

Nursery Medium Term Planning Spring Term 2026

Children can identify and describe homes that people live in, in different parts of the world.

To know why and how people celebrate Easter and spring symbolising the new life.

PSED Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Begins to talk with others to solve conflicts. Talk about their feelings. Can put their coat on independently. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts.		CLL Continue to enjoy listening to longer stories and can comment on what is happening. Use a wider range of vocabulary. Understand a question or instruction that has two parts. Use longer sentences of four to six words.		PD Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Put coats on. Be increasingly independent in meeting their own care needs. Start to eat independently Show a preference for a dominant hand.			
Supporting new Turtles Circle games Turn taking, sharing, working together What makes you happy? Sad? Cross? Excited? How do you feel when you win? Lose? What does Mummy do for you? Who, what, where is special to you?		Listening games Making Role Play areas Sharing ideas during circle time and listening to others Speaking and listening the rhymes.		Manipulating clay and dough Using tools—scissors, cooking utensils Reinforce pencil grip to form letters Throw and catch balls Use Chopsticks Values - keeping healthy body and mind			
L		M Say one number for each item in order: 1,2,3,4,5.		UW		EAAD	

<p>Listen to a story and comment on the events.</p> <p>Talks about a book using the pictures.</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Develop alliteration skills such as Mummy's money mountain, six silly sausages</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</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.</p> <p>Joins in with finger rhymes with numbers.</p> <p>Start to copy and continue a simple ABAB pattern – stone, leaf, stone, leaf</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to length and weight.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Begin to make sense of their own life-story and family's history</p> <p>Show interest in different occupations.</p> <p>Show interest in different occupations</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Explore how things work.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Develop storylines through small-world or role-play.</p> <p>Sing the pitch of a tone sung by another person.</p> <p>Sing familiar songs.</p> <p>Begin to develop complex stories using small world equipment.</p>
<p>Little Wandle games - Phase 1</p> <p>Little Wandle Key texts:-'Lulu loves the library', 'Would you rather and 'Where's Lenny?'</p> <p>Weekly News</p> <p>Action songs</p> <p>Retell Chinese New Year Story</p> <p>Easter Story</p> <p>Visit to library to change books</p>	<p>Number rhymes and songs</p> <p>Working with numbers to 5</p> <p>Numicon</p> <p>More/less</p> <p>Counting 1:1</p> <p>Ordering numbers</p> <p>Match number to quantity.</p>	<p>Identify where winter fits into the seasons</p> <p>What does Winter look like</p> <p>Find out about the Arctic, Savannah, Rainforest - animals and habitats</p> <p>The Easter Story</p> <p>Visit to the local Library</p> <p>Identify where spring fits into the season</p> <p>Life cycles of chicks and frogs</p>	<p>Make lanterns, dragons</p> <p>Make Mother's Day cards</p> <p>Make Easter baskets, cards and daffodils</p> <p>Print pictures</p>

Key Texts/stories first half of term. The Chinese New Year Story Footprints in the snow				Key Texts/stories second half of term. The Easter Story The Chinese New Story We all went on a Safari			
First half (Vocab)	Winter Winter Cold	Arctic ice snow igloo	Arctic ice snow igloo	Rainforest forest hot parrot	Rainforest forest hot parrot	Chinese New Year Chopsticks Race Red Noodles	
Second half (Vocab)	Chinese New Year Chopsticks Race Red Noodles	Africa Dry grassland Stone	Mothers Day Special	Africa Dry grassland Stone	Spring Flowers Grow Tadpole Frog Season	Easter Jesus Hot cross bun	