

Alfreton Nursery School – Long Term Planning and Curriculum Overview 2025/2026- Rabbits (2 Year Olds)

Nursery Long Term Planning	<b>AUTUMN 1</b> (Sept 4 <sup>th</sup> – 24 <sup>th</sup> October) 7 weeks	<b>AUTUMN 2</b> (3 <sup>rd</sup> Nov-19 <sup>th</sup> Dec) 7 weeks	<b>SPRING 1</b> (Jan 5 <sup>th</sup> – Feb 13 <sup>th</sup> ) 6 weeks	<b>SPRING 2</b> (Feb 23 <sup>rd</sup> –Mar 27 <sup>th</sup> ) 5 weeks	<b>SUMMER 1</b> (Apr 13 <sup>th</sup> – 22 <sup>nd</sup> May) 6 weeks	<b>SUMMER 2</b> (1 <sup>st</sup> June – July 23 <sup>rd</sup> 7 weeks
	<b>Autumn</b>	<b>Day and Night</b>	<b>Winter</b>	<b>Spring</b>	<b>New Life</b>	<b>Summer</b>
<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>• Christmas (Dec 25<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• New Year (Jan 1<sup>st</sup>)</li> <li>• Pancake Day (17<sup>th</sup> Feb)</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> </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> </ul>
<b>Topic</b>	<ul style="list-style-type: none"> <li>➤ All about me</li> <li>➤ Autumnal changes</li> <li>➤ Colour</li> </ul>	<ul style="list-style-type: none"> <li>➤ Routines (bed time)</li> <li>➤ Nocturnal animals</li> <li>➤ Christmas</li> </ul>	<ul style="list-style-type: none"> <li>➤ All about me</li> <li>➤ What is cold?</li> <li>➤ Winter</li> <li>➤ Cold Colours</li> </ul>	<ul style="list-style-type: none"> <li>➤ Warm colours</li> <li>➤ Flowers</li> <li>➤ Easter</li> </ul>	<ul style="list-style-type: none"> <li>➤ All about Me Babies</li> <li>➤ Baby animals</li> <li>➤ Plant growth</li> </ul>	<ul style="list-style-type: none"> <li>➤ Family</li> <li>➤ My experiences</li> <li>➤ Summer</li> </ul>
<b>Focus Books</b>	<ul style="list-style-type: none"> <li>➤ The Very Hungry Caterpillar's First Fall</li> <li>➤ Bear sees colours by Karma Wilson and Jane Chapman</li> </ul>	<ul style="list-style-type: none"> <li>➤ Down in the Woods at sleepy time</li> <li>➤ Little One's Bedtime</li> <li>➤ Christmas stories</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>		<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<b>Communication and Language</b>  (Laura Dolby)	Differentiation is achieved by knowing each child's individual level of communication and skilfully adapting our own interactions to match these, as we engage in	Differentiation is achieved by knowing each child's individual level of communication and skilfully adapting our own interactions to match these, as we engage in	Differentiation is achieved by knowing each child's individual level of communication and skilfully adapting our skills specifically to support individuals i.e. through	Differentiation is achieved by knowing each child's individual level of communication and skilfully adapting our skills specifically to support individuals i.e. through	Differentiation is achieved by knowing each child's individual level of communication and skilfully adapting our skills to challenge and extend their vocabulary,	Differentiation is achieved by knowing each child's individual level of communication and skilfully adapting our skills to challenge and extend their vocabulary,

