

Nursery Curriculum Overview

Spring Term 2025-26

Our Learning



The Nursery curriculum is based on the [Early Years Framework](#) and we use the curriculum guidance, '[Development Matters](#),' to support delivery of this curriculum.

At Hillingdon Primary School, we fully embrace the four guiding principles from the EYFS Framework, which shape the EYFS curriculum:

- All children are **unique** and constantly learning. They should be resilient, capable, confident and self-assured.
- **Positive relationships** encourage children to be strong and independent.
- **Enabling environments**, in which children's experiences meet their individual needs and interests, help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.**

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Characteristics of effective learning:

In planning and guiding what children learn, the 'Characteristics of effective teaching and learning' are considered by staff when delivering our curriculum:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The seven areas of learning and development

The framework sets out the three prime areas of learning that underpin everything in the early years:

- communication and language;
- physical development;
- personal, social and emotional development.

The Framework also sets out the four specific areas of learning, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

Please see below further information about what children in Nursery will learn to do this term.

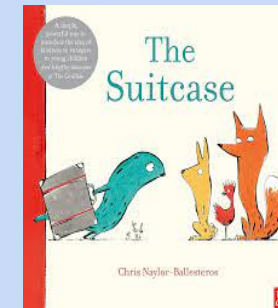
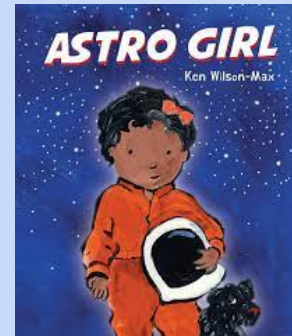
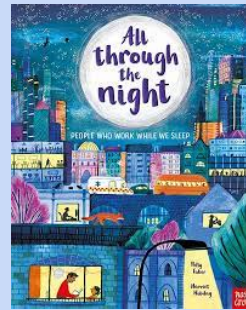
Curriculum Overview Spring Term - Nursery

During the Spring term, children will be learning to:

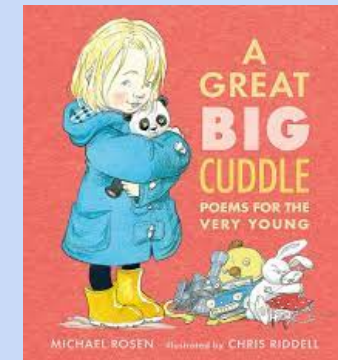
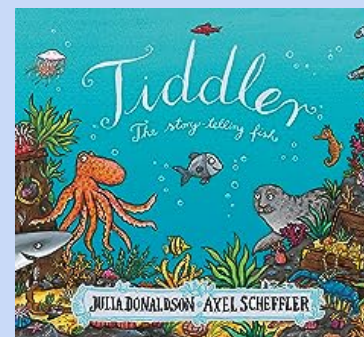
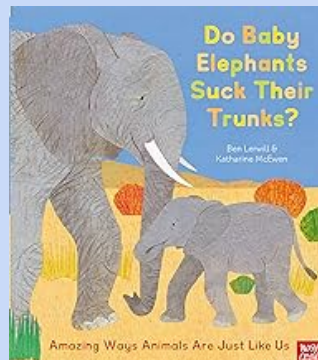
Themes for this term:

The theme for the first half term is **“Our World Around Us.”** This links with our class story books which continue to be taught as a structured story time each day following the ‘CUSP’ reading curriculum. It also links with our personal development theme, **“Dreams and Goals.”** This curriculum is taught through the ‘Jigsaw’ personal development programme.

The key texts are:



The theme for the second half of Spring term is **“All Creatures Great and Small,”** which also links to our class books below and to our personal development theme, **“Healthy Me.”**



<p>Communication and Language</p>	<p>Structured story time continues on a daily basis, where children enjoy listening and joining in with the stories listed above, with the aim that they will remember much of what happens. This encourages children to develop their vocabulary and pronunciation of words. Children are introduced to two new words everyday and are encouraged to use them in their play both at school and at home. There will now be a greater expectation for children to answer questions relating to the book. Children will be answering ‘who,’ ‘what’ and ‘why’ questions and sequence the story, understanding what has happened at the beginning and end of the story. Children will now be encouraged to follow more complex instructions, including 2-step instructions or questions.</p> <p>During children’s independent play, we will continue to support the children to use longer sentences with adults and their peers, start conversations and use talk to describe and organise their play. During role play activities, children will be developing their language skills, using a higher number of new words learnt from books and carpet time sessions.</p>
<p>Personal, Social and Emotional Development</p>	<p>We continue our personal development curriculum using the ‘Jigsaw’ programme with a lesson on the carpet each week and some follow up activities. The first half term Jigsaw theme is “Dreams and Goals.” Children will learn about facing challenges and never giving up, setting goals and ourselves in the future . The second half term is “Healthy Me,” where we will discuss exercise, healthy food, keeping clean and keeping safe as ways of keeping ourselves healthy. We shall be teaching these topics through a range of stories, discussions and picture resources.</p> <p>There will be a greater expectation for the children to sit on the carpet for a sustained period of time, while listening and concentrating on what the teacher is saying. During circle time discussions, children will be encouraged to speak clearly and develop their own thoughts and opinions, rather than repeat what others have said. Children will be expected to be able to talk about their feelings and express a wider range of emotions.</p> <p>During independent play, we will continue to work on sharing, taking turns, being patient and talking with others to solve conflicts. We develop children’s skills in conflict resolution by using the appropriate vocabulary and we will continue to use a range of words to describe our feelings and recognise when we or someone else is feeling a certain way.</p>
<p>Physical Development</p>	<p>In our outdoor environment, children will now be developing confidence with the climbing equipment, using this safely and comfortably. Children will now be developing ball control skills by throwing, catching and kicking more accurately. In group</p>

