

Spring 2026



Termly Plan

Weekly plans will show the activities, rhymes and songs that will help the children achieve the statements from Development Matters.

Nursery

Week	Date	Theme	Phonics Focus on aspects 2, 4, 5 & 6 & Sound of the Week	Maths	Forest School	PE	Understanding the World & Expressive Arts and Design Over the term we will be exploring . . .	RE Feelings	Role Play
1	Date 6 th to 9 th January (4 days)	Winter One Snowy Night by Nick Butterworth What is the weather like in Winter?	My Musical Family (2)	Counting How many animals are in the story? Count in everyday contexts. (N1) Say one number for each item in order. (N2)		Provide opportunities to . . . Enjoy moving when outdoors and inside.	Explore and respond to different natural phenomena in the setting. Notice differences between people. (N1) Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel.	Happy New Year What are you excited about?	Dentist
2	12 th to 16 th January	What do we wear to keep warm? What games can you play in the snow? How do you make a sledge move? How do you make a snowball?	Trip to the Shops (5) Sound of the Week c	Position Climb and squeeze themselves into different types of spaces. (N1) Understand position through words alone with no pointing. (N2)	Collect sticks and make stick crowns.	Explore obstacle courses with opportunities to fit themselves into spaces, like tunnels, dens and large boxes.	Explore and talk about different forces they can feel. Continue developing positive attitudes about the differences between people. Explore how things work. (N2) Move and Dance to music. (N1) Respond to what they have heard, expressing their thoughts and feelings. (N2)	In the story the animals are frightened. What makes you frightened? Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. (N2)	
3	19 th to 23 rd January	Explore ice and how water changes.	Auntie's Awful Soup (5)	Routes	Treasure hunt following pictures from	Continue to explore obstacle course with opportunities to . . . walk, run, jump and climb.	Drawing Start to make marks intentionally.	In the story Percy is kind. When have you seen someone	

			Sound of the Week s s for snow	Build with a range of resources. Complete inset puzzles. (N1) Describe a familiar route. Discuss routes and locations, using words like 'in front of' and behind. (N2)	the story in the correct order of what happens in the story.		Express ideas and feelings through making marks and sometimes give a meaning to the marks they make. (N1) Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings like happiness, sadness, fear, etc.	do something kind?
4	26 th to 30 th January	The Gruffalo and The Gruffalo's Child By Julia Donaldson What is your favourite food? Explore shadows.	Police Sound Lotto (1) Sound of the Week o	Size Compare sizes. (N1) Make comparisons between objects relating to size. (N2)	Explore the deep, dark wood and find the characters from the story.	Routes around the outside area, moving on different parts of the route. Walk, jump, hop, skip.	Role Play Dressing up as a . . . What jobs are the children aware of? Gather ideas ready to set up a specific role play area in week 3. Feel strong enough to express a range of emotions. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond the normal range through play and stories.	When have you been good? What did you do that was good?
5	2 nd to 6 th February		Medicine Mix (4) Sound of the Week a	3D Shape Build with a range of resources. (N1) Talk about and explore 3D shapes using informal and mathematical language. (cube, cuboid, flat, round) Select shapes appropriately. (N2)	Plant seeds, what will they need to grow?	Moving to music, create different sequences of movement along the routes taken around nursery or the hall.	Talk about their feelings in more elaborated ways. (N1) Feel strong enough to express a range of emotions. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond the normal range through play and stories.	When have you been brave?
6	9th to 13 th February		Pass the Sound (6) Sound of the Week d	Comparison compare amounts, saying 'lots', 'more' or 'same'. (N1) Compare quantities using language: 'more than', 'fewer than'.	Go on different routes around the wild area and talk about what they saw. Are there ant trails in the wild area? What might	Using the large apparatus to take different routes around the hall, moving under, over and around. Explore rolling on mats.	Talk about their feelings in more elaborated ways. (N1)	Love Who was St Valentine? What is love? Who do I love? Who loves me? How do I know when someone loves me?

				Experiment with their own symbols and marks as well as numerals. (N2)	have left them?				
Half Term									
7	23 rd to 27 th February	Chinese New Year (The Year of the Horse) The Chinese New Year story How is Chinese New Year celebrated?	Pam's Glad Rags (6) Sound of the Week g	Pattern Notice patterns and arrange things in patterns. (N1) Talk about and identify the patterns around them. (stripes, pointy, spotty, blobs). Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. (N2)	Bird watching	Balancing Walk around mats and along benches. Spin on different parts of the body. Gradually gain control of the whole body.	Family's Make connections between the features of their family and other families. (N1) Begin to make sense of their own life-story and family's history. (N2) Different Countries Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (N2) Scissor Control	How did the other animals feel when they didn't win the race? How would you feel? What would you say to the other children in the race? How can you be kind?	
8	2 nd to 6 th March	Puffin Peter By Petr Horacek Explore friendship and kindness.	Arctic Animal Claps (4) Sound of the Week e	Counting and subitising Count in everyday contexts sometimes skipping numbers. (N1)	Spring Watch	Climbing Who can climb onto a red table and jump off? Walk, run, jump and climb.	Explore different tools. (N1) Use one-handed tools and equipment, for example. making snips in paper with scissors. (N2) Pretend Play Start to develop pretend play, pretending that one object represents another.	Who are your friends? What makes a good friend?	Vets

