories and are encouraged to sequence from left to right. They will be encouraged to use their visual sequences to develop their retelling skills.</p> <p>Children will engage in back-and-forth interactions through 2 way conversations with adults.</p> <p>Children will be encouraged to use 'thinking time' before responding.</p> <p>The children will extend their vocabulary, exploring</p>	<p>Children can use visual illustrations to sequence familiar stories and are encouraged to sequence from left to right. They will be encouraged to use their visual sequences to develop their retelling skills.</p> <p>Children will engage in back-and-forth interactions through 2 way conversations with adults.</p> <p>Children will be encouraged to use 'thinking time' before responding.</p> <p>The children will extend their vocabulary, exploring unfamiliar and challenging words and concepts. They will use The Metacognition</p>
--	---	--	---	--	--	---

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

		<p>the story and the storyteller, alongside being encouraged to engage in the story telling.</p> <p>Children will learn to focus on the story and the speaker.</p> <p>The children will be supported to join in and vocalise through their story sharing. The children will learn new vocabulary that is connected to the story and the theme this supports. The children will be immersed in a language rich environment</p>		<p>develop their thought processes to be able to offer a relevant response to questions they hear.</p> <p>The children will extend their vocabulary, exploring unfamiliar and challenging words and concepts.</p>	<p>sequencing -Drama -Role play and Dressing up</p> <p>The children will be supported to develop their sequencing and narrative skills through retelling, re-enacting and performing the story</p>	<p>unfamiliar and challenging words and concepts. They will use The Metacognition Alphabet to enhance their thinking. Children will have a developing knowledge of phonemes and be able to hear some initial sounds in words, and sometimes end sounds.</p>	<p>Alphabet to enhance their thinking. Children will have a developing knowledge of phonemes and be able to hear some initial sounds in words, and sometimes end sounds.</p>
<b>Literac</b>	<b>Phonics Word Reading</b>	<b>Environmental Sounds</b>	<b>Instrumental Sounds</b>	<b>Body Percussion</b>	<b>Rhythm and Rhyme</b>	<b>Alliteration</b>	<b>Oral Blending and Segmenting</b>
							S

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

		<p>Differentiation is achieved by supporting the children to focus and pay attention to what they hear around them and beginning to make connections with the sounds that they hear</p> <p>Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p>	<p>Differentiation is achieved by supporting the children's continuity to pay attention to what they hear and helping them to identify and label the sounds that they hear, with an ability to begin to express themselves through their own sounds.</p> <p>Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing</p>	<p>Differentiation is achieved by supporting children to begin to identify simple rhythms and patterns and helping them to develop the coordination and control they need to be able to copy and explore through their bodies.</p> <p>Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions. Join in with longer sequences of body percussion. Describe body percussion. Follow instructions to</p>	<p>Differentiation is achieved by supporting children to identify rhythms in songs, rhymes and words and supporting the children to be able to explore and replicate these with developing accuracy.</p> <p>Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme. Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally.</p>	<p>Differentiation is achieved by supporting children to make connections with the focus phonemes rhythm patterns and sounds through a wide range of sensory and meaningful experiences.</p> <p>Explore initial sounds of words. Be able to make the correct pure sound pronunciation of the phoneme focused upon. Be able to connect with focus phonemes and begin to make sense of them through activities such as Baking and Literacy Target Time. Children will begin to hear initial sounds of words. Children</p>	<p>Differentiation is achieved by supporting children to explore simple words, hear sounds within them and begin to make connections with the sounds that they know through a wide range of sensory and meaningful experiences.</p> <p>Some children will be able to identify the initial sounds of words. Children will build awareness that words can be broken up into sounds. Children will develop using robot arms, and connecting with appropriate phoneme sounds as they explore Oral Blending through CVC words. Children will be developing their segmenting and rhythm skills as they clap patterns in words and explore</p>
--	--	--	--	--	---	---	---

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

			and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.	recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.	Break words down into syllables with a beat. Create their own beat.	will play with alliteration  <b>Voice Sounds</b>  Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Describe and compare voice sounds. Create their own ideas for voices of characters/ imitating voices.	different amounts of syllables.	
	<b>Comprehension</b>	Explore a wide range of examples of print with different functions, for example, signs, menus and logos.  Explore a variety of stories, rhymes, poems and fiction books  Explore different parts of a book, for example, the cover, the title, the author and the illustrator and the blurb						Explore a wide range of examples of print with different functions, for



