



Russell Street School



Nursery - Spring 2- Theme: Growing and Change

Literacy

We will be reading 'Jack and the Beanstalk' and age-appropriate non-fiction books including the life cycle of an egg to a chicken.

We will continue to learn the pre-writing shapes, and if we are ready, we will learn to write our name using a cursive style. We will look at different types of writing. For example posters, lists and letters.

Mathematics

We will be playing a variety of games to consolidate our knowledge that the last number reached when counting a set tells 'how many' there are.

We will be focusing on the 'circle'. We will also look at other shapes and talk about how the circle has no corners.

Physical Development

As well as having access to the equipment in our Early Years garden to develop our physical skills we will continue to develop our fine-motor control through the programme 'WriteDance in Nursery'. We will use scissors when creating a split pin chick.

Communication and Language

Grandma Fantastic will teach us new vocabulary such as pipping and incubate.



Personal, Social and Emotional Development

We will be continuing our whole school approach to PSE called 'Jigsaw'. The focus this half term will be on 'Healthy Me'.

We will start our 'All About Me' Sessions and the children will take turns to share something from home with their group.

Expressive Arts and Design

Exploring media and materials: We will play circle games such as 'Duck, duck goose'. We will sing songs such as 'Chick, chick, chick, chicken, lay a little egg for me'.

Being imaginative: We will have many opportunities to explore pattern and to print. We will print with potato mashers to create Easter eggs and use potatoes and paint to create a chick picture.

Understanding the World

We will have chicks in school and will find out through first-hand experience about the life cycle of a chicken. This will also give us the chance to think carefully about how we treat animals and to show care and concern. We will plant our own bean and will be encouraged to nurture it so that it grows into a beanstalk.

We will be encouraged to think about the lives of others in our 'All About Me' sessions. The children will also learn about the Hindu festival of 'Holi'.

Highlighted objectives show Development Matters coverage in Spring Term.

3 and 4 year old will be learning to:

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

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

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time, which can be difficult.

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.

NB

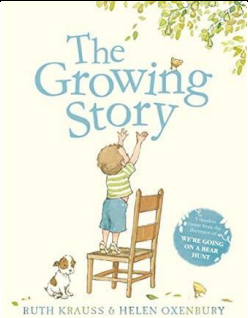
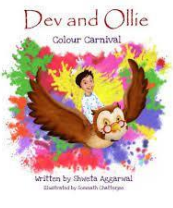
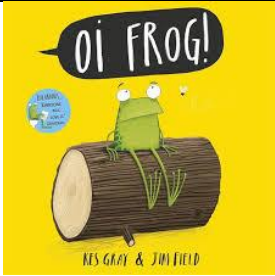
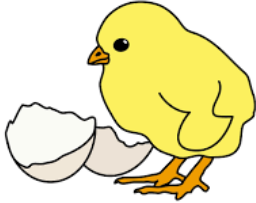
Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.

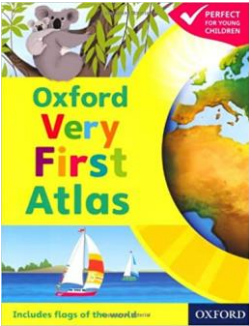
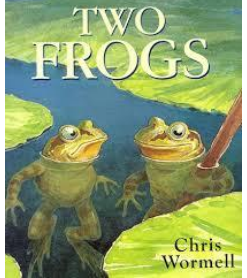
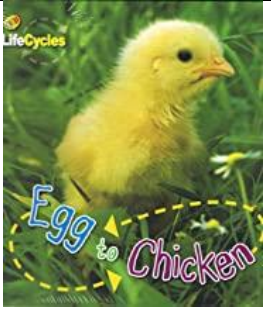
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Phonics	Peppa Pig Introduce the concept of alliteration. Remind children that last half term we were rhyming and listening carefully to the last sound in words. This half term we are listening carefully to the sounds at the beginning of words. Emphasise first sound in names L-ouie, J-essie etc.	Re-cap last week’s introduction to alliteration. Experiment with children’s names – Louie the lion and Jessie the jellyfish.	Creating alliterative phrases - s Teach the children ‘She sells seashells on the seashore’. Change to ‘She sells s___ on the seashore’. For example sandwiches.	Creating alliterative phrases with other sounds such as Brown bears ____ (bounce).	Creating alliterative phrases with other sounds such as Brown bears ____ (bounce).
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	Show the small world Peppa pig toys. Peppa Pig, Candy Cat, Danny Dog. Emphasise first sound is the same in both words. Rebecca....rabbit.				
	w/c 23.2	w/c 2.3	w/c 9.3	w/c 16.3	w/c 23.3
Core Texts	 Growing/Change – baby to adult	 Holi  Holi starts = Wednesday 4th March 2026 (Link to Spring-time – Friday 20th March)	 Jack and the Beanstalk – seed to plant Mothering Sunday = Sunday 15th March	 Oi Frog – Frog Life-cycle	 Eggs – Easter - egg life-cycle Easter = 5th April

