

## Nursery Curriculum Overview Spring Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	HALF TERM	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
PSED	<ul style="list-style-type: none"><li>To recognise how a peer is feeling. <b>(MHM Relate)</b></li><li>To consistently follow familiar rules, routines and expectations <b>(MHM Relate)</b></li><li>To have positive relationships with peers and adults, joining in with play and listening to others <b>(MHM Celebrate, Engage, Relate)</b></li><li>To express when they are happy or sat using increasing vocabulary <b>(MHM Meet your brain)</b></li><li>To ask a teacher for help resolving a problem <b>(MHM Relate)</b></li><li>To understand my role in the class community by participating in routines and expectations eg tidying up</li><li>To anticipate key events in the day</li><li>To independently use the toilet, including washing hands with prompting</li><li>To show a positive attitude towards learning <b>(MHM Engage)</b></li><li>To show independence by taking the resources I need <b>(MHM Engage)</b></li><li>To show a sense of pride and excitement when achieving something</li><li>To share and take turns</li></ul>							<ul style="list-style-type: none"><li>To recognise how a peer is feeling <b>(MHM Relate)</b></li><li>To consistently follow familiar rules, routines and expectations <b>(MHM Relate)</b></li><li>To have positive relationships with peers and adults, joining in with play and listening to others <b>(MHM Celebrate, Engage, Relate)</b></li><li>To express when they are happy or sat using increasing vocabulary <b>(MHM Meet your brain)</b></li><li>To ask a teacher for help resolving a problem <b>(MHM Relate)</b></li><li>To understand my role in the class community by participating in routines and expectations eg tidying up</li><li>To anticipate key events in the day</li><li>To independently use the toilet, including washing hands with prompting</li><li>To show a positive attitude towards learning <b>(MHM Engage)</b></li><li>To show independence by taking the resources I need <b>(MHM Engage)</b></li><li>To show a sense of pride and excitement when achieving something</li><li>To share and take turns</li></ul>						
COM & LANG	<ul style="list-style-type: none"><li>To include some story vocabulary in my play</li><li>To use new vocabulary in my play when given a choice of 2 words</li><li>To speak with clearer sounds and intonation</li><li>To communicate confidently to the class and in small groups</li><li>To maintain concentration at an activity of my choosing</li><li>To use prompts and resources using imaginative language</li><li>To use small world play to repeat familiar narratives</li><li>To show increasing dialogue with peers</li><li>To develop and repeat vocabulary to reflect prior learning</li><li>To use relevant vocabulary to describe and compare textures</li><li>To speak in full sentences</li></ul>							<ul style="list-style-type: none"><li>To include some story vocabulary in my play</li><li>To use new vocabulary in my play when given a choice of 2 words</li><li>To speak with clearer sounds and intonation</li><li>To communicate confidently to the class and in small groups</li><li>To maintain concentration at an activity of my choosing</li><li>To use prompts and resources using imaginative language</li><li>To use small world play to repeat familiar narratives</li><li>To show increasing dialogue with peers</li><li>To develop and repeat vocabulary to reflect prior learning</li><li>To use relevant vocabulary to describe and compare textures</li><li>To speak in full sentences</li></ul>						
PHYSICAL DEV	<ul style="list-style-type: none"><li>To hold mark making tools with increasing control</li><li>To show confidence with familiar climbing equipment and take appropriate risks</li><li>To use a range of mark making tools independently</li><li>To develop independence when putting on a coat</li><li>To navigate obstacles appropriately, showing a range of movements</li><li>To use smaller one-handed tools carefully</li><li>To develop fine motor to threat, eg large beads or pick up objects using tweezers</li><li>To manipulate smaller objects using increasing control with thumb and index finger</li><li>To balance on one leg</li><li>To throw and catch a bean bag using any type of throw.</li></ul>							<ul style="list-style-type: none"><li>To hold mark making tools with increasing control</li><li>To show confidence with familiar climbing equipment and take appropriate risks</li><li>To use a range of mark making tools independently</li><li>To develop independence when putting on a coat</li><li>To navigate obstacles appropriately, showing a range of movements</li><li>To use smaller one-handed tools carefully</li><li>To develop fine motor to threat, eg large beads or pick up objects using tweezers</li><li>To manipulate smaller objects using increasing control with thumb and index finger</li><li>To balance on one leg</li><li>To throw and catch a bean bag using any type of throw.</li></ul>						
LITERACY	<ul style="list-style-type: none"><li>To comment on illustrations in books and use them to retell a part of a story</li><li>To recite repeated refrains from a story using familiar props</li><li>To enjoy and make comments about stories with increasing recall</li><li>To form and follow the patterns of pre-writing shapes</li><li>To show awareness of rhyme and alliteration</li><li>To begin to recognise initial sounds in words</li><li>To enjoy story time and concentrate</li><li>To introduce and show awareness of story knowledge in imaginative play</li><li>To use some imaginative and descriptive vocabulary</li></ul>							<ul style="list-style-type: none"><li>To comment on illustrations in books and use them to retell a part of a story</li><li>To recite repeated refrains from a story using familiar props</li><li>To enjoy and make comments about stories with increasing recall</li><li>To form and follow the patterns of pre-writing shapes</li><li>To show awareness of rhyme and alliteration</li><li>To begin to recognise initial sounds in words</li><li>To enjoy story time and concentrate</li><li>To introduce and show awareness of story knowledge in imaginative play</li><li>To use some imaginative and descriptive vocabulary</li></ul>						

