

Gordon Primary School Curriculum Map – Nursery, Spring Term 2026

	SPRING 1	SPRING 2
TOPIC	Seasons and Growing	
KEY TEXTS	Goldilocks and the Three Bears The Three Little Pigs The Hueys in The New Jumper – <i>Oliver Jeffers</i>	The Tiny Seed - <i>Eric Carle</i> Out of the Egg - <i>Tina Matthews</i> Traditional Tales
LITERACY <i>Convention on the Rights of the Child (CRC) Articles 28, 29, 31</i>	The children will explore a range of books and begin talking about their key features, such as the front cover, blurb, author and illustrator. The children will be supported in learning how to handle books carefully, making sure to turn one page at a time. They will also learn that print carries meaning and understand that we read English text from left to right. Throughout the first half of the spring term, the children will focus on developing their early phonological awareness through songs, poems and short phonics lessons. They will be introduced to rhyming and syllables, while being encouraged to clap out the syllables in familiar words.	The children will build on their earlier learning by remembering and retelling stories using story maps, pictures and simple sequencing activities. They will be introduced to story vocabulary such as character and setting to deepen their understanding. In addition, the children will continue to develop their fine-motor and mark-making skills, working toward forming letters correctly and writing their names independently, using a tripod grip. This half term, the children will be encouraged to write with purpose, for example, creating simple shopping lists, letters or labels during play-based learning.
MATHS <i>(CRC) Articles 28, 29,31</i>	The children will focus on developing their early number skills through practical, hands-on activities. They will practice counting everyday objects accurately using one-to-one correspondence and learn that the final number they say tells them “how many” altogether. The children will continue to work with numbers to 5 during play-based learning and will be encouraged to recognise them and name each numeral. The children will explore different 2D and 3D shapes in their environment, learning to describe simple properties such as corners, sides, curves and whether a shape is flat or solid.	The children will continue to strengthen their counting and numeral recognition, moving towards confidently matching quantities to the correct numeral to 5. They will take part in activities that help them compare numbers within 5, using language such as more, less and fewer to describe what they notice. As the children’s shapes knowledge grows, they will look more closely at the properties of 2D and 3D shapes, sorting and grouping them based on similarities and differences. Through play, construction and problem-solving tasks, the children will begin to apply their developing mathematical understanding with increasing independence.

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT <i>(CRC) Articles 2, 6, 7, 12, 13</i>	The children will continue learning to follow the class rules and routines with increasing independence. They will be encouraged to negotiate with their peers during play, for example, taking turns or sharing resources and will be supported in using classroom tools such as sand timers to help manage turn-taking. The children will continue to focus on caring for their learning environment by tidying up after activities and looking after the equipment. They will be supported in building positive relationships with their peers, joining in pretend play and learning how to cooperate. Throughout the term, the children will be supported to recognise their feelings and encouraged to use simple words to describe them such as, happy, sad, worried and angry.	The children will build on their skills by managing their interactions with greater confidence and independence. They will be supported to solve small conflicts with their peers, using language to explain their ideas and listen to others. The children will continue to be encouraged to take responsibility for the classroom environment, with the aim that they will be able to tidy-up and care for shared spaces without adult support. As the children deepen their friendships, they will take part in more sustained cooperative and imaginative play. The children will further develop their emotional literacy by talking about what has caused their feeling and how they can express them appropriately, beginning to recognise that others may feel differently from them.
COMMUNICATION AND LANGUAGE DEVELOPMENT <i>(CRC) Articles 12, 13, 30</i>	The children will continue to develop their “voice” in school by being encouraged to express their thought, needs and feelings confidently during play and carpet sessions. They will be supported in following their own interests and talking about what they are doing, helping to deepen the learning they began in the autumn term. The adults will continue to model and encourage the use of familiar vocabulary from the previous term, such as, <i>please, thank you, book bag and reading record</i>. Additionally, the children will listen to stories and begin recalling key events along with being encouraged to respond to simple questions using words and short phrases. The children will continue to develop an enjoyment for singing a wide range of songs and rhymes together, joining in with actions to support their language development.	The children will build on their communication skills by using longer phrases and sentences to share ideas and engage in conversations with adults and peers. They will be encouraged to introduce new vocabulary into their play and to use language for a wider range of purposes, such as suggesting ideas, asking for help and explaining what they notice. Story time will continue to support the children’s listening, resulting in them beginning to answer a broader range of questions including <i>who, what, where, when, why</i> and <i>how</i>, developing their comprehension. As their confidence grows, they will take part in activities that require careful listening and turn-taking in conversation. Singing sessions will help extend memory, rhythm and vocabulary, with the children joining in more independently and enthusiastically.
PHYSICAL DEVELOPMENT <i>(CRC) Articles 24, 27, 31</i>	The children will begin developing greater independence in managing their personal belongings. They will be supported in learning how to put on and take off their jackets, as well as	The children will continue to build on their independence by dressing and undressing with increasing confidence, working towards managing zips, buttons and outdoor clothing on their

