



# Nursery Spring Planning 2026



<u>Key Skills</u>			
<b><u>Communication and Language</u></b> <ul style="list-style-type: none"><li>Enjoy listening to longer stories.</li><li>Can find it difficult to pay attention to more than one thing at a time.</li><li>Understand a question or instruction.</li><li>Use a wider range of vocabulary.</li><li>Sing a large repertoire of songs.</li><li>Use longer sentences of four to six words.</li><li>Can start a conversation with an adult or a friend.</li></ul>	<b><u>Personal, Social and Emotional Development</u></b> <ul style="list-style-type: none"><li>Select and use activities and resources, with help when needed.</li><li>Increasingly follow rules, understanding why they are important.</li><li>Do not always need an adult to remind them of a rule.</li><li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li><li>Be increasingly independent in meeting their own care needs.</li><li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li><li>Play with one or more other children, extending and elaborating play ideas.</li></ul>	<b><u>Physical Development</u></b> <ul style="list-style-type: none"><li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li><li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li><li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li><li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>Start to eat independently and learning how to use a knife and fork.</li><li>Show a preference for a dominant hand.</li><li>Be increasingly independent as they get dressed and undressed, for example, putting coats on.</li></ul>	
<b><u>Literacy</u></b> <ul style="list-style-type: none"><li>Engage in extended conversations about stories, learning new vocabulary.</li><li>Develop their phonological awareness, so that they can:<ul style="list-style-type: none"><li>spot and suggest rhymes.</li><li>count or clap syllables in a word.</li><li>recognise words with the same initial sound, such as money and mother.</li></ul></li><li>Use some of their print and letter knowledge in their early writing.</li></ul>	<b><u>Mathematics</u></b> <ul style="list-style-type: none"><li>Recite numbers past 5.</li><li>Say one number for each item in order: 1,2,3,4,5.</li><li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li><li>Talk about and explore 2D (for example, circles, rectangles, triangles and squares).</li><li>Notice and correct an error in a repeating pattern.</li></ul>	<b><u>Understanding the World</u></b> <ul style="list-style-type: none"><li>Begin to make sense of their own life-story.</li><li>Explore how things work.</li><li>Continue to develop positive attitudes about the differences between people.</li><li>Use all their senses in hands-on exploration of natural materials.</li><li>Plant seeds and care for growing plants.</li></ul>	<b><u>Expressive Arts and Design</u></b> <ul style="list-style-type: none"><li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li><li>Join different materials and explore different textures.</li><li>Explore colour and colour-mixing.</li><li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li><li>Listen with increased attention to sounds.</li></ul>



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<u>Outcomes</u>			
<u>Personal, Social and Emotional Development</u>	<u>Communication and Language</u>	<u>Physical Development</u>	
<p>Class routines expected behaviour in school.</p> <p>Feelings and emotions.</p> <p>Friendships/games.</p> <p>Showing empathy towards others.</p> <p>Continue to manage our own needs e.g., going to the toilet, putting on coats, managing fastenings on clothes.</p> <p>Sharing and taking turns</p> <p>Teamwork</p>	<p>Role play – Home Corner – both indoor and outdoor – Zoo &amp; Vets</p> <p>What is your favourite animal?</p> <p>Tell your friends about your favourite animal.</p> <p>What different types of animals do you know about?</p> <p>Look at story books of animals.</p> <p>Name animals.</p> <p>Listening, learning, singing range of new songs.</p> <p>Developing attention and listening skills – becoming familiar with expectations, following increasingly more complex instructions.</p> <p>Speaking in full sentences and developing vocabulary, Key worker and circle time activities.</p> <p>Listening to stories and retelling stories.</p>	<p>Managing own hygiene.</p> <p>Physical activity outdoor – hoops, balls, ropes, steppingstones, stilts for balance.</p> <p>Using a pencil, scissors and other tools.</p> <p>Dough gym and sensory activities.</p> <p>Construction within block area both indoor and outdoor.</p> <p>Large construction – crates, tyres etc.</p> <p>Using large sand pit – putting on own wellies and shoes.</p> <p>Water area – drainpipes, hose pipe, watering cans etc.</p> <p>Outdoor activities.</p>	
<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts and Design</u>
<p>Animals in a tangle – finger gym.</p> <p>Pegs to make marks using paint.</p> <p>Clipboards and paper to make lists of pets of children in the class.</p> <p>Create a book full of animal stories.</p> <p>Sharing/exploring books about animals.</p> <p>Modelling how to hold books appropriately and turn the pages etc.</p> <p>Listening to and talking about stories.</p> <p>Discuss beginning and ending of story.</p> <p>Retell a familiar story.</p> <p>Phase 1 Phonics – Letters &amp; Sounds</p> <p>Phonics – Little Wandle</p> <p>School Library Buddy Session.</p> <p>Weekly library visit.</p>	<p><b>MTP</b></p> <p>Finger rhymes with numbers</p> <p>Subitising</p> <p>1:1 Counting</p> <p>Numerals</p> <p>Shapes</p> <p>Composition</p> <p>Patterns</p>	<p>Oliver's Animal Adventures to visit class.</p> <p>Have a real life veterinary to visit class.</p> <p>Save animals from trapped ice/how can we melt the ice to free the animals.</p> <p>Design a maze of animals for the bee bot to move around.</p> <p>Create a small world animal area.</p> <p>Circle time discussion topics.</p> <p>Through the topic Amazing Animals children develop early geographical understanding by exploring where animals live, comparing environments, and learning that places can be near or far, supported through play-based learning and skilled adult interaction.</p> <p>Weekly Forest School</p>	<p>Paint pictures of their pets or pets they would like to have.</p> <p>Display photos of class pets.</p> <p>Make play dough animals.</p> <p>Salt dough to make and paint animals/pets.</p> <p>Make a paper plate mask of favourite animal/pet.</p> <p>How to use the equipment within the creative area safely.</p> <p>Use collage materials.</p> <p>Develop experience of model making.</p> <p>Exploring voices/musical instruments indoor/outdoor areas.</p> <p>Daily access to construction/small world areas both indoors and outdoors.</p>



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Daily access to mark making/reading areas both indoors and outdoors. Recognising own name/letters in name. Beginning to read and write own name.	To Know You More Clearly Prayer and Liturgy.	Mixing colours.
<b>Religious Education</b> Branch 3 Galilee to Jerusalem	<b>Enhancements</b> Animal Zoo/Vet Visit Zoo Role Play area, postcards, tickets, real cameras, animal costumes/masks. Non-fiction books or fact cards. Zoo Bee-Bot Mat. Selection of logs, sticks, leaves, cones for animal habitats. Chinese New Year. Children's Mental Health Week.	<b>Spanish</b> Greetings. How are you? Numbers to 10. Colours Spanish songs
<b>Week 1</b> – Animals and Us (RSPCA) Introduction to different type of animals – 5 main animal groups, habitats. <b>Week 2</b> – Lottie's Letter – How can we save our 'Amazing Animals'? Pick an animal that needs protecting – make a model, paint or draw a picture. <b>Week 3</b> – Lottie's Letter <b>Week 4</b> – Oh No George <b>Week 5</b> – Oh No George <b>Week 6</b> – Oh No George		