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MATHEMATIC	<ul style="list-style-type: none"><li>To recite number past 5</li><li>To have fast recognition of up to 3 objects, without having to count them individually (Subitising)</li><li>To say one number for each item in order to 5 -1,2,3,4,5</li><li>To know that the last number reached when counting a small set of objects tells you how many there are in a total</li><li>To be able to show their finger numbers up to 5</li><li>To link numerals and amounts up to 5</li><li>To begin to talk about 2D shapes</li><li>To be able to use positional language</li><li>To be able to describe and identify patterns around them</li><li>To experiment with their own symbols and marks as well as numerals</li><li>To solve real world mathematical problems with numbers up to 5.</li></ul>		<ul style="list-style-type: none"><li>To compare quantities using language ‘more than’, ‘fewer than’</li><li>To talk about and explore 2D and 3D shapes using informal and mathematical language – sides, corners, straight, flat and round</li><li>To understand position through words alone</li><li>To describe a familiar route</li><li>To use positional language</li><li>To make comparisons between objects relating to size, length, weight and capacity</li><li>To select shapes for purpose</li><li>To talk about and identify the patterns around them</li><li>To use informal language like ‘pointy, spotty’ and ‘blobs’</li><li>To extend and create ABAB patterns</li><li>To notice and correct an error in a repeating pattern</li><li>To begin to describe a sequence of events, real or fictional using words such as ‘first’, ‘then.</li></ul>
UND WORLD	<ul style="list-style-type: none"><li>To recall what is in my local area</li><li>To discuss cause and effect with changing materials</li><li>To show investigative skills and make predictions</li><li>To use increasing range of vocabulary to describe sensory experiences</li><li>To show curiosity by making comments and asking questions</li><li>To talk about what I did yesterday</li><li>To explore natural objects</li><li>To talk about my family and community</li><li>To show interest in a different cultures, dress and custom.</li></ul>		<ul style="list-style-type: none"><li>To recall what is in my local area</li><li>To discuss cause and effect with changing materials</li><li>To show investigative skills and make predictions</li><li>To use increasing range of vocabulary to describe sensory experiences</li><li>To show curiosity by making comments and asking questions</li><li>To talk about what I did yesterday</li><li>To explore natural objects</li><li>To talk about my family and community</li><li>To show interest in a different cultures, dress and custom.</li></ul>
EXP ARTS & D	<ul style="list-style-type: none"><li>To create something independent using available resources</li><li>To respond to music by joining in with rhythmic movements, using ribbons and a range of body movements</li><li>To express ideas independently, my artwork is different to my peers</li><li>To explore familiar role play using props, related to a range of experiences</li><li>To use scissors to cut out a design</li><li>To share ideas of what I want to create</li></ul>		<ul style="list-style-type: none"><li>To create something independent using available resources</li><li>To respond to music by joining in with rhythmic movements, using ribbons and a range of body movements</li><li>To express ideas independently, my artwork is different to my peers</li><li>To explore familiar role play using props, related to a range of experiences</li><li>To use scissors to cut out a design</li><li>To share ideas of what I want to create</li></ul>
JS	<p><b>Parasha</b></p> <ul style="list-style-type: none"><li>Shemot- Kindness</li><li>Vaera- Emunah, Hashem is everywhere</li><li>Bo – following instructions.</li></ul> <p><b>Chagim: Tu BiShvat</b></p> <ul style="list-style-type: none"><li>To make a 3D tree with some fruit on</li><li>To know it is the birthday of the trees in Israel</li><li>To revise the bracha we say for fruit which grow on a tree</li></ul> <p><b>Chagim: Purim</b></p> <ul style="list-style-type: none"><li>To learn a very basic story of Purim and make puppets to retell the story</li></ul> <p><b>Tefillah</b></p> <ul style="list-style-type: none"><li>Adon Olam - to increase 1st and 2nd lines</li></ul>		<p><b>Chagim: Purim</b></p> <ul style="list-style-type: none"><li>To know Haman is the villain in the story and we shake a raashan when we hear his name.</li><li>To make Raashanim</li><li>To know we wear fancy dress on Purim</li></ul> <p><b>Chagim: Pesach</b></p> <ul style="list-style-type: none"><li>To act out the Pesach story and have a simple seder and sing song</li><li>To know key simple facts of the Pesach story</li><li>To recognise a few items on the seder plate</li><li>To know we drink four cups of grape juice at our seder</li><li>To know we need three whole matzot on our seder table</li><li>To know the youngest child sings Ma Nishtana</li><li>To be able to count to ten as we look at pictures of the plagues</li><li>To know we eat Matza, not bread, and different Pesach foods for 8 days.</li></ul>