

Curriculum Planner

Term: Spring 1 2026

Year: Nursery


'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Hope	The Rule of Law

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
Key book Working together Whole group book shares Class library to encourage home reading Confidence in sharing and talking about books Phase 1 phonics and beginning Talk for Writing / Story sacks / Re-telling stories/Story listening station Descriptive language: characters. Story and character focus on topic: repetitive phrases. Respecting each other's views and opinions in P4C discussions.	Truth– Collective worship focus Class reflection area Whole school collective worship Watching the seasons change End of day and lunchtime prayers Godly play Discussions about feelings	Fruit, milk and water – keeping our bodies healthy Family traditions Gross motor skills on climbing equipment Getting changed for PE – independence Washing hands Being aware when children need the toilet Going to the toilet independently Modelling play for new children
<u>Core text</u> Nursery The Very Hungry Caterpillar The Gingerbread Man Little Red Riding Hood The Three Little Pigs Noah's Ark Whatever Next! Peace at Last Owl Babies	<u>Cultural Capital</u> Use of outside space. High quality language and communication skills modelled. Access to high quality text within books throughout the curriculum Woodland walk Use of outside space Adult modelling of high-quality language	<u>Global Learning</u> Understanding what the world is? Looking at countries What is a family? Family members What is important to us? Learning about England in WHD

Topic: Winter and Superheroes

<p><u>Communication and language</u></p> <p>Nursery use Elklan activities to support children's understanding and verbal reasoning,</p> <p>Nursery use WELLCOMM to support children with English as an Additional Language.</p> <p>Nursery All adults model good spoken English and develop children's vocabulary using quality texts, discussion, modelling and rephrasing.</p> <p>Modelling – Adults model one word to convey need eg drink; they then add a word on eg more drink, drink please; extending the sentence at the pace of the child eg can I have a drink please until the child is able to communicate need.</p>	<p><u>Physical development</u></p> <p>See pre-writing skills progression document for details of how we support children's fine motor development and early writing skills. Develop the overall body strength, co-ordination, balance and agility needed to support future gross motor activities.</p> <p>Develop the small motor skills so that they can use a range of tools, competently, safely and confidently. Develop core muscle strength to achieve a good posture when sitting at a table or on the floor.</p>	<p><u>Personal, social and emotional development</u></p> <p>Nursery have new children throughout the year Settling in / Building relationships / Social interactions</p> <p>All children to take part in discussions regarding topical issues/concerns in the classroom after reading a related story. E.g. transition, friendship, kindness,</p>
<p>Listening, Attention and Understanding Children will sing and engage in a large repertoire of songs.</p> <p>Speaking Children will have regular opportunities to hear modelled language correctly pronounced and using the correct tense.</p>	<p>Gross Motor Children will be able to show confidence in balancing on one foot. Children will begin to pedal a tricycle. Children will use steps and climbing apparatus with alternate feet. Children will have opportunities to use large muscle movements in their shoulders to wave, paint, and mark make.</p> <p>Fine Motor Children will begin to use one handed tools, like scissors to snip paper. Children will begin to demonstrate a comfortable pencil grip. Children will be encouraged to demonstrate a dominant hand.</p> <p>Health and Self Care Children will be encouraged to handle their own care needs with a degree of independence. Children will be encouraged to talk about healthy choices.</p>	<p>Self-Regulation Children will be familiar with rules and begin to understand why they are important.</p> <p>Managing Self Children will select resources they need to achieve a goal set or chosen for them.</p> <p>Building Relationships Children will begin to engage in play with others.</p>

<p><u>Literacy</u></p> <p>We will develop story telling skills through Talk for Writing and repetitive story telling.</p> 	<p><u>Mathematics</u></p> <p>Children will be introduced to numerical concepts through a process of play, adult led and activities and planned provision.</p> <p>Children will explore concrete apparatus to develop their understanding.</p> <p>Children will follow White Rose Maths scheme alongside elements of the Mastering Maths programme.</p>		<p><u>Understanding the World / People and communities</u></p> <p>TastEd activities where they use their senses to explore fruit, vegetables, herbs and spices.</p> <p>The respond to planned questions about the 'book of the week' which supports their scientific thinking.</p> <p>Activities are planned that focus on the world beyond our school and comparisons are made with other countries.</p> <p>We observe and respond to the changing seasons. Recording this on a timeline.</p> <p>Planned Scientific adult led activities and provocations linked to stories using the Play BC website.</p>
<p>Comprehension</p> <p>Children will learn about authors, reading left to right and the difference between writing and illustrations.</p> <p>Children will engage in book talk sessions.</p> <p>Word Reading</p> <p>Children will take part in phonological awareness activities that involves rhyming elements.</p> <p>Children will begin to show an awareness of syllables.</p> <p>Writing</p> <p>Children will engage in a wide range of pre writings skills to promote the development of large muscle and small muscle co-ordination.</p> <p>Children will be supported and encouraged to write letters they are familiar with.</p>	<p>Children have opportunities to sing number songs and rhymes.</p> <p>Children will be introduced to zero.</p> <p>Children will have opportunities to subitise up to 3.</p> <p>Children will learn more, less and same.</p> <p>Children will have opportunities to explore number composition.</p> <p>Children will learn about heavy and light and full and empty.</p>		<p>History: Past and Present</p> <p>Children will explore pictures and books showing how life was different in the past</p> <p>Geography: People, Culture and Communities</p> <p>Children will have opportunities to talk about changes that have occurred.</p> <p>Science: The Natural World</p> <p>Book: Topsy and Tim go to the Doctors</p> <p>Adult led activities and provocations: repeated pill patterns provocations. Making medicines adult led</p> <p>RE: People, Culture and Communities</p> <p>Technology: Understanding the World</p> <p>Children will explore technology at home and school..</p>
<p><u>Expressive arts and design</u></p> <p>Children will begin to use elements of the Charanga music scheme. They will learn about some Artists and composers of the moment along with the rest of the school.</p> <p>We ensure that our interactions during child-initiated play foster independence and individual imagination.</p>	<p><u>Parental Engagement:</u></p> <p>Inviting parents in for class library.</p>		<p><u>Visitors and visits</u></p>
<p>Music/Imaginative play: Being Imaginative</p>	<p>New parents' meetings</p>		<p>Settling in term</p>

<p>Children will be able to distinguish the different familiar sounds they hear.</p> <p>Children will be supported to use different objects and materials to represent something else.</p> <p>Art & Design: <i>Creating with Materials</i></p> <p>Children will begin to draw with increasing complexity and detail from both their imagination and observation.</p> <p>Children will be able to talk about colour and the differences they notice.</p>	<p>Library books</p> <p>Daily contact at the gate</p> <p>Tapestry</p>	
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