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	beginning to dress and undress themselves with less adult help. The adults will encourage the children to take responsibility for looking after their own items, such as hanging up coats and keeping track of bags. To develop their gross motor skills, the children will have opportunities to move in a range of ways, running, jumping, hopping and beginning to attempt simple skipping actions. They will use large muscle movements to wave flags, streamers and ribbons, helping to build coordination and control. Fine motor activities will enable the children to develop their hand strength and early control, including using a comfortable pencil grip and practising snipping with scissors. The children will also be supported in using tools such as glue sticks and simple construction materials, during creative play. The adults will continue to promote confidence in toileting routines, reminding children how to wash and dry their hands thoroughly.	own. They will take more responsibility for organising their personal belongings and ensuring they are stored correctly. Gross motor sessions will focus on improving balance and coordination through activities such as obstacle courses, hopping and early skipping patterns. The children will continue using large movements in dance, outdoor play and creative tasks, helping them develop stamina and control. Fine motor development will progress as the children practice holding a pencil using a tripod grip and begin to show a more consistent preference for a dominant hand. The children will safely use scissors to cut paper along straight and curved lines and will independently use a wider range of tools and materials—such as Sellotape dispensers, hole punchers and collage items to bring their imaginative creations to life.
UNDERSTANDING THE WORLD (CRC) Articles 16, 18, 23, 30, 31	The children will be encouraged to notice and talk about the changes they can see in their environment as winter turns to early spring. They will explore a range of natural materials, learning how to handle them carefully, while beginning to understand why it is important to look after the natural world. The children will take part in planting activities, where they will plant their own seeds or bulbs and observe the early stages of growth. Through simple discussions and hands-on experiences, they will start to explore the idea of “new life” and learn about the basic life cycle of plants. The children will also be introduced to the concept of different occupations, focusing on people who help us in our community.	The children will build on their observations by continuing to track the changes in their environment as the seasons progress. They will revisit their planted seeds and bulbs, noticing and describing how they have grown and what they need to stay healthy. As part of our focus on “new life”, the children will look closely at life cycles, exploring how both plants and animals change and grow over time. The children will continue learning about different occupations, expanding their discussions to include a wider range of roles and responsibilities. They will talk about similarities and differences between people, families and communities, developing a growing awareness of the world they live in and the people who help to make it work.

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EXPRESSIVE ARTS AND DESIGN <i>(CRC) Articles 13, 29, 31</i>	The children will explore a range of musical instruments to express their feelings and ideas, experimenting with different sounds and rhythms. They will continue to learn and sing a variety of songs and rhymes, while being encouraged to make up simple songs during play with their friends. In the creative area, the children will use a wide selection of media including pens, crayons, charcoal, chalk and paint to create their own artwork. They will be supported in using scissors safely and with control, as well as experimenting with recycled materials to build simple 3D creations. During pretend play, the children will begin developing early storylines, using props, costumes and small-world resources to bring their ideas to life.	The children will develop their musical skills by exploring different sounds and using instruments to express ideas. They will grow more confident with familiar songs and may create their own more independently. In art and design, they will refine their fine motor skills and use a range of materials to make more detailed 3D models. Their artwork will become more purposeful as they explore colour, texture and shape. The children's imaginative play will become more complex, with them creating longer storylines and using props to support their ideas and language.
Safeguarding <i>(CRC)</i> <i>2,3,6,12,15,17,19,24,28,29,34,36,39,42</i>	The children will be taught why we have certain rules, e.g. walking inside to avoid accidents. They are continually encouraged to put all of their belongings and resources away to avoid falls and trips. The children will also continue to be reminded about safe adults and healthy habits. All of the children are encouraged to tell an adult if they have hurt themselves and how. The children will also talk about Road Safety and Stranger Danger. When using the computer and other electrical devices such as iPads, the children will be taught about how to be safe online.	