9	9 th to 13 th March		<p>Guess My Jungle Animal (2)</p> <p>Sound of the Week f</p>	<p>Recite numbers past 5. Say one number for each item in order.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 5. (N2)</p>	<p>Seed Planting ~ Sweet Peas</p>	<p>Ball Skills Rolling</p>	<p>(N1) Take part in pretend play, using an object to represent something else even though they are not similar. (N2)</p> <p>Music Show attention to sounds and music. Respond emotionally and physically to music when it changes. Anticipate phrases and actions in rhymes and songs.</p> <p>Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p>	<p>Mother's Day on 15th March</p> <p>What does Mummy do for you? How do we celebrate Mother's Day?</p> <p>Make Mother's Day cards</p> <p>Different words used for Mummy?</p> <p>Mum, Mother etc. celebrate, flowers, decorate, fix</p>	
10	16 th to 20 th March	<p>Easter The Easter Story</p> <p>How do we celebrate Easter?</p> <p>Make Easter cards</p> <p>Easter egg hunt</p>	<p>Hoppy Poppy goes Snorkelling (4)</p> <p>Sound of the Week l</p>	<p>2D Shape Talk about and explore 2D using informal and mathematical language 'sides', 'corners', 'straight'. Combine shapes to make new ones - an arch, a bigger triangle. (N2)</p>	<p>Spring Walk and visit the playing field</p>	<p>Kicking a ball</p>	<p>Enjoy and take part in action songs. (N1) Listen with increased attention to sounds. Respond to what they have heard expressing their thoughts and feelings. Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs. Play</p>	<p>What makes you sad?</p>	

<p>11</p>	<p>23rd to 27th March</p>		<p>Recap sounds covered so far and who can form the letters correctly.</p>	<p>Capacity Compare amounts, saying 'lots', 'more' or 'same'. (N1) Compare quantities using language, 'more than', 'fewer' than. (N2)</p>	<p>Make nests for chicks ~ Hide and find ~ Games ~ Scavenger hunt</p>	<p>Throwing and catching</p>	<p>instruments with increasing control to express their feelings and ideas. (N2)</p>	<p>What makes you angry? How do we control our anger?</p>	
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Observations Checkpoints What can the children do?

Communication and Language		Personal, Social and Emotional Development		Physical Development		Literacy		Mathematics		Understanding the World		Expressive arts and design	
On entry to Nursey	listen and respond to a simple instruction like "Adam, put on your shoes?"	On entry to Nursey	be increasingly curious about my world and want to explore it and be noticed by my adult?	On entry to Nursey	pick up something small with my first finger and thumb (such as a piece of string)?	At the age of 3 I can . . .	enjoy songs and rhymes. Tuning in and paying attention.	At the age of 3 I can . . .	combine objects like stacking blocks and cups and put objects inside others and take them out again.	At the age of 3 I can . . .	repeat actions that have an effect.	At the age of 3 I can . . .	show attention to sound and music.
	use a range of adult like speech patterns (jargon) and at least 20 clear words?						join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.		take part in finger rhymes with numbers.		explore materials with different properties.		respond emotionally and physically to music when it changes.
	understand lots of different single words and some two-word phrases, such as "give me" or "shoes on"?						say some of the words in songs and rhymes.		react to changes of amount in a group of up to three items.		explore natural materials, indoors and outside.		move and dance to music.
Around 2 years old	show an interest in what other children are playing and sometimes join in?	Around 2 years old	start to see myself as a separate person? For example, do I decide what to play with, what to eat, what to wear?	Around 2 years old	run well, kick a ball and jump with both feet off the ground at the same time?		copy finger movements and other gestures.		compare amounts, saying 'lots', 'more' or 'same'.		explore and respond to different natural phenomena in their setting and on trips.		anticipate phrases and actions in rhymes and songs, like 'Peepo'.
	use up to 50 words?						sing songs and say rhymes independently, for example, singing whilst playing.		show counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.		make connections between the features of their family and other families.		explore my voice and enjoy making sounds.

	put two or three words together: "more milk"?						enjoy sharing books with an adult.		count in everyday contexts, sometimes skipping numbers – '1-2-3-5'		notice differences between people.		join in with songs and rhymes, making some sounds.
	frequently ask questions, such as the names of people and objects?						pay attention and respond to the pictures or the words.		climb and squeeze myself into different types of spaces.				make rhythmical and repetitive sounds.
	understand many more words than I can say – between 200 – 500 words?						have favourite books and seek them out, to share with an adult, with another child, or to look at alone.		build with a range of resources.				explore a range of sounds-makers and instruments and play them in different ways.
	understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"						repeat words and phrases from familiar stories.		complete inset puzzles.				notice patterns with strong contrasts and be attracted by patterns resembling the human face.
Around 3 years old	shift from one task to another if you get my attention. Using my name can help "Jason, can you stop now? We're tidying up".	Around 3 years old	enjoy the company of other children and want to play with them?	Around 3 years old	climb confidently, catch a large ball and pedal a tricycle?		ask questions about the book. Make comments and share my ideas.		compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall'. 'heavy'.				start to make marks intentionally.

