

# EYFS Nursery Curriculum – Spring Term 2026

Dear Parents/Carers,

As we begin our Spring term in Nursery, we would like to share with you the different aspects of your child's learning.

<p><b>Communication and Language</b> We will be:</p> <ul style="list-style-type: none"> <li>• listening to longer stories during carpet time.</li> <li>• singing lots of nursery rhymes and action songs.</li> <li>• Discussing what they like during circle time.</li> <li>• Given opportunities to ask 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>	<p><b>Personal, Social and Emotional Development</b> We will be:</p> <ul style="list-style-type: none"> <li>• Selecting and using resources to complete independent activities</li> <li>• Playing with one or more friend with encouragement to extend and elaborating play for extended periods of time.</li> <li>• Focusing on increasingly independent in meeting their own care needs, e.g., using the toilet without prompts, washing and drying their hands thoroughly</li> </ul>
<p><b>Physical Development – Move</b> We will be:</p> <ul style="list-style-type: none"> <li>• continuing to develop their movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large).</li> <li>• taking part in some group activities which they make up for themselves, or in teams. E.g., follow my lead,</li> <li>• working with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>• working on putting our coats on and doing up zips. (Can be started by an adult)</li> </ul>	<p><b>Understanding of the World – Investigate</b> We will be:</p> <ul style="list-style-type: none"> <li>• Exploring and talking about different forces they can feel.e.g., how the water pushes up when they try to push a plastic boat under it (Sci)</li> <li>• Exploring how things work such as how we push toy cars to make them move</li> <li>• Beginning to make sense of their own life-story and family's history</li> <li>• Talking about things that happened in the past with a focus on transport in the past</li> <li>• Talking about the Christian celebration Easter.</li> <li>• Looking at the key features of the life cycle of a plant and an animal.</li> <li>• Children will recognise and name some common woodland animals: hedgehog, squirrel, rabbit, fox, badger</li> <li>• Children will discuss that certain animals live in woodland/forests</li> </ul>
<p><b>Expressive Arts and Design – Create and Perform</b> We will be:</p> <ul style="list-style-type: none"> <li>• Joining different construction materials and explore different textures to create a model.</li> <li>• Exploring different objects can be used to draw – pencil, pens, chalk.</li> <li>• representing themselves and their family when drawing, painting and playdough</li> <li>• exploring how they can draw shapes/ marks to represent objects/people.</li> </ul>	<p><b>Literacy – Read</b> We will be:</p> <ul style="list-style-type: none"> <li>• Joining in with key phrases from familiar stories.</li> <li>• Engaging in extended conversations about stories, using new vocabulary</li> <li>• Using the names of the different parts of a book</li> <li>• Spotting and suggesting rhymes</li> <li>• Identifying some picture card from RWI</li> </ul>

### Maths – Count, Shape and Measure

We will be:

- Experimenting with their own symbols and marks as well as numerals.
- Learning about position through words alone for example, "The bag is under the table," with no pointing.
- Describing a familiar route.
- Discussing routes and locations, using words like 'in front of' and 'behind'.
- Saying one number for each item in order: 1, 2,3,4,5.
- Comparing quantities using language: 'more than', 'fewer than'.

### Literacy – Write

We will be:

- Giving meaning to the marks they make when drawing, painting or writing which clearly shows a difference in writing to pictures.
- Using small muscle coordination with increased control by using felt tip pens, pencils and small chalk to make specific marks including recognisable letters.

Kind regards,

Miss Wilson, Miss Ryan, Mrs Thompson and Mrs Fitzgerald.