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	<p>communication together.</p> <p>Developing listening skills</p> <p>Be able to understand simple instructions and</p> <p>Developing the confidence to communicate</p> <p>Developing the ability to make themselves understood through gestures, nonverbal actions, noise and single, familiar words</p> <p>Explores pretend play</p>	<p>communication together.</p> <p>Developing listening skills</p> <p>Be able to understand, respond to and carry out a simple instruction</p> <p>Make themselves understood through simple talk, beginning to connect 2 words together.</p> <p>Understand how they may feel and respond using noise, non-verbal actions and familiar words.</p> <p>Developing confidence to communicate with developing vocabulary</p> <p>Explores pretend play.</p>	<p>supporting, modelling and extending.</p> <p>Continues to develop listening skills and attention skills are growing</p> <p>Can identify familiar objects and properties when described i.e. blue car</p> <p>Developing their naming skills.</p> <p>Developing their ability to communicate with others.</p> <p>Developing their talk with age-appropriate sounds included in their speech , p, b, m and w.</p> <p>Beginning to use multi syllabic words i.e. banana.</p> <p>Developing their pretend play, reflecting on personal experiences they observe i.e. cooks</p>	<p>supporting, modelling and extending.</p> <p>Can listen and attend and can hold their focus for a short time</p> <p>Understands and acts on longer sentences i.e. make teddy jump.</p> <p>Developing their observation, recognising simple features of the whole object, 'what'.</p> <p>Is interested in other's talk.</p> <p>Developing their ability to communicate with others, extending their vocabulary and connecting familiar words 2 to 3 together.</p> <p>Developing clarity in their speech sounds.</p> <p>Enjoys listening to stories and understands what is happening with the help of the pictures.</p>	<p>developing their ability to communicate and express themselves with confidence.</p> <p>Listens carefully and offers appropriate response, developing their understanding for listening carefully.</p> <p>Understands simple questions and instructions</p> <p>Understands simple questions about who, what and where</p> <p>Can communicate with a growing vocabulary and make themselves understood.</p> <p>Uses communication in their pretend play and begins to develop narrative as they play.</p> <p>Enjoys listening to longer stories, responding to what they see and hear, beginning to recall.</p>	<p>developing their ability to communicate and express themselves with confidence.</p> <p>Listens carefully and can respond with more personal thought in their response.</p> <p>Can pay attention to more than one thing at a time, and is able to shift their focus, whilst still attending.</p> <p>Uses a wider range of vocabulary in their communication.</p> <p>Enjoys listening to longer stories and can remember much of what happens.</p>
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				food to eat, puts the baby into bed.			
				Enjoys listening to simple stories and exploring the pictures.			
Literacy (Laura Dolby)	Reading	Children's reading skills are consistently developing through engagement with stories, songs and rhymes	Children's reading skills are consistently developing through engagement with stories, songs and rhymes.	Children's reading skills are consistently developing through engagement with stories, songs and rhymes	Children's reading skills are consistently developing through engagement with stories, songs and rhymes.	Children's reading skills are consistently developing through engagement with stories, songs and rhymes	Children's reading skills are consistently developing through engagement with stories, songs and rhymes
		Differentiation occurs through using a range of simple stories, i.e. flap books and sensory books, and singing familiar simple songs together, such as nursery rhymes	Differentiation occurs through using a range of simple familiar story books, and singing familiar songs together, such as nursery rhymes and favourite songs	Differentiation occurs through using a range of quality popular children's books and singing song and rhymes together, such as nursery rhymes and favourite songs connected to stories they explore.	Developing an awareness of stories and how books work, knowing where a book starts, turning pages and using pictures to	Differentiation occurs through using a range of quality popular children's stories and traditional tales, i.e. goldilocks and the 3 Bears, and The Very hungry Caterpillar, which have repetitive phrases running through their stories. Singing songs and rhymes such as nursery rhymes and songs and rhymes connected to the stories	Comments and shares own ideas about the story
		Develops an enjoyment for exploring books	Confidence begins to grow as they start to join in with familiar rhymes and songs using words and some actions	Begins to be more selective with the stories they choose, as they seek out favourite books to share in talk about the pictures and simple knowledge they have of the story, further developing their vocabulary	Enjoys talking about familiar stories, using developing vocabulary, related to stories.	Developing storytelling skills through making comments about the	Developing story telling skills and engages with key story patterns, such as repeating simple phrases
		Enjoys listening to songs and rhymes	Enjoys engaging with books and begins to have some favourite books, which they engage with, talking about the pictures		Begins to ask questions about the book and the story		Uses simple sentences and phrases in their storytelling. Progressing to sequencing where appropriate. Develops their play around favourite stories using props, using developing
		Makes noises and copies as they explore through singing.			Begins to develop play around familiar stories		

