



Nursery Spring Term 2026

Themes	Transport	People Who Help Us
Subject	Topics covered	
Religious Education (Come and See)	Branch 3 - Galilee to Jerusalem The Kings Visit/ Glory Be/ Jesus' Love	Branch 4 - Desert to Garden Lent/Holy Week/Easter/Signs of celebration
Reading	<p>Begin to understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> <p>Enjoy a range of books. Begin to recognise first name mostly independently. Look at different signs and talk about how all print has a meaning.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> </ul> <p>Clap out syllables in a word Begins to recognise first name independently.</p>
Key Texts	<p>Cool Cars, Tough trucks. Duck in a truck. One pig went for a ride, Choo, Choo Clickety Clack. Terrific trains. Goat in a boat. Magic train ride. Dazzling diggers.</p> <p><b>Poems</b> Pancakes I can Build a Snowman Hungry Birdies</p>	<p>Busy People, Charlie the firefighter, Topsy and Tim series including Meet the Police, Awesome engines, Emergency! Cops and Robbers.</p> <p><b>Poems</b> Mrs Bluebird A Little Seed</p>
Phonics	Little Wandle- m d g o c k e	Little Wandle- u r h b f l j
Writing	<p>Begin to make to make marks. Drawing the write way. Observational drawing.</p>	<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Can recognise own name and attempts to write some letters from own name.</p>



		Drawing the Write way.
Mathematics	<p>Explore number Four, counting, recognising numeral and representing with fingers and objects. Select four from a group. Begin to separate 3/4 objects in different ways. Recognise and match some number patterns Subitise to 4. Explore squares. Begin to talk about shapes and properties. Compare 2 groups saying when they have the same/different number Positional language. Begin to follow instructions using positional language. Concept Cat- Under, More, Less, Fast, Slow, Loud</p>	<p>Copy a pattern. Begin to continue a pattern Explore number Five, counting, recognising numeral and representing with fingers and objects. Select Five from a group. Understand how many are left from number rhymes. Recognise that not only objects can be counted. Continue to subitise and talk about how numbers are made up. Concept Cat- Behind, top, bottom, quick</p>
Personal, Social and Emotional Development	<p>Welcome the new year. Circle time- what is your name, something special about you, what did you get for Christmas? With support help children join junk materials together to create vehicles.</p>	<p>Opportunities will be provided to enable the children to: Become more outgoing with unfamiliar people, in the safe context of their setting. *Increasingly begin to follow rules, understanding why they are important. *Do not always need an adult to remind them of a rule. *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.</p>



Communication, Language and Literacy	<p>Look at photographs and videos of vehicles. Understand 'why' questions. "Why do you think the think a car has wiper blades?".</p> <p>Read vehicle stories and answer Blank Level One and Two questions relating to the story.</p> <p>Give instructions to go behind the nursery fence. Look at passing traffic and talk about what they see. Can the children talk about what vehicles pass by?</p>	<p>Listen to rhymes, talk about familiar books, and give opportunities to tell a long story.</p> <p>Read stories about people who help us and answer Blank Level One and Two questions relating to the story.</p>
Physical Development	<p>Support children to make ramps using different outdoor materials. Work together to move planks, crates and large equipment.</p> <p>Dough disco</p> <p>Support children to work together to connect water gutters. Can they make the water travel around the garden?</p> <p>Drawing the Write way.</p>	<p>Opportunities will be provided to enable the children to:</p> <ul style="list-style-type: none"><li>* Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li><li>* Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.</li><li>* Make healthy choices about food, drink, activity (discussed during topic work)</li><li>* Start taking part in some group activities which they make up for themselves, or in teams.</li></ul>
Understanding the World	<p>Look at a variety of vehicles and how they move.</p> <p>Discuss how vehicles move- push and pull</p> <p>Explore different vehicles and materials in a forces experiment. Talk about what happens and why.</p>	<p>Learn about different job roles, including occupations of family members.</p> <p>Invite a range of visitors to talk about their occupations.</p>



	<p>Through play talk about floating and sinking. Talk about what happens to different materials when they are placed in water. Try to make a boat that will float. Explore materials and water funnels in the outdoor area. Which materials flow the fastest and why?</p>	<p>Visit different parts of the school and find out about different job roles. Discuss oral hygiene. Look at the job of a dentist - how can we keep our teeth and body healthy? Seasonal Change - Spring.</p>
<p>Expressive Arts and Design</p>	<p>Look at old and new cars, discuss how they have changed. Observational drawing 'cars and buses'. Start to create shapes to represent objects. Remember and sing 'Twinkle, Twinkle Chocolate Bar' and 'Wheels on the Bus'. Can we change the lyrics and improvise? Build own trains or vehicles using construction sets. Use junk materials to make vehicles, joining pieces together and exploring different textures. Valentine's day hearts- Colour mixing to make shades of pink. Look at Jackson Pollock. Children to create own 'Jackson Pollock' art using vehicles/scooters. Explore colour mixing with Jackson Pollock art.</p>	<p>Respond to what they have heard and talk about what they would like to be when they grow up. Provide opportunities and props for 'People Who Help Us' role play. Remember and sing entire songs including: Miss Polly had a Dolly I'm a little fire fighter Doctor Foster Spring Chicken</p>
<p>RSE - Journey in Love</p>	<p>Social and Emotional</p>	