

## By the end of the spring term your child should be able to:

**Physical development** – Children should be completely toilet trained and rarely needing adult reminders. The children should be writing at least the initial letters of their name (and often will be writing their entire name) using a tripod pencil grip. Children should be using scissors to make snips in paper and with a conventional grip. Children should be able to use the Key Stage 1 playground with confidence – climbing up, over and through balancing and climbing equipment.

**You can support their learning by:** *Please make sure that children sign in independently each morning. Provide lots of opportunities for them to draw at home. Ensure that children have opportunities to go to the park and climb every day! Please make sure that the children have access to child sized scissors at home and they use them regularly.*

**Literacy development** – Children should be able to show an awareness of rhyme – e.g pick out rhyming words in stories and songs. They should be able to retell familiar stories and join in with repeated refrains such as ‘run, run as fast as you can.’ Children should be able to recognise their own name. Children should be able to give meaning to writing they see in different places (the expectation is not that they read the words but that they use the context the words are in to take a guess at what the words say).

**You can support their learning by:** *Please make sure that you read to your child every day! This has a greater impact than anything else you can do to support your child’s literacy development! When signing in each morning allow your child to choose from 2 name cards that start with different initial letters.*

### **Maths development -**

**You can support their learning by:** Children should be able to recite the number sequence to 10 and count with 1-1 correspondence. Children should be beginning to use their fingers to correctly represent numbers to 5 and be beginning to recognise some numbers that they see in everyday contexts – such as the numbers on their doors or on the bus they take home. Children should be beginning to name 2D shapes and talk about objects in relation to their shape. Children should be able to use prepositions to describe where something is in relation to something else.

**You can support their learning by:** *Please use everyday opportunities to reinforce the number sequence – such as counting as you walk upstairs. Please play short maths games which reinforce shape, numbers and counting. When talking to your child about where objects are please use prepositions such as in, on, in front, behind, under, on top and between to describe where the objects are.*

**Personal Social and Emotional Development** - Children should be beginning to understand that they need to share resources and take turns. Children should be extending their friendship groups and be able to keep the play moving forward by taking account of the needs and wishes of others.

**You can support their learning by:** *Children develop their friendships in and out of school – play dates play an important role in these friendships. Play dates after school or during the holidays with a wide range of children support the development of these friendship groups.*

### Physical Development

**How does it work?** – Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely. **Chinese new year - spring rolls** - Can wash and can dry hands effectively and understands why this is important. Willing to try a range of different textures and tastes and expresses a preference. **Junk modelling** - Manipulates a range of tools and equipment in one hand.

**Easter baskets** - Handles tools, objects, construction and malleable materials safely and with increasing control.

**Move like a Bog Baby** - Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement.

**Ongoing: writing** - Shows a preference for a dominant hand. Begin to form recognisable letters.

### Mathematics

**Block and dice game** - Use die patterns to play track games.

**Bean bag throw** - Counts with 1-1 correspondence.

**How long is your crocodile?** - Becomes familiar with measuring tools in everyday experiences and play.

**Bog 'baby' clinic** - In meaningful contexts, identify objects that are heavier or lighter.

**The enormous turnip** - In meaningful contexts, find longer or shorter items.

**Find my treasure?** - Uses positional language.

**Block area** - Shows an awareness of shape similarities and differences between objects.

**Easter baskets** - chicks and eggs - Match numerals to quantity.

### Understanding the World

**Planting bulbs for Mothers Day** - Shows an understanding of growth, decay and changes over time.

**How does it work?** - Talks about why things happen and how things work.

**Celebrating Chinese New Year** - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

**PJ day** - Enjoys joining in with family customs and routines.

**Profile Book Sessions** - Remembers and talks about significant events in their own experience.

**Easter Egg hunt** - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

### Personal, Social and Emotional Development

Shows increasing consideration of other people's needs and demonstrates more impulse control in favourable conditions. Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour. Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.

### Communication and Language

**Bog 'baby' clinic** - Uses talk in pretending that objects stand for something else in play.

**What are you scared of?** - Listens to others in one-to-one or small groups, when conversation interests them.

**Hot seating Elliott** - Questions why things happen and gives explanations.

#### Ongoing

- Listens to and joins in with stories and poems, when reading one-to-one and in small groups. Talks about events and principal characters in stories and suggests how the story might end. Shows interest in illustrations and words in print and digital books and words in the environment. Shows awareness of rhyme and alliteration.

### Literacy

**Stories from story seeds/Talking Tables** - Begins to be aware of the way stories are structured, and to tell own stories. Talks about events and principal characters in stories and suggests how the story might end. Sometimes gives meaning to their drawings and paintings.

**How would you look after a bog baby?** - Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.

**Guided reading** - Shows interest in illustrations and words in print and digital books and words in the environment. Knows that print carries meaning and in English, is read from left to right and top to bottom. Knows information can be relayed through signs and symbols in various forms.

**Creating information books about crocodiles** - Shows interest in illustrations and words in print and digital books and words in the environment.

**Phonics – Silly soup** – shows an awareness of rhyme.

**I spy something beginning with the sound, What's in the box** - Hear and say initial sounds in words. **Blend from the box, What's that noise?**

**Can you touch your...?** - Blends the sounds in simple words.

### Expressive Arts and Design

**My favourite story** - Develops an understanding of using lines to enclose a space.

**Junk modelling to create a crocodile.** Uses available resources to create props to support play.

**Design a hiding place.** Plays alongside other children who are engaged in the same theme.

**Baby clinic/pet shop role play** - Engages in imaginative play based on own ideas or first-hand or peer experiences. Plays alongside other children who are engaged in the same theme.

**Spring 2026 Nursery**  
**Here are some of the learning experiences we will use to explore our theme:**

**"Once upon a time..."**



Please do not read these books at home until we have finished them in class!

### Events

**Chinese New Year, Pancake Day, World Book Day, St Patricks Day, Holi, Ash Wednesday, Mothers Day, Easter**