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		Beginning to develop listening and attention skills	and developing new vocabulary.  Enjoy sharing a book with an adult  Enjoy listening to a story	Awareness about how books work develops through using simple book skills with independence.  Confidence is growing as they join in and vocalise with enjoyment through songs and rhymes.  Listening and attention develops as they offer a response to the pictures and the words, they hear	Continues to develop listening and attention skills leading to responding appropriately to what they hear	story and sharing their favourite parts.  Develop their understanding that stories have a beginning, a middle and an end.  Explores and engages with the simple sequence of a story, reflecting on what happens and what might happen next.  Repeats words from stories  Begins to make sense of stories through their play using simple narrative.	narrative and imagination  Begins to make connections, developing early sequencing skills.
	<b>Writing</b>	Children's writing skills are consistently developed with opportunities to explore their mark making in a sensory way, through a range of media and experiences that promote a curiosity	Children's writing skills are consistently developed with opportunities to explore their mark making in a sensory way, through a range of media and experiences that promote a curiosity	Children's writing skills are consistently developed with opportunities to explore their mark making in a sensory way, through a range of media and experiences that promote a curiosity	Children's writing skills are consistently developed with opportunities to explore their mark making in a sensory way, through a range of media and experiences that promote a curiosity	Children's writing skills are consistently developed with opportunities to explore their mark making in a sensory way, through a range of media and experiences that promote a curiosity	Children's writing skills are consistently developed with opportunities to explore their mark making in a sensory way, through a range of media and experiences that promote a curiosity

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		<p>and desire to make marks.</p> <p>Differentiation is achieved through mark making opportunities, both inside and outside and the resources available to them, this will include sensory experiences alongside simple mark making opportunities Children's hand and arm strength will also have lots of opportunities through a range of play experiences, alongside exploring and strengthening their muscles through dough disco and exploring movement of their bodies.</p> <p>Develops control to hold and use simple tools and mark making resources.</p>	<p>and desire to make marks.</p> <p>Explore a wide range of mark making opportunities through sensory experiences i.e. finger patterns in sensory trays.</p> <p>Children will explore gross motor movements to strengthen their arms; this will include i.e. sweeping and exploring their bodies through movement</p> <p>Children will begin to explore play dough in an exploratory way.</p> <p>Children will copy finger movements and hand movements</p>	<p>and desire to make marks.</p> <p>Differentiation is achieved through varied resources available for mark making, both inside and outside.</p> <p>Hands will be strengthened through simple movements being explored ie squeezing and pressing alongside finger gym exploration. These will support developing control over the resources they use.</p> <p>Develop good hand eye coordination through a wide range of experiences.</p> <p>Arms will be strengthened further with specific resources and experiences i.e. ribbon dancing</p>	<p>and desire to make marks.</p> <p>Children will be encouraged to make both fine and gross movements in their mark making and will be encouraged to verbally explore as they create.</p> <p>Dough disco will be more varied, with further hand strengthening, alongside their own explorations.</p> <p>Children will begin notice similarities and difference in their movements.</p> <p>Children will begin to develop exploratory marks to represent their name</p>	<p>and desire to make marks.</p> <p>Differentiation is achieved through more challenging resources that support developing control through their mark making</p> <p>Children will begin to develop control and begin to have more purpose through the marks they make.</p> <p>Children will continue to notice similarities and differences in their movements and will begin to represent with developing marks using developing fine motor control</p> <p>Children will begin to make marks to represent their name.</p> <p>Hands will be strengthened through more specific and detailed dough disco experiences</p>	<p>and desire to make marks.</p> <p>Children will use mark making tools more selectively for the purpose of their mark making.</p> <p>Children will have more control over their drawings and will give meaning to their marks</p> <p>Children will use marks purposefully.</p> <p>Children will notice similarities and differences and begin to represent with more controlled marks. .</p> <p>Children will begin to make specific marks, and developing shapes and emerging letters, to represent their name</p>
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						alongside more challenging finger gym.	
<b>Personal, Social and Emotional Development (Amanda Hubball)</b>	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.	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.	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.	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.	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.	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.	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.
	Shows increasing curiosity about people, materials and the environment.	Explores the environment and wants to be noticed	Engage with others through gestures, gaze and talk.	Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.	Develop their sense of responsibility and membership of a community.	Express preferences and decisions. They also try new things and start establishing their autonomy.	Begin to show ‘effortful control’.
		Is beginning to make independent choices playing alongside other children,	Thrive as they develop self-assurance.	Find ways to calm themselves, through being calmed and comforted			Revisiting areas of personal, social and emotional development that children have consistently struggled with over time.
		Children are developing the ability to take turns with resources (with adult support), showing care for others		Feel strong enough to express a range of emotions	Children are developing the ability to take turns with resources (with adult support), showing care for others		
<b>Physical (Ruth Heath)</b>	Differentiation is achieved through varied equipment and apparatus to explore	Challenge their bodies with different types of active travel and movement.	Differentiation is achieved through varied equipment and apparatus to explore what their bodies can	Builds skills to control and manipulate a variety of resources and equipment.	Differentiation through a variety of large and fine motor equipment and apparatus to develop	Builds skills to control and manipulate a variety of resources and equipment.	Some consolidation of

