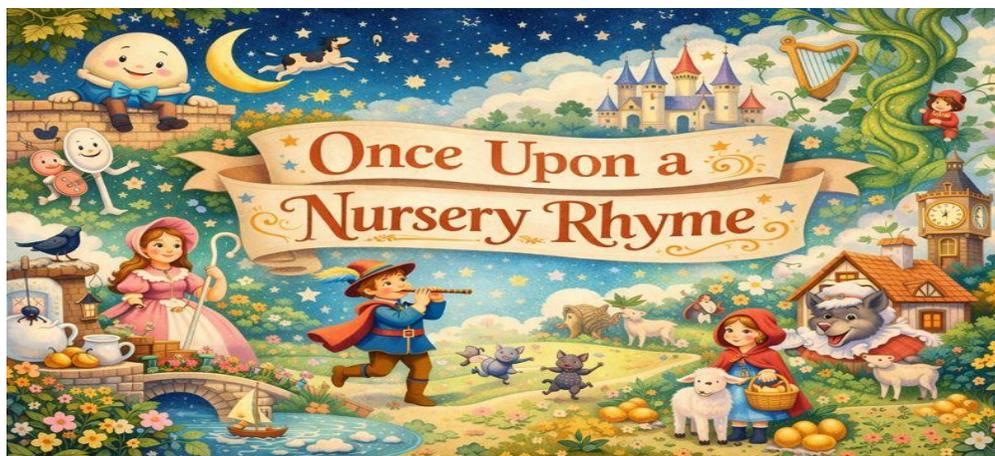


Spring Term 2026 Planning Themes: Foundation Stage



Responsible Citizens

Community Cohesion

As members of our local community we will consider what it means to 'belong' to different groups – families, friendships and class.

We will learn Makaton for a small range of poems and rhymes and perform them at a special event. This will support our understanding of communicating to other children with sensory needs.

We will visit our neighbours' gardens to compare and contrast seasons.

Sustainability

As environmentally aware citizens we will follow our Vegetable Planting Calendar and plant a wide range of vegetables and herbs. These will then be incorporated into our cooking sessions.

We will continue to develop our Nursery Garden; using recycled materials to create a sensory area.

We will continue Beach School visits to local beaches and learn how to care for our local environment.

Confident Individuals

Creative Arts

As creative artists, we will experience the potential of a wide range of materials, including paint, pencil, paper and card. In 'The Studio' we will experiment with blocks, colours and marks and we will explore how colour can be changed.

We will explore rhyme and rhythm by internalising a wide range of nursery rhymes and poems. We will explore making our own music, instruments and our own versions of rhyme.

We will explore story telling through sensory and dramatic enhancements.

Well-being

As well individuals, we will be encouraged to talk about what we like to do and what we are good at. Through story and song we will be encouraged to think about the importance of respecting differences between people, to consider how our behaviour affects others and to play and work cooperatively.

We will learn how to develop a healthy and safe lifestyle with regard to nutrition and personal hygiene.

Successful Learners

Areas of Learning

Personal, Social and Emotional Development

We will start to form strong friendships within the class. We will explore what makes things 'fair' and continue to develop turn taking and negotiation. We will think about how we can look after our friends and work together co-operatively for a shared aim. We will follow very simple rules to stay safe when visiting the wider locality with familiar adults. We will explore 'belonging' as part of 'Children's Mental Health Week' and we will explore the importance of belonging in supportive environments and being part of a community.

Physical

Nursery children will be able to use the toilet independently, managing clothing and washing hands without a reminder. We will practise putting our own shoes on independently. Nursery children will copy all aspects of whole-body action rhymes and challenges. We will explore the outdoor environment and use resources to bowl, catch and roll. We will chase and collect tyres and barrels. We will explore mark making with a range of different size mark making materials to support our pencil grip. We will explore good oral hygiene and will be able to confidently imitate a good tooth brushing routine.