		<p>Learn how to look after books by handling them carefully.</p> <p>Learn how to turn the pages of a book, one by one.</p> <p>Develop their sequencing and narrative skills.</p> <p>Develop their skills to perform stories, i.e. through retelling with resources and artefacts and through drama opportunities.</p> <p>Explore how we read books in English print (left to right).</p>	<p>example, signs, menus and logos.</p> <p>Explore a variety of stories, rhymes, poems and fiction books</p> <p>Explore different parts of a book, for example, the cover, the title, the author and the illustrator and the blurb</p> <p>Learn how to look after books by handling them carefully.</p> <p>Learn how to turn the pages of a book, one by one.</p>
--	--	--	---

							<p>Develop their sequencing and narrative skills.</p> <p>Develop their skills to perform stories, i.e. through retelling with resources and artefacts and through drama opportunities.</p> <p>Explore how we read books in English print (left to right).</p>
	<b>Writing</b>	<p>Differentiation is achieved through developing hand and arm strength alongside mark making opportunities, both inside and outside and the resources available to them, this will include sensory experiences</p>	<p>Provide opportunities for writing in a wide range of ways:</p> <ul style="list-style-type: none"> <li>letters,</li> <li>- postcards,</li> <li>- own emergent writing</li> <li>- Teacher scribing</li> <li>- Outdoors</li> </ul> <p>i.e. mark making on the floor, the fence,</p>	<p>Differentiation is achieved by supporting children to make connections with the marks that they make, helping them to begin to write for purpose and use their writing as a means of communication.</p> <p>Provide writing opportunities within</p>	<p>Provide writing opportunities within enhancements i.e. baking- Shopping lists ingredients lists, labels for their baking</p> <p>- create labels for their planning outside</p>	<p>Differentiation is achieved by supporting children to further make connections with their writing and use their writing skills with developing accuracy to be able to write purposefully and with meaning,</p>	<p>Children write some letters accurately; they are continuously developing their knowledge. Children begin to transfer the phoneme sounds they hear into using developing, recognisable and sometimes correctly</p>



Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

		<p>alongside simple mark making opportunities</p> <p>Finger gym activities and exercises to strengthen finger muscles</p> <p>Dough Disco</p> <p>Using pegs and Den building</p> <p>Squiggle Wiggle Disco</p> <p>Encourages large muscle arm movements through writing patterns.</p> <p>Climbing, swinging, sweeping, stretching, big paintbrush painting.</p>	<p>cleaning the windows,</p> <ul style="list-style-type: none"> <li>- Writing on tree trunks</li> <li>- Mark making in the sand pit</li> </ul> <p>Use a variety of materials to explore:</p> <ul style="list-style-type: none"> <li>- Pencils - Crayons - Chalks</li> <li>- Paint - Ink</li> </ul> <p>Children are enjoying explorations within their mark making</p>	<p>all areas i.e. notebooks by the telephone, list making in the home corner, note books for taking orders, Designing what they are making in the STEM area</p> <p>Opportunities to record, i.e. through science explorations and maths play</p> <p>Encouraging to sign their artwork.</p> <p>Children are developing the muscle strength and hand dexterity with increasing control.</p> <p>Children are using tools for purposeful mark making</p>	<p>-create invitations for a special event i.e. tea parties.</p> <p>Children use marks purposefully within their play.</p> <p>Illustrations through focus stories encouraging mark making and writing explorations within this</p> <p>Be inspired by The focus artist explorations to enhance their writing and drawing.</p> <p>Good controlled purposeful marks are appearing in their writing and drawing.</p> <p>Children are able to control their body using a strong core that</p>	<p>Use name cards to encourage children to write some or all of their name, through enhancements where appropriate.</p> <p>Use BBC Bite Size to encourage using the pure sound at home and support familiarisation of how to form the focus phoneme correctly, using the same story of its formation. Creating a partnership of learning.</p> <p>Squiggle Wiggle Disco supports the focus phoneme and encourages big movements to be explored, then transferred to smaller writing patterns, leading to exploration of</p>	<p>formed graphemes within their writing.</p> <p>Use name cards to encourage children to write some or all of their name, within enhancements where appropriate.</p> <p>Children can write some or all of their name. using familiar letters within it, in the correct order, using good control and letter formation.</p>
--	--	---	---	--	--	--	--