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	<p>what their bodies can do.</p> <p>Uses a variety of equipment to practise kicking, throwing and catching.</p> <p>Feeling secure and comfortable during nappy time/using a potty/toilet.</p> <p>Drinking from an open cup with increased accuracy and enjoying snack with friends.</p>	<p>Accesses a variety of resources to build with.</p> <p>Attempts to use outdoor wheeled equipment, showing some understanding of how it is used.</p> <p>Shows an interest in a variety of materials, equipment and tools.</p>	<p>do – indoors and outdoors.</p> <p>Showing an interest in being independent when using the potty/toilet and washing hands.</p> <p>Exploring different tastes and textures at snack time.</p> <p>Developing fine manipulative skills through using</p>	<p>Accesses a variety of materials and tools.</p> <p>Attempts to remove or put on clothes with assistance/guidance</p>	<p>gross and fine motor skills.</p> <p>To be increasingly independent with their self-help skills – washing hands, putting on a coat.</p> <p>To use large equipment, ride bikes and scooters with some support.</p>	<p>skills and development of the appropriate grasp for the selected tool.</p> <p>Accesses a variety of materials and tools, building on the understanding of their uses.</p> <p>To use large equipment, ride bikes and scooters with increasing independence.</p>
<b>Mathematics (Amanda Hubball)</b>	<p>Differentiation is achieved through the implementation of the 5 key counting principles. Within this aspect of our provision, we focus primarily on stable order, one to one and cardinality.</p> <p>Focus on stable order counting.</p> <p>Stacks blocks and puts things inside</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles. Within this aspect of our provision, we focus primarily on stable order, one to one and cardinality.</p> <p>Focus on stable order counting.</p> <p>Build with a range of resources</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles. Within this aspect of our provision, we focus primarily on stable order, one to one and cardinality.</p> <p>Focus on one to one counting</p> <p>Compares amounts - more, lots, same</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles. Within this aspect of our provision, we focus primarily on stable order, one to one and cardinality.</p> <p>Focus on one to one counting</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles. Within this aspect of our provision, we focus primarily on stable order, one to one and cardinality.</p> <p>Focus on cardinality</p> <p>Cardinal principal - final number represents total</p>	<p>Differentiation is achieved through the implementation of the 5 key counting principles. Within this aspect of our provision, we focus primarily on stable order, one to one and cardinality.</p> <p>Focus on cardinality and revisit any aspects on maths that children have consistently struggled with over time.</p>

