



Nursery Spring 2 Planning 2026



Key Skills

Communication and Language

- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Can the child answer simple 'why' questions?
- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.
- Does the child take part in pretend play?

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.



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<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts and Design</u>
<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes. count or clap syllables in a word. recognise words with the same initial sound, such as money and mother. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. 	<ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. 	<ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Begin to develop stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Play instruments with increasing control to express their feelings and ideas.

<u>Outcomes</u>		
<u>Personal, Social and Emotional Development</u>	<u>Communication and Language</u>	<u>Physical Development</u>
Road safety – visit from Community Police to teach children how to stay safe when by the road. Discuss with the children journeys they have been on – train or bus into Liverpool. Circle games- Telephone train (sentences), Pass the car (emotions), Mystery object (transport)	Role play – Home Corner Travel agent/ticket office Outdoor role play – garage and car park for bikes and scooters Hide transport vehicles outside and encourage children to work as a team to find them Use chairs or blocks to make carriages for a train/aeroplane Listening, learning, singing range of new songs and nursery rhymes. Developing attention and listening skills – becoming familiar with expectations	Holding pencil with correct tripod grip. Managing own hygiene Zipping/fastening own coat. Dough gym, mark making and sensory activities Large construction – tyres, crates and wooden blocks Listening to and acting on increasingly more complex instructions. Showing developing control when running, skipping, jumping and travelling in various ways.



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<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts and Design</u>
<p>Phase 1 Phonics – Letters & Sounds</p> <p>Listening to transport sounds and identifying the vehicle.</p> <p>Phonics – Little Wandle</p> <p>Books with the theme of transport.</p> <p>Writing own name and holding pencil correctly</p> <p>Look at letter shapes in our names and identify what they are and the sound they make.</p>	<p>MTP</p> <p>Finger rhymes with numbers</p> <p>Ten Frame</p> <p>Composition.</p> <p>Size/Weight/Capacity</p> <p>2D/3D shapes</p> <p>Subitising</p> <p>Tally charts – How did you travel to school today?</p> <p>One more/one less using vehicles</p> <p>Simple addition using sets of vehicles.</p>	<p>Looking at maps of different parts of Liverpool and identifying our school area.</p> <p>Old and new transport</p> <p>Collecting bus, train timetables</p> <p>Sorting vehicles into wheeled and non-wheeled.</p> <p>Create a map for the Bee Bots</p> <p>Bee Bot tractors and diggers -programming</p> <p>Through the topic Transport, children develop early geographical understanding by exploring places, journeys, and environments, and learning how transport connects locations near and far through play-based experiences.</p> <p>Weekly Forest School</p> <p>To Know You More Clearly</p> <p>Prayer and Liturgy</p>	<p>How to use the equipment within the creative area safely</p> <p>Paint a variety of different types of transport for display</p> <p>Using junk materials, make models of different types of vehicles</p> <p>Create tracks by rolling vehicles in paint and marking rolls of paper</p> <p>Sing transport songs– wheels on the bus, five little men in a flying saucer etc.</p> <p>Tyre prints/rubbings</p> <p>Paints – splatter, drip, flick and pour (Jackson Pollock)</p>
<p><u>Religious Education</u></p> <p>Branch 4 Desert to Garden</p>		<p><u>Enhancements</u></p> <p>World Book Day</p> <p>Lent – Ash Wednesday</p> <p>Mothering Sunday</p> <p>STEM Week</p> <p>World Poetry Day</p> <p>Ticket office</p> <p>Easter</p>	<p><u>Spanish</u></p> <p>Greetings.</p> <p>How are you?</p> <p>Numbers to 10.</p> <p>Animals.</p> <p>Colours.</p>
<p><u>Week 1</u> – Transport</p> <p><u>Week 2</u> – The Train Ride</p> <p><u>Week 3</u> – The Train Ride</p> <p><u>Week 4</u> – The Naughty Bus</p> <p><u>Week 5</u> – The Naughty Bus</p> <p><u>Week 6</u> – Easter</p>			