Enhancement Texts	What happened to You?  What Happened to YOU?	Oxford Very First Atlas  Oxford	Jack and the Beanstalk 	Two Frogs  Chris Wormell	 Egg to Chicken
	<u>Writing</u> <i>Write some or all of their name.</i> <i>Write some letters accurately.</i> Attempts to write their own name. Name writing for Mother's Day Card	<u>Reading</u> <i>Print can have different purposes.</i> <i>The names of the different parts of the book – contents and glossary</i> To know that you can retrieve information from non-fiction texts.	<u>Writing</u> Enjoys drawing and writing on paper. Pre-writing shapes	<u>Reading</u> <i>Spot and suggest rhymes.</i> Revise rhyme	<u>Writing</u> Knows that the marks they make are of value. Patterns on eggs
Nursery Rhyme/s of the Week	5 Little Ducks	I'm a Little Teapot	Insy, Winsy Spider	5 Little Speckled Frogs	Humpty Dumpty Chick, chick, chick, chick, chicken, lay a little egg for me

New Vocabulary (Grandma Fantastic) 	Enhancement text Asking – disability accessible	Noticing (looking) - colourful vivid kaleidoscope	Thinking – plan suggestion idea (in relation to what a plant needs to grow)	language regarding life-cycle – amphibian, frogspawn, froglet	Checking (hear) – cheeping Chirping tweeting language regarding life-cycle - pipping
Circles	“What can you do now that you could not do as a baby?” I can...	Which colour paint would you like to throw? (in relation to Holi) Introduce spices that come from India (turmeric, cumin, and coriander) “Which is your favourite spice?”	“What is your favourite flower?” (Show examples of spring flowers)	Have fun ceating other rhyming phrases similar to the ones in ‘Oi Frog’ such as mice sit on...dice’	“Can you name an animal that is born in the spring-time?”
Write-Dance	EC	EC	EC	EC	EC

3-4 year olds will be learning to:

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Week	Expressive Art & Design (Art) 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Uses 3D and 2D structures to explore materials and/or to express ideas. Create a spring tree	Art and design can be used to share an idea or feeling.	Feeling idea	Awareness of how art can be used to express ideas and feelings.	There are lots of different designs you can choose from.
2	Uses 3D and 2D structures to explore materials and/or to express ideas. Mother's Day Card	Art and design can be used to share an idea or feeling.	Feeling idea	Awareness of how art can be used to express ideas and feelings.	There are lots of different designs you can choose from.
3	To explore materials and/or to express ideas. Spring activities: • Sheep scene • Potato chicks • Rabbits scene	Know that different textures create different effects.	effect	Awareness of how resources can be used to create different effects.	That there are different types of textures such as rough, smooth, shiny etc.
4	Frog Handprint	Use your hand Choose a paint Print with your hand and paint	experiment print shape/s patterns	Printing	That an object can leave a print when placed in paint

					The print can make different shapes and patterns
5	Experiments with ways to create shapes. Egg - patterns	Choose a masher Choose a paint Print with masher and paint	experiment print shape/s	Printing	That an object can leave a print when placed in paint The print can make different shapes and patterns

3-4 year olds will be learning to:
 Use all their senses in hands-on exploration of natural materials.
 Explore collections of materials with similar and/or different properties.
 Talk about what they see, using a wide vocabulary.

Begin to make sense of their own life-story and family's history.

Show interest in different occupations.

