

NURSERY CLASS MEDIUM TERM CURRICULUM OVERVIEW – Spring 2026

This term our Foundation Stage Curriculum will be planned around the book *Winter* by Allie Busby. We will also be looking at the school Values and how we can develop these in Nursery. Later in the term we will look at the celebrations of Easter. Special enhanced provision activities linked to themes will be introduced by an adult added to the environment. Maths Passports will begin in the Spring Term.

Characteristics of Effective Learning	PERSONAL, SOCIAL AND EMOTIONAL	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
This is the way that children engage with other people and their environment. They are grouped into three areas of learning: - - Playing and Exploring – children investigate and experience things, and have a ‘go’. - Active Learning – children concentrate and keep on trying. - Creating and Thinking Critically - children have and develop their own ideas. These areas underpin learning and development across all areas and support the child to remain an effective and motivated learner. Children develop at their own rates and in their own way. These development statements suggest a typical range of development.	- Expressing their own preferences and interests. - Being aware that some actions can hurt or harm others; - Having a growing ability to distract self when upset, e.g. by engaging in a new play activity. - Seeking out others to sharing experiences; - Play with one or more other children, extending and elaborating play ideas.	- Recognising and responding to many familiar sounds; - Have single channelled attention. Shifting to a different task if attention fully obtained using child's name helps focus; - Using language as a powerful means of widening contacts, sharing feelings, experiences and thoughts; - Beginning to use word endings e.g. going, cats; - Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	- Climbing confidently and beginning to pull themselves up on nursery play climbing equipment; - Use large-muscle movements to wave flags and streamers, paint and make marks. - Turning pages in a book, sometimes several at once;
LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS
- Filling in the missing word or phrase in a known rhyme, story of game, e.g. 'Humpty Dumpty sat on a wall. Humpty Dumpty had a little pony. Humpty Dumpty was happy.' - Having some favourite stories, rhymes, songs, poems or Jingles. - Distinguishing between the different marks they make.	- Knowing that a group of things change in quantity when something is added or taken away. - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Experiment with their own symbols and marks as well as numerals. - Noticing simple shapes and patterns in pictures: - Beginning to categorise objects according to properties such as shape or size.	- They will have an understanding of yesterday and tomorrow; - Beginning to have their own friends; - Continue developing positive attitudes about the differences between people. - Enjoying playing with small-world models such as a farm, a garage, or a train track - Noticing detailed features of objects in their environment. - Use all their senses in hands-on exploration of natural materials.	- Experimenting with blocks, colours and Marks - Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'; - Beginning to make-believe by pretending; - Join in singing favourite songs; - Creating sounds by banging, shaking, tapping or blowing; - Showing an interest in the way musical instruments sound.

Extend your learning at home by: The most important thing you can do to help your child's language skills to develop is to talk with and listen to them as much as possible. A rich vocabulary is a key to good progress in all curriculum areas. The sharing of stories and books is also vital to their reading development. Take time to read stories and talk about the pictures, ask your child what can they see, whether they like the story or what they think will happen next or at the end of the story. Developing their vocabulary and language will support progress across all areas of the curriculum, as they share their learning journey through our school.