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

					supports their writing skills.	the actual grapheme.  Target time supports children to focus in more depth, sounding and forming the phoneme correctly and making real connections to make sense of the grapheme and the phoneme.  Encourage emergent attempts at writing their name.  Children are writing with purpose and meaning with clearly defined marks and letter shapes appearing.	
<b>Personal, Social and Emotional Development</b> <b>(Amanda Hubball)</b>	Children do not demonstrate a chronological process to their PSED and as such	Children do not demonstrate a chronological process to their PSED and as such differentiation is	Children do not demonstrate a chronological process to their PSED and as such differentiation is	Children do not demonstrate a chronological process to their PSED and as such	Children do not demonstrate a chronological process to their PSED and as such	Children do not demonstrate a chronological process to their PSED and as such	Children do not demonstrate a chronological process to their PSED and as such differentiation is

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

	<p>differentiation is personalised in the moment. Children receive individual support during their time in nursery.</p> <p>Growing in independence and achieving personal sense of success.</p> <p>Engage through non-verbal communication and begin to understand their environment</p>	<p>personalised in the moment. Children receive individual support during their time in nursery.</p> <p>Begins to understand strategies to self-sooth.</p> <p>Feels safe to express emotions</p> <p>Begin to vocalise needs.</p>	<p>personalised in the moment. Children receive individual support during their time in nursery. Manages transitions in the day more easily</p> <p>Expresses preferences through gesture and talk</p> <p>Demonstrates a sense of belonging and shared responsibility</p> <p>Shows greater control over impulses</p>	<p>differentiation is personalised in the moment. Children receive individual support during their time in nursery.</p> <p>Varying access to different resources with support if needed.</p> <p>Demonstrates more outgoing behaviour and understands the expectations.</p> <p>Develops a sense of care for those close to them</p> <p>Can use emotional language to describe their feelings.</p>	<p>differentiation is personalised in the moment. Children receive individual support during their time in nursery.</p> <p>Children can explain their individuality and show pride in themselves</p> <p>Children are cooperative in their play and can solve conflicts with minimal support</p> <p>Children can discuss differences between people, e.g. gender, hair colour . . .</p> <p>Express emotions through play scenarios and demonstrates assertiveness, not aggression.</p>	<p>personalised in the moment. Children receive individual support during their time in nursery.</p> <p>Through the lens of P4C , blockers are identified and individuals/groups receive target input to support progression.</p>
<b>Physical</b>	Differentiation is achieved through	Differentiation is achieved through	Differentiation is achieved through	Differentiation is achieved through	Differentiation is achieved through	Differentiation is achieved through

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

<p><b>(Ruth Heath)</b></p>	<p>access to varied gross and fine motor resources and tools in cross curricular environments.</p> <p>Move independently around nursery, negotiating obstacles safely and with support if needed</p> <p>Access to outdoor vehicle play with support.</p>	<p>access to varied gross and fine motor resources and tools in cross curricular environments.</p> <p>Use construction kits and explore mark making resources</p> <p>Develop balance and coordination in the outdoor environment</p>	<p>access to varied gross and fine motor resources and tools in cross curricular environments.</p> <p>Explore all outdoor areas &amp; apparatus – natural spaces, mud pie kitchen sand-pit, climbing frame, bike track . . .</p> <p>Use mark making tools with increasing control</p> <p>Negotiate spaces and obstacles safely.</p> <p>Develop strength, balance &amp; coordination.</p>	<p>access to varied gross and fine motor resources and tools in cross curricular environments.</p> <p>Move body in response to equipment, races, games, music and other stimulus.</p> <p>Begin to engage in collaborations. Use one handed tools with increasing control, e.g. scissors.</p>	<p>access to varied gross and fine motor resources and tools in cross curricular environments.</p> <p>Engage in more complex movements to achieve success, e.g. hopping, crawling, rolling . . .</p> <p>Engage in group physical play with increasing physical and emotional control.</p> <p>Consolidation of movements most suitable for the challenge presented.</p>	<p>access to varied gross and fine motor resources and tools in cross curricular environments.</p> <p>Skills consolidation and revisiting gaps in attainment</p>
<p><b>Mathematics</b> <b>(Amanda Hubball)</b></p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles</p> <p>Focus on stable order counting.</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles</p> <p>Focus on counting with one to one correspondence</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles</p> <p>Focus on counting with one to one correspondence and cardinal principle</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles</p> <p>Focus on cardinal principle and subitizing</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles</p> <p>Consolidation of skills and focusing on mathematical misconceptions</p>