Explore how things work.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Continue developing positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Week	Understanding the world: The World, Technology and People and Communities 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Developing an understanding of growth, decay and changes over time. Visits from parents with babies/toddlers	The human life-cycle has six main stages.	baby child adolescent (teenager) adult elderly	Scientific	The human life cycle has six main stages: baby, child, adolescent, adult and elderly.
2	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Holi festival	To know that celebrations happen all over the world.	celebration festival tradition	Cultural awraeness	Holi is a popular ancient Indian festival, also known as the "Festival of Love", the "Festival of Colours" and the "Festival of Spring". The festival celebrates the eternal and divine love of Radha Krishna.
3	Developing an understanding of growth, decay and changes over time. Planting a bean Bean experiment	Beans also need warm soil, consistent moisture and at least six to eight hours of	bean warmth soil moisture water	Investigating	There are four stages in the life of a bean plant: The seed is the capsule in which the new plant is housed. Germination is

		sunlight every day to thrive	sunlight		the process in which the baby plant emerges from the seed hull.
4 and 5	Developing an understanding of growth, decay and changes over time. Life-cycle of a frog Life-cycle of a chicken	To know the life- cycle of a frog and chicken.	frogspawn froglet frog amphibian egg chick chicken	Scientific	The life-cycle continues over and over again.

3 and 4 year olds will be learning to:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Week	Physical Development	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Cones set up in EY garden Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Move around the cones without knocking them over.	moving space speed direction	Gross motor	Speed and direction need to change so that the cones do not fall over.
2	Moves in a range of ways, moving freely and with confidence. Learn a traditional Indian dance.	To coordinate and control their bodies The movement helps children develop spatial awareness.	control movement dance	posture alignment balance coordination control flexibility mobility strength	Listening and attention skills – copying actions.
3	Manipulates a range of tools and equipment in one hand – scissors Castle in the sky for bean pot	Understand which fingers go in which	loop handle thumb	Fine motor skills	Development of a preferred and an assistant hand. Cutting involves each hand doing different tasks

	Idea - Sequencing life-cycle of bean – cut and stick	loops of the scissors handles. Keep your thumb facing up			that require practice. The preferred hand uses the scissors and the other hand turns the paper.
4	A few children will be hungry frogs. They will jump up and down like a frog on their lily pad during the game. ▪ The remaining children will be insects. Their job is to run around the playground, catching bugs one at a time and bringing them to the hungry frog. • When approaching the frog with a bug, the children should ask, “Are you hungry?” Pretending to be hungry, the frogs should pretend to eat the bugs and put them the ground in front of them. ▪ Once the insects hand off the bug to the frog, they run to find another bug, and another, until all the bugs have been collected. o Inform children that everyone will have a chance to be both a frog and an insect				
5	Manipulates a range of tools and equipment in one hand – scissors Scissors – egg and chick (split pin) Understands that equipment and tools have to be used safely.	Understand which fingers go in which loops of the scissors handles. Keep your thumb facing up	loop handle thumb	Fine motor skills	Development of a preferred and an assistant hand. Cutting involves each hand doing different tasks that require practice. The preferred hand uses the scissors and the other hand turns the paper.

3 and 4 year olds will be learning to:

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

Week	PSED	Learning Intention/Success Criteria	Key Vocabulary	Key Skills/British Values	Key Knowledge
					
1-5	Shows confidence in speaking to others about their own needs, interests and opinions in familiar group. Weekly 'All About Me' sessions	Tell my friends all about me.	interests	We listen to and respect other people's opinions and values.	You need to be clear when speaking to others so that they can understand you.
1	Can name and identify different parts of the body. Healthy Me Jigsaw 1 – Everybody's body	Know the names for some parts of my body and am starting to understand that I need to be active to be healthy.	head shoulders knees toes	We understand the consequences of our actions.	A body is all the physical material that makes up a person or animal, including limbs, organs, tissue, and other parts.
2	Shows some understanding that good practices with regard to exercise. Healthy Me Jigsaw 2 - We like to move it, move it!	I can tell you some of the things I need to do to be healthy.	exercise move healthy	We understand the consequences of our actions.	Exercise is good for your body and good for your mind.
3	Shows some understanding that good practices with regard to eating and drinking water. Healthy Me Jigsaw 3 - Food Glorious Food	I know what the word 'healthy' means and that some foods are healthier than others.	food healthy healthier	We understand the consequences of our actions.	Eating a variety of foods and consuming less salt, sugars and saturated and industrially-produced

