

Nursery Spring 2026 Curriculum Overview

Spring 1

Winter Wonderland



In this project, your child will explore the seasonal changes that happen during winter. They will find out about the different weather associated with the winter season and explore changes that happens to water as it freezes. They will find out about what happens to plants and animals during cold weather and explore places in the world that are always cold and snowy, including the animals that live there.

A Starry Night

In this project, your child will explore the differences between the world at night time compared with daytime, through a range of exciting and creative activities. They will find out about nocturnal animals and how they find food when it is dark. They will find out about people who work at night and the different jobs that people do when we are asleep. They will discuss bedtime routines and the importance of a good night's sleep. They will explore the night sky and find out about the Moon and stars.



Spring 2

Puddles and Rainbows

In this project, your child will explore weather, water, light, and the natural world through hands-on, play-based experiences that build curiosity, confidence and key early skills. Children will investigate puddles, rain, rainbows, and seasonal changes while developing their language, problem-solving, creativity and independence. They will also explore colours in the natural world.



Dangerous Dinosaurs



In this project, your child will explore this exciting topic that captures children's natural curiosity about dinosaurs and the prehistoric world. Children will learn about dinosaurs and how they are linked to animals that live on earth today.

Prime Areas of Learning

Communication and Language

We will be able to express a point of view and to debate when we disagree with an adult or a friend.
We will use words as well as actions.
We will know many rhymes.
We will be able to talk about familiar books and be able to tell a long story.
We will start a conversation with an adult or a friend and continue it for many turns.
We will use talk to organise ourselves and our play.
We will enjoy listening to longer stories and will be able to remember much of what happens.

Personal, Social and Emotional Development

In Nursery we are learning how to regulate our nervous system and support healthy brain development through our 'My Happy Mind' lessons. In addition to this, our Jigsaw lessons help support our personal, social and emotional development.
This Spring term, our focus within Jigsaw is 'Dreams and Goals'. We will learn what it means to face challenges and how to persevere when things are 'tricky'.
We will learn about goal setting and how to overcome obstacles.
We will also learn that we can seek help from others when we need to.
Within Nursery, we will show more confidence in new social situations.
We will develop appropriate ways of being assertive. We will become more outgoing with unfamiliar people, in the safe context of our setting. We will understand gradually how others might be feeling as well as ourselves.
We will increasingly be able to follow the Nursery rules and routines without having to be reminded. We will be more able to share and take turns with others, learning strategies such as asking the other person for a turn after.

Physical Development

We will match our developing physical skills to tasks and activities in our setting.
We will continue to develop our movement, balancing, riding (scooters, trikes and bikes) and ball skills.
We will go up steps and stairs, or climb up apparatus, using alternate feet.

Specific Areas of Learning

Literacy

We will engage in extended conversations about stories.
We will develop our phonological awareness through learning how to clap syllables in a word.
We will develop our auditory discrimination through engaging in daily phonics lessons.
We will begin to understand that print has meaning and that we read English text from left to right and from top to bottom.

Phonics

We teach from the ELS scheme and below are the sounds that we will be introducing:
Spring 1 - s, a, t, p, i, n
Spring 2 - m, d, g, o, ck

ELS Essential Letters and Sounds
Developed by Knowledge Schools Trust

Expressive Arts and Design

We will use drawing to represent ideas like movement or loud noises.
We will begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
We will begin to draw with increasing complexity and detail, such as representing a face with a circle and including details.
We will begin to use drawing to represent ideas like movement or loud noises.
We will begin to show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

R.E.

Spring 1:

- Introduction to value: Honesty
- Bible story: The Boy Jesus at the Temple
- Bible story: Jesus chooses his disciples.
- Chinese New Year
- Bible story: Miracle of Jesus

Spring 2

- Introduction to value: Integrity
- Holi (03/03/26)
- Bible story: The First Easter
- Eid ul Fitr (20/03/26)
- Easter

Understanding the World

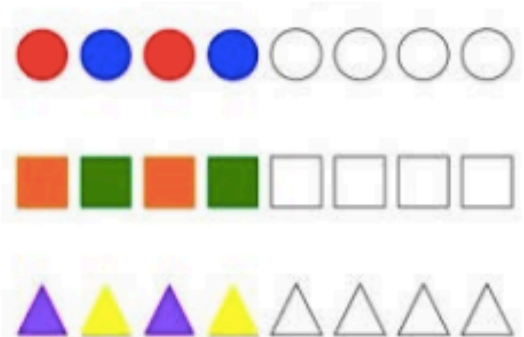
We will plant seeds and care for growing plants.
We will understand the key features of the life cycle of a plant and an animal.
We will talk about the differences between materials and changes we notice.
We will begin to understand the need to respect and care for the natural environment and all living things.
We will begin to explore collections of materials with similar and/or different properties.
We will begin to talk about what we see, using a wide vocabulary. We will explore collections of materials with similar and/or different properties.

Nursery Maths

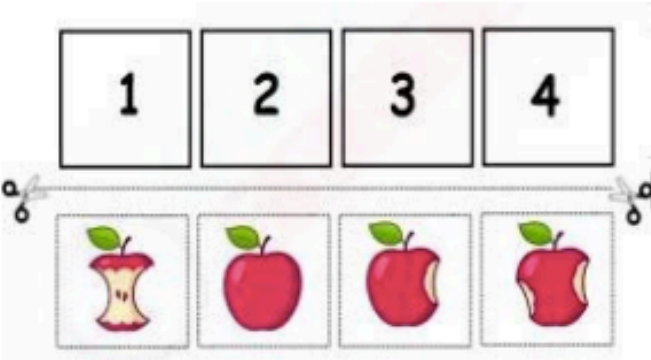
At St Francis, we follow White Rose Maths. Mathematics is taught daily in a progressive and systematic way, beginning in Nursery.

In Nursery we are learning:


How to create and extend ABAB patterns.




How to describe a sequence of events using words such as 'first' 'then'.




How to quickly recognise up to 3 objects, without having to count them individually ('subitising').




How to recite numbers past 5 and to say one number for each item in order: 1,2,3,4,5.




That the last number reached when counting a small set of objects, tells you how many there are in total ('cardinal principle')




How to show 'finger numbers' up to 5.



How to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.



How to describe locations using words such as 'in front of' and 'behind'.



How to sort shapes and objects into simple categories.