	use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).		sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?		find it difficult to sit comfortably on a chair?		develop play around favourite stories using props.		notice patterns and arrange things in patterns.				explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
	link up to 5 words together?		settle to some activities for a while?		use the toilet and I'm dry most days?		notice the first letter of my name, a bus or door number, or a familiar logo.						express ideas and feelings through making marks and sometimes give a meaning to the marks they make.
	use pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with.						enjoy drawing freely						enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
	follow instructions with three key words like: "Can you wash dolly's face?"						add some marks to my drawings, which I give meaning to. For example: "That says mummy."						start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

	show that I understand action words by pointing to the right picture in a book? For example: "Who's jumping?"						make marks on my picture to stand for my name.						explore different materials, using all their senses to investigate them.
	Can I shift from one task to another if you fully obtain my attention, for example, by using my name?					At the age of 4 I can . . .	understand print has meaning	At the age of 4 I can . . .	recognise up to three objects without having to count them.	At the age of 4 I can . . .	use all of my senses in hands-on exploration of natural materials.		manipulate and play with different materials.
Questions to consider . . .	Am I a child whose speech is not easily understood by unfamiliar adults? Monitor my progress and consider whether a hearing test might be needed.	Questions to consider . . .	Do I get extremely upset by certain sounds, smells or tastes, and cannot be calmed? Or do I seem worried, sad or angry for much of the time. My adult will need to work closely with my parents and other agencies to find out more about these developmental difficulties				understand print can have different purposes		recite numbers past 5.		explore collections of materials with similar and/or different properties.		use their imagination as they consider what they can do with different materials.
Around the age of 4	use sentences of four to six words – "I want to play with cars" or "What's that thing called?"	Around the age of 4	play alongside others or do I always want to play alone?	Around the age of 4	Do I appear to be overweight?		understand we read English text from left to right and from top to bottom		say one number for each item in order: 1,2,3,4,5.		talk about what I see, using a wide vocabulary.		make simple models which express my ideas.
	use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".		take part in pretend play (for example, being 'mummy' or 'daddy?')		Do I appear to have poor dental health?		understand the names of the different parts of a book		know that the last number reached when counting a small set of objects tells you how many there are in total.		begin to make sense of my own life story and family's history.	At the age of 4 I can . . .	take part in simple pretend play, using an object to represent something else even though they are not similar.

	use the future and past tense: "I am going to the park" and "I went to the shop"?		take part in other pretend play with different roles – being the Gruffalo, for example? Can I generally negotiate solutions to conflicts in my play?		Am I reliably dry during the day?		understand page sequencing		show 'finger numbers' up to 5.		show interest in different occupations.		begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
	answer simple 'why' questions?						spot and suggest rhymes		link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5.		explore how things work.		make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
							count or clap syllables in a word		experiment with my own symbols and marks as well as numerals.		plant seeds and care for growing plants.		explore materials freely, in order to develop their ideas about how to use them and what to make.
		Questions to consider ...	Do I seem worried, sad or angry for much of the time? Do I flit from one thing to the next? Do I seem to stay for over-long periods doing the same thing, and become distressed if I'm encouraged to do something different? You will need to work closely with my parents and other agencies to find out more about these developmental difficulties.				recognise words with the same initial sound, such as money and mother		solve real world mathematical problems with numbers up to 5.		understand the key features of the life cycle of a plant and an animal.		develop their own ideas and then decide which materials to use to express them.
							engage in extended conversations about stories, learning new vocabulary.		Compare quantities using language: 'more than', 'fewer than'.		begin to understand the need to respect and care for the natural environment and all living things.		join different materials and explore different textures.

							use some of my print and letter knowledge in my early writing. E.g. writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.		talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.		explore and talk about different forces they can feel.		create closed shapes with continuous lines, and begin to use these shapes to represent objects.
							write some or all of my name.		understand position through words alone – for example, "The bag is under the table," – with no pointing.		talk about the differences between materials and changes I notice.		draw with increasing complexity and detail, such as representing a face with a circle and including details.
							write some letters accurately.		describe a familiar route.		continue to develop positive attitudes about the differences between people.		use drawing to represent ideas like movement or loud noises.
									discuss routes and locations, using words like 'in front of' and 'behind'.		know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
									make comparisons between objects relating to size, length, weight and capacity.				explore colour and colour mixing.
									select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.				show different emotions in their drawings – happiness, sadness, fear.

									combine shapes to make new ones – an arch, a bigger triangle etc.				listen with increased attention to sounds.
									talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.				respond to what I have heard, expressing my thoughts and feelings.
									extend and create ABAB patterns – stick, leaf, stick, leaf.				remember and sing entire songs.
									notice and correct an error in a repeating pattern.				sing the pitch of a tone sung by another person ('pitch match').
									Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then ...'				sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
													create my own songs, or improve a song around one I know.
													play instruments with increasing control to express my feelings and ideas.