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	others, taking them out again	Complete inset puzzles	<p>Reacts to changes in amount of up to three objects</p> <p>Takes part in number finger rhymes</p> <p>Counting behaviours and saying some numbers in sequence</p> <p>Beginning to count up to five objects, often missing numbers or objects</p>	<p>Recite numbers past 5.</p> <p>Says one number for each item in order to 5</p> <p>Shows finger numbers up to 5</p> <p>Explores 2D &amp; 3D shapes - round, flat, sides, corner . . .</p>	Compares sizes and weights using gesture and language	Consolidation of skills and knowledge to ensure mastery and to address blockers in progress for children who have found concepts more challenging
<b>Understanding the World (Amanda Hubball)</b>	<p>Differentiation is achieved through the freedom to explore and practitioner knowledge of subject depth.</p> <p>Understanding the world and it's explicit link to sensory exploration is celebrated and embedded into provision</p> <p>Repeat actions that have an effect.</p>	<p>Differentiation is achieved through the freedom to explore and practitioner knowledge of subject depth.</p> <p>Understanding the world and it's explicit link to sensory exploration is celebrated and embedded into provision</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside</p>	<p>Differentiation is achieved through the freedom to explore and practitioner knowledge of subject depth.</p> <p>Understanding the world and it's explicit link to sensory exploration is celebrated and embedded into provision</p> <p>Notice differences between people.</p>	<p>Differentiation is achieved through the freedom to explore and practitioner knowledge of subject depth.</p> <p>Understanding the world and it's explicit link to sensory exploration is celebrated and embedded into provision</p> <p>Make connections between the features of their family and other families</p>	<p>Differentiation is achieved through the freedom to explore and practitioner knowledge of subject depth.</p> <p>Understanding the world and it's explicit link to sensory exploration is celebrated and embedded into provision</p> <p>Use all their senses in hands on exploration of natural materials.</p>	<p>Differentiation is achieved through the freedom to explore and practitioner knowledge of subject depth.</p> <p>Understanding the world and it's explicit link to sensory exploration is celebrated and embedded into provision</p> <p>Consolidation of all learning to ensure mastery of concepts and closing gaps in understanding.</p>



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<b>Expressive Arts and Design (Amanda Hubball)</b>	Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome.	Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome.	Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome.	Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome.	Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome.	Differentiation will occur through the artistic process of: exploration, abstract expression and representational outcome.
	Children's skills are consistently developed through the building on of skills related to artistry concepts: Colour & line, Shape and form Pattern and texture	Children's skills are consistently developed through the building on of skills related to artistry concepts: Colour & line, Shape and form Pattern and texture	Children's skills are consistently developed through the building on of skills related to artistry concepts: Colour & line, Shape and form Pattern and texture	Children's skills are consistently developed through the building on of skills related to artistry concepts: Colour & line, Shape and form Pattern and texture	Children's skills are consistently developed through the building on of skills related to artistry concepts: Colour & line, Shape and form Pattern and texture	Children's skills are consistently developed through the building on of skills related to artistry concepts: Colour & line, Shape and form Pattern and texture
	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Respond to what they have heard, expressing their thoughts and feelings.	Make imaginative and complex 'small worlds' with blocks and construction kits	Artistic skills and knowledge will be built upon through consolidation activities, ensuring they are embedded into every child's long term memory.
	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Take part in simple pretend play, using an object to represent something else even though they are not similar Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star	Make simple models which express their ideas. Listen with increased attention to sounds Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Begin to develop complex stories using small world equipment Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Explore different materials freely, to develop their ideas about how to use them and what to make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

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