Understanding the World

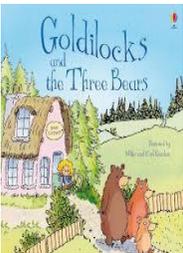
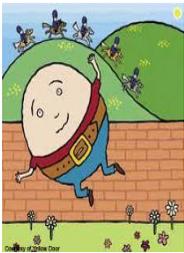
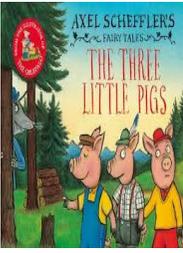
We will explore our local area and begin to recognise key features of our local environment. We will ask questions and talk about why things that happen. We will also look closely at patterns and change. We will explore how to treat living things with care. We will be given opportunities to talk about our families, special times and events. We will celebrate Luna New Year, talk about traditions and the country of China. We will learn a traditional Chinese Nursery rhyme. We will explore local bird life and record our findings as part of 'Big Schools' Bird Watch;

Creative Development

In Nursery we will sing familiar songs, experiment with musical instruments and begin to tap out simple repeated rhythms. We will explore how to change sounds and use the vocabulary fast/slow and long/short. During our hall time we will move rhythmically to music and develop dance sessions based on story and rhymes. We will move to rhyme during 'Nursery Rhyme Yoga'. We will sing lots of songs and make up our own focussing on rhyming words and alliteration.

Nursery Curriculum Map Spring 2026

Core Subjects

Communication, Language and Literacy	Mathematics	Understanding the World
<p>Remain engaged from the beginning to the end of longer books.</p> <p>Anticipate the ending of familiar books.</p> <p>Use talk to organise play, assigning roles, directing others, choosing resources.</p> <p>Join in with very familiar repeated sections in books. Join in sections of familiar rhymes with all actions.</p> <p>Make continuous linear marks and other effects with hands and tools on a range of scales.</p> <p>Notice very familiar letter symbols in the environment such as letters from their name.</p> <p>Pre Reading Skills: Aspect 4 – Rhythm and Rhyme Aspect 5 – Alliteration Aspect 6 – Voice Sounds</p> <p>Our key texts and rhymes are: Humpty Dumpty, Polly put the Kettle on, Five Currant Buns, The Gingerbread Man, Goldilocks and the Three Bears, The Three Little Pigs</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>	<p>Subitise within 3.</p> <p>Explore making sets up to five and talk about these arrangements.</p> <p>Show sets on fingers within 5.</p> <p>Process and use positional vocabulary accurately in small world scenes and when building.</p> <p>Arrange 2D shapes, narrating choices with informal descriptions of properties.</p> <p>Use everyday language to compare size.</p> <p>Continue an ABAB linear pattern with everyday objects.</p> <p>Solve everyday problems with numbers up to 5.</p> <p>Count sets to five and recall the total.</p> <p>Count out five objects from a larger group.</p> <p>Process and use positional vocabulary accurately when out in the wider locality.</p> <p>Ascribe meaning to 3D shapes when building, according to their properties.</p> <p>Process language to create structures or arrangements longer, shorter, taller, wider than mine.</p> <p>Describe patterns on resources and in the environment using everyday language or regularity and repetition to describe features.</p>	<p>Collect materials for a particular purpose and explain.</p> <p>Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end.</p> <p>Respond appropriately to adult guidance to treat living things with care.</p> <p>Talk about their families, special times and events.</p> <p>Work alongside adults imitating their actions as they care for living things.</p> <p>Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work.</p> <p>Use programmable age-appropriate software e.g., Rugged Racers. Scan a QR code to find out information.</p> <p>Learn how to care for different animals.</p> <p>Take part in ‘Big Schools Bird Watch’, create bird feeders and collate results.</p> <p>Gain an understanding and take part in festivals and celebrations: Luna New Year, Shrove Tuesday and Easter.</p> <p>Gain an understanding and celebrate the Hindu festival of Holi.</p> <p>Plant a range of herbs and vegetables as part of ‘Sow, Grow, Cook, Eat’ and observe changes.</p>