	<p>activities, children will be developing their understanding of space and how to move around other children safely and in a range of ways (skipping, hopping, jumping and running).</p> <p>Children continue to develop their fine motor skills, using scissors, pens/pencils accurately. Most children are now able to use the correct pencil grip and are experimenting with a wide range of mark making opportunities. We will be introducing children's large plastic needles and threading equipment to use with an adult. In independent play, they will be developing their control of pegs, tweezers, pipettes and other small resources.</p>
Literacy	<p>In Nursery, children continue to be taught to understand the five key concepts about print:</p> <ul style="list-style-type: none">● 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. <p>Children will continue to develop their phonological awareness by identifying different sounds in the environment and count or clap syllables in words. Nursery rhymes are a great way to learn about rhyming words. Children may start to notice rhyming words and other words that sound the same. We will have focussed activities this term with groups of children, observing and naming sounds in the environment and take part in listening activities linked to the weather, transport, animals and other indoor and outdoor sounds.</p> <p>Writing skills will now be developing, with the correct pencil grip to make meaningful marks, developing accuracy with tracing, drawing shapes and some letters of the alphabet, especially those letters in their names. We will encourage the children to make up their own stories (which they will do independently in role play), and this may be recorded by a member of staff. When reading, children will learn to name the different parts of a book and answer simple comprehension questions.</p> <p>The children are now developing their mark making skills with some ready to form recognisable letters. Children are encouraged to write the first letter of their name and other letters if they are ready to do so, using their name cards to help them where needed.</p>

Maths

We will continue to work on number recognition and show numerals with our fingers. We will continue to recognise an amount without counting them (subitising) such as when we use a dice. We will be using the vocabulary **more, less, bigger, smaller** and answering questions using these words such as, 'who has more..?'

Children will learn to name and describe a square, rectangle, circle and triangle, noticing them in our environment. We will be making pictures using these shapes linking to our themes, such as space rockets, vehicles and jobs.

Children will also begin to notice and make simple repeating patterns and describe the patterns they have made. Children will continue to use positional language in their play and understand how to use sequential language such as '**first, next, after that.**'

Understanding the world

Our World Around Us

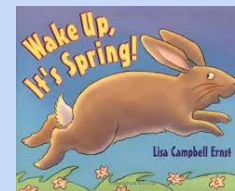
In the first half term, children will be learning about the season of winter, day and night, light and dark and clothes relating to this season. We shall also be learning about the different jobs people do, as well as journeys, transport and space. The children are encouraged to make observations relating to our school environment, the local community and talk about their own experiences relating to this. This links with our theme for the half term and our structured story time books.

All Creatures Great and Small

In the second half term, children will understand that there are various habitats around the world and some of the creatures that live there. We will be learning about our local environment and the animals that we may see. We will finish the term by learning about some of the life cycles of animals, the importance of caring for our wildlife and some of the creatures near us that are born in Springtime.

As part of our RE curriculum, we will be learning about the story of Easter and answering the key question: **What is Easter?** We will also be discussing the changing weather and seasons, and animals linked to Spring and Easter time.

We will be reading the following book to support our learning:



Expressive arts and design

Nursery children have the opportunity to go to the creative area when they choose and select the resources they need independently. We also encourage them to take an interest in songs and dancing, noticing and listening with increasing attention to sounds. The children will have the opportunity to explore different musical instruments and sing along to a rhythm.

We continue to learn about colour mixing, particularly making colours lighter or darker. In singing and music, children will explore a range of movements and start to keep in time to a rhythm, listening carefully to the music. We continue to learn a range of nursery rhymes and will introduce new ones this term. We will also introduce a range of new instruments which will be used during group work sessions.

Children will have the opportunity to join in with activities relating to our books, such as making a house for the three little pigs, junk modelling various vehicles and sculpting using clay.