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

	<p>Finger counting is a priority</p> <p>Focus on observation skills – similarities and differences.</p> <p>Develop use of positional, measurement and descriptive language.</p>	<p>and cardinal principle.</p> <p>Counting from a larger group is a priority</p> <p>Develop use of positional, measurement and descriptive language.</p>	<p>Counting from a larger group with a focus on over 5 is a priority</p> <p>Explore 2D and 3D shapes and develop the use of measurement language more broadly. – focus on length and size.</p>	<p>Counting from a larger group with a focus on over 5 is a priority</p> <p>Explore recoding number.</p> <p>Focus on weight as a priority</p> <p>Explore 2D and 3D shapes, develop use of measurement language and explore repeating patterns.</p>	<p>Focus on cardinal principle and subitizing</p> <p>Use ordinal language, particularly in the context of repeating patterns.</p> <p>Use language of measurement and position.</p> <p>Explore shapes and their characteristics.</p>	
<p><b>Understanding the World</b></p> <p><b>(Amanda Hubball)</b></p>	<p>Differentiation is achieved through the freedom to explore and practitioner knowledge of subject depth.</p> <p>Explores using the senses indoors and out.</p> <p>Builds on learning and life experience.</p>	<p>Differentiation is achieved through the freedom to explore and practitioner knowledge of subject depth.</p> <p>Notices similarities and differences within the environment</p> <p>Beginning to understand that people are different</p>	<p>Differentiation is achieved through the freedom to explore and practitioner knowledge of subject depth.</p> <p>Makes comparisons between what they see, hear and feel.</p> <p>Begin to demonstrate preferences and test theories.</p>	<p>Differentiation is achieved through the freedom to explore and practitioner knowledge of subject depth.</p> <p>Explore the concept of different occupations and relate this to their life experience.</p>	<p>Differentiation is achieved through the freedom to explore and practitioner knowledge of subject depth.</p> <p>Notice connections, patterns and differences in the natural world.</p> <p>Understand the life cycles of plants and</p>	<p>Differentiation is achieved through the freedom to explore and practitioner knowledge of subject depth.</p> <p>Build on concepts to achieve greater depth and address gaps in understanding.</p>

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

		and come from different places.		<p>Explore how things work, question and test.</p> <p>Plant seeds and explore the growing process</p> <p>Develop awareness of live around the globe from a human and animal perspective – cultures, religions, ecosystems . . .</p>	<p>animals, noticing natural changes.</p> <p>Notice and discuss the forces they feel and see.</p> <p>Show respect for the natural world</p> <p>Learn about different backgrounds and cultures, relating it to countries around the globe as well as local community.</p>	
<b>Expressive Arts and Design</b> <b>(Amanda Hubball)</b>	<p>Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome.</p> <p>Explores and manipulates materials and resources.</p> <p>Listens to music and sound.</p>	<p>Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome.</p> <p>Develops confidence and motivation to engage with small world imaginative resources.</p>	<p>Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome.</p> <p>Begin to use tools to join materials together</p> <p>Make marks with varying resources and shows pride in their work</p>	<p>Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome.</p> <p>Explores colour mixing</p> <p>Makes more controlled marks.</p> <p>Mirrors sound – pitch, rhythm . . .</p>	<p>Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome.</p> <p>Marks are representational Understanding and articulation of the artistic process</p> <p>Explore musical improvisation</p>	<p>Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome.</p> <p>Weekly focus on each of the essential elements of artistry:</p> <ol style="list-style-type: none"> <li>1. Colour</li> <li>2. Line</li> <li>3. Rhythm &amp; Movement</li> <li>4. Shape and Form (3D)</li> </ol>

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- 3 and 4 Year Olds

		<p>Engages with sensory experiences.</p> <p>Listens to sound and music, expressing emotional responses and joining in with simple nursery rhymes.</p>	Remembers words to songs			<p>5. Pattern &amp; Texture</p> <p>6. Imaginative Fantasy</p>
--	--	---	--------------------------	--	--	---