

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2023/24

Nursery Long Term Planning	AUTUMN 1 (Sept 4 th – 28 th October) 8 weeks	AUTUMN 2 (6 th Nov-22 nd Dec) 7 weeks	SPRING 1 (Jan 8 th – Feb 16 th) 6 weeks	SPRING 2 (Feb 26 th –Mar 28 th) 5 weeks	SUMMER 1 (Apr 15 th – 24 th May) 6 weeks	SUMMER 2 (3 rd June – July 23 rd) 7 weeks
	Celebration and Decoration		Magical and Mysterious		Wet stuff	
Celebrations and Festivals	<ul style="list-style-type: none"> Halloween (Oct 31th) 	<ul style="list-style-type: none"> Bonfire Night (Nov 5th) Remembrance Day (Nov 11th) Diwali (Nov 13th) Hanukah (Dec 7th – Dec 15th) Christmas (Dec 25th) 	<ul style="list-style-type: none"> New Year (Jan 1st) Chinese New Year (Feb 10th) Pancake Day (13th Feb) Valentine’s Day (Feb 14th) 	<ul style="list-style-type: none"> World Book Day (Mar 7th) Mother’s Day (March 10th) Easter Sunday (Mar 31st) 	<ul style="list-style-type: none"> Earth Day (Apr 22nd) 	<ul style="list-style-type: none"> Father’s Day (June 16th) World Oceans Day (8th June)
Topic	<ul style="list-style-type: none"> ➤ This is me ➤ Decorating Ourselves ➤ African Art ➤ Harvest and Halloween 	<ul style="list-style-type: none"> ➤ Bonfire and Diwali ➤ All things Colourful ➤ Christmas 	<ul style="list-style-type: none"> ➤ The 3 Little Pigs ➤ Witches and Wizards ➤ Giants and Dragons 	<ul style="list-style-type: none"> ➤ Fairies and Unicorns ➤ Pirates and Mermaids ➤ Elves and Gnomes 	<ul style="list-style-type: none"> ➤ Uses of water (washing etc.) ➤ Water cycle ➤ Weather 	<ul style="list-style-type: none"> ➤ Water properties- hot and cold ➤ Ponds and rivers ➤ The Seas
Focus Books	<ul style="list-style-type: none"> ➤ Colour Monster ➤ A Handful of Buttons ➤ Handa’s Surprise ➤ Room on the Broom 	<ul style="list-style-type: none"> ➤ Goldilocks and the 3 Bears ➤ The Very Hungry Caterpillar ➤ General Christmas story Books 	<ul style="list-style-type: none"> ➤ 3 Little Pigs ➤ Meg and Mog ➤ Smartest Giant in Town 	<ul style="list-style-type: none"> ➤ Freddie and the Fairy ➤ Julian is a Mermaid 	<ul style="list-style-type: none"> ➤ The Tiger Who Came to Tea ➤ The 3 Billy Goat’s Gruff ➤ The Crocodile Who Didn’t Like Water 	<ul style="list-style-type: none"> ➤ Lost and Found ➤ Come on Daisy ➤ Only one You
Supporting Texts	Incredible You My Body Julian is a Mermaid Pink is for Boys We all went on Safari Handa’s Noisy Night Africa Day	Factual books about Diwali The colour Thief The mixed up Chameleon Brown Bear, Brown Bear The Artist who Painted a Blue Horse	The 3 Little Wolves & The Big Bad Pig Big Bad Wolf is Good Winnie the Witch stories Meg and Mog other stories What’s in the Witches’ Kitchen?	Where the Fairies Fly stories The Unicorn who came to Breakfast A hole in the Bottom of the Sea The Pirates are coming	Once upon a Raindrop Hey Water The Rhythm of the Rain The Great Big Water Cycle Adventure Dear Earth Drop	One Well Water can be Factual books about the Life cycle of fogs and ducks The Boy who Sailed the World