					trans-fats, are essential for healthy diet.
4	Shows some understanding that good practices with regard to sleeping. Healthy Me Jigsaw 4 - Sweet Dreams	I know how to help myself go to sleep and that sleep is good for me.	sleep healthy	We understand the consequences of our actions.	Sleep allows your body and mind to recharge. Healthy sleep also helps the body remain healthy and stave off diseases. Without enough sleep, the brain cannot function properly.
5	Shows some understanding that good practices with regard to hygiene. Healthy Me Jigsaw 5 - Keeping Clean	I can wash my hands and know it is important to do this before I eat and after I go to the toilet.	hygiene clean	We understand the consequences of our actions.	Keeping up good personal hygiene practices can prevent you from catching or spreading forms of disease or illness.
6	Carried over to summer 1 Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Healthy Me Jigsaw 6 - Stranger Danger	I know what to do if I get lost and how to say NO to strangers	stranger	We understand the consequences of our actions.	"Stranger danger" is the idea or warning that all strangers can potentially be dangerous.

3 and 4 year olds will be learning to;

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.

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

Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. [potato printing]

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Forest School

Use informal language like 'pointy', 'spotty', 'blobs', etc. Forest School

Extend and create ABAB patterns – stick, leaf, stick, leaf. Forest School

Notice and correct an error in a repeating pattern. Forest School

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

W e e k	Mathematics	Learning Intention/Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Knowing the last number reached when counting a set tells 'how many' there are. Compare quantities using language: 'more than', 'fewer than'. Playing dice games to collect a number of things.	Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 (ordinality) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).	number counting last set	One to One Correspondence is counting accurately. It is understanding that one number in a sequence goes with each thing that you are counting. Each is worth the same – one	Children need the opportunity to count out or 'give' a number of things from a larger group, not just to count the number that are there. This is to support them in focusing on the 'stopping number' which gives the cardinal value.
2	Knowing the last number reached when counting a set tells 'how many' there are. Playing track games and counting along the track.				
3	Knowing the last number reached when counting a set tells 'how many' there are. Playing dice games to collect a number of things.	Compare quantities using language: 'more than', 'fewer than'.		You use 1 to 1 correspondence	

4	Knowing the last number reached when counting a set tells 'how many' there are. Playing track games and counting along the track.			whenever you count a quantity of something. This could be: Counting stationary objects Counting moving objects Counting actions Counting sounds	
5	Knowing the last number reached when counting a set tells 'how many' there are. Playing track games and counting along the track.				

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

	Music 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
Music- accompany each weeks music lesson with relevant topic songs in other sessions/ free play of instruments					
1	Recap making sounds with our voice, body and instruments. Sing I've got 2 hands. Model changing the volume while singing a song. Apply to hidden teddy game. Repeat.	Explore voice sounds- (Dynamics- volume)	Loud Quiet	Explore voice sounds	Dynamics- volume
2	Repeat hidden teddy game from last week- change roles. Model hand signal for getting louder and quieter. Sing a song and see if children can follow signal to get louder and quieter. Can they apply this to playing an instrument? Allow children to try this.	Control voice sounds (Dynamics- volume)	Loud Quiet	Control voice sounds	Dynamics- volume
3	Sing the bear went over the mountain. Apply hand signals for dynamics to singing song to assess children's ability to change volume. What about if it was a snail going over the mountain? Would that be faster or slower? Introduce tempo. Explore how to sing the song slowly. What animals might go over quickly? Try signing it quickly.	Explore voice sounds (Tempo)	Quickly Slowly Faster Fast Slow	Tempo	Tempo
4	Repeat singing the bear went over the mountain song. Which animal shall we try now? Model hand signal for faster and slower tempo. Allow children to sing a familiar song- changing tempo to match hand signal. Can we apply this to playing an instrument? Allow children to try this.	Control voice sounds Tempo	Quickly Slowly Faster Fast Slow	Tempo	Tempo
5	Model making long and short sounds with voices. Allow children to try. Play some sounds are short song and allows children to try making long and short sounds. Can they	Identify long and short sounds	Long Short	Long and short sounds	Long and short sounds

	apply this to playing an instrument. Allow children to try this.				
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