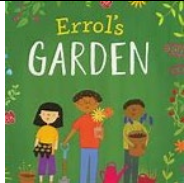
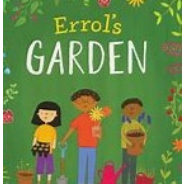
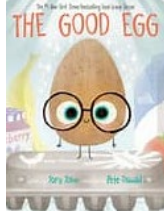


 Year Group: Nursery	Value Focus: Aspire	SPRING TERM 2 School Year 2025-2026
Curriculum Theme: Who lives there?	RRS: Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.	

	Week 7 23.02.2026	Week 8 02.03.2026	Week 9 09.03.2026	Week 10 16.03.2026	Week 11 23.03.2026
Whole School Events	T&L Review Days SEND Review	World Book Week SIP Questionnaires Data Deadline	Science Week Strategy Day Reports Deadline Pick and Mix	PPMs Reports go home 4 day week – Eid	Eid celebrations Janet – singing workshops Display Deadlines
Enrichment		Brick Lane Bookshop visits Bow Arts – Year 5 and Year 6 KS2 Parasports	Bow Arts – Year 5 and Year 6 Sustainability Ambassadors & Y5 workshops Bank of England trips Year 6		Bank of England trip – Year 3 Soanes Centre - Reception
PSED-A healthy mind for a healthy life (Adult led)	Provide the children with costumes or masks to act out the story. Explain that they will need to decide which child gets to play the different characters from the story. Praise children who help to solve conflicts by suggesting alternative ideas.	Encourage the children to work together, either in pairs or as a larger group, to think of ideas for how they could trap or trick