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	A is for Africa Autumn Leaves Harvest Time	Factual Books about Hanukah The Christmas Story and Christmas story Books	Jack and the Beanstalk Jim and the Beanstalk The Dragon who Didn't Like Fire The Giant at Helligan Dragon on the Doorstep Zog	The singing Mermaid What the Ladybird Heard at the Seaside The Pirates Next Door Pirates underpants Maisy's Pirate Ship The Elves and the Shoemaker Gnome	The Water Princess Water (Frank Asch) The Little Raindrop Water, up down and all around	Over and Under the Waves All the Water in the World
Communication and Language Comprehension	<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 in the story corner 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 the story and the storyteller, alongside being encouraged to engage in the story telling.</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 The children will be encouraged to make connections and begin to develop early sequencing skills</p>	<p>The children will become familiar with and grow to love a variety 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. -Small world-based play -Focus story corner -Story sequencing -Drama -Role play and Dressing up -The Focus story is shared at home through our Tapestry app.</p> <p>Children will be encouraged to develop their thought processes to be able to offer</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: - Small world-based play -Focus story corner -Story sequencing -Drama -Role play and Dressing up</p> <p>The children will be supported to develop</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 Alphabet to enhance their thinking. Children will have a developing knowledge of phonemes and be able to</p>	<p>Children will be able to retell stories using word patterns, phrases and story details, such as repetitive phrases and use a beginning, a middle and an end in their storytelling.</p> <p>Children will engage in extended conversations about stories, retelling stories with exact repetition and using their own words.</p> <p>Children will be able to connect focus phoneme explorations within their story engagements.</p> <p>Children will be able to use drama, role play and communication skills to retell and re enact a familiar story. Some children will be able to take on the role of a Narrator.</p>

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		<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.</p> <p>The children will learn new vocabulary that is connected to the story and the theme this supports.</p> <p>The children will be immersed in a language rich environment</p>		<p>a relevant response to questions they hear.</p> <p>The children will extend their vocabulary, exploring unfamiliar and challenging words and concepts.</p>	<p>their sequencing and narrative skills through retelling, re-enacting and performing the story</p>	<p>hear some initial sounds in words, and sometimes end sounds.</p>	
Literacy	Phonics Word Reading	<p><u>Environmental Sounds</u></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><u>Instrumental Sounds</u></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 and comparing them. Use instruments to recreate a sound from a</p>	<p><u>Body Percussion</u></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 recreate body percussion</p>	<p><u>Rhythm and Rhyme</u></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><u>Alliteration</u></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 will play with alliteration.</p>	<p><u>Oral Blending and Segmenting</u></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</p>

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		given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.	sounds, e.g. Stamp feet loudly. Clap hands softly.	Break words down into syllables with a beat. Create their own beat.	<u>Voice Sounds</u> 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.	skills as they clap patterns in words and explore different amounts of syllables.
Comprehension	<p>Explore a wide range of examples of print with different functions, for 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>					
Writing	Finger gym activities and exercises to strengthen finger muscles	Provide opportunities for writing in a wide range of ways:	Provide writing opportunities within all areas	Provide writing opportunities within enhancements i.e. baking	Use name cards to encourage children to write some or all of their name,	Children write some letters accurately, they are continuously

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		<p>Dough Disco</p> <p>Pegging and Den building</p> <p>Squiggle Wiggle Disco Encourages large muscle arm movements through writing patterns.</p> <p>Climbing, swinging, sweeping, stretching, big paintbrush painting.</p>	<ul style="list-style-type: none"> - Shopping lists, letters, - postcards, - own emergent writing - Teacher scribing - Outdoors i.e. mark making on the floor, the fence, cleaning the windows, - Writing on tree trunks - Mark making in the sand pit <p>Use a variety of materials to explore:</p> <ul style="list-style-type: none"> - Pencils - Crayons - Chalks - Paint - Ink <p>Children are enjoying explorations within their mark making.</p>	<p>i.e. note books by the telephone, list making in the home corner, note books for taking orders, Designing what they are making in the STEM area Opportunities to record, i.e. through science explorations and maths play 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>-Shopping lists ingredients lists, labels for their baking</p> <ul style="list-style-type: none"> - create labels for their planning outside -create invitations for a special events i.e. tea parties. <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 supports their writing skills.</p>	<p>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 the actual grapheme.</p> <p>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.</p> <p>Encourage emergent attempts at writing their name.</p> <p>Children are writing with purpose and meaning with</p>	<p>developing their knowledge.</p> <p>Children begin to transfer the phoneme sounds they hear into using developing, recognisable and sometimes correctly 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>
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						clearly defined marks and letter shapes appearing.	
Personal, Social and Emotional Development (Amanda Hubball)	<p>Children do not demonstrate a chronological process to their PSED and as such 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>Children do not demonstrate a chronological process to their PSED and as such differentiation is 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>Children do not demonstrate a chronological process to their PSED and as such differentiation is 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>Children do not demonstrate a chronological process to their PSED and as such 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>Children do not demonstrate a chronological process to their PSED and as such 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>Children do not demonstrate a chronological process to their PSED and as such differentiation is 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>	
Physical (Amanda Hubball)	Differentiation is achieved through access to varied gross and fine motor resources and tools in cross curricular environments.	Differentiation is achieved through access to varied gross and fine motor resources and tools in cross curricular environments.	Differentiation is achieved through access to varied gross and fine motor resources and tools in cross curricular environments.	Differentiation is achieved through access to varied gross and fine motor resources and tools in cross curricular environments.	Differentiation is achieved through access to varied gross and fine motor resources and tools in cross curricular environments.	Differentiation is achieved through access to varied gross and fine motor resources and tools in cross curricular environments.	Differentiation is achieved through access to varied gross and fine motor resources and tools in cross curricular environments.

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	<p>Move independently around nursery, negotiating obstacles safely and with support if needed</p> <p>Access to outdoor vehicle play with support.</p>	<p>Use construction kits and explore mark making resources</p> <p>Develop balance and coordination in the outdoor environment</p>	<p>Explore all outdoor areas – natural spaces, mud pie kitchen sand-pit, climbing frame, bike track . . .</p> <p>Use mark making tools with increasing control</p>	<p>Move body in response to equipment, races, games, music and other stimulus.</p> <p>Begin to engage in collaborations.</p> <p>Use one handed tools with increasing control, e.g. scissors.</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>Skills consolidation and revisiting gaps in attainment</p>
<p>Mathematics (Amanda Hubball)</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles</p> <p>Focus on stable order counting.</p> <p>Focus on observation skills – similarities and differences.</p> <p>Develop use of positional, measurement and descriptive language.</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>Develop use of positional, measurement and descriptive language.</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>Explore 2D and 3D shapes and develop the use of measurement language more broadly.</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles</p> <p>Focus on cardinal principle and subitizing</p> <p>Explore recoding number.</p> <p>Explore 2D and 3D shapes, develop use of measurement language and explore repeating patterns.</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles</p> <p>Focus on cardinal principle and subitizing</p> <p>Use ordinal language and in the context of repeating patterns.</p> <p>Use language of measurement and position.</p> <p>Explore shapes and their characteristics.</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>
<p>Understanding the World (Amanda Hubball)</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>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>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>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>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>

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	Builds on learning and life experience.	Beginning to understand that people are different and come from different places.	Begin to demonstrate preferences and test theories.	Explore how things work, question and test. Plant seeds and explore the growing process	Understand the life cycles of plants and animals, noticing natural changes. Notice and discuss the forces they feel and see. Show respect for the natural world Learn about different backgrounds and cultures, relating it to countries around the globe as well as local community.	
Expressive Arts and Design (Amanda Hubball)	Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome. Explores and manipulates materials and resources. Listens to music and sound.	Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome. Develops confidence and motivation to engage with small world imaginative resources. Engages with sensory experiences. Listens to sound and music, expressing emotional responses and joining in with simple nursery rhymes.	Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome. Begin to use tools to join materials together Make marks with varying resources and shows pride in their work Remembers words to songs	Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome. Explores colour mixing Makes more controlled marks. Mirrors sound – pitch, rhythm . . .	Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome. Marks are representational Understanding and articulation of the artistic process Explore musical improvisation	Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome. Weekly focus on each of the essential elements of artistry: 1. Colour 2. Line 3. Rhythm & Movement 4. Shape and Form (3D) 5. Pattern & Texture 6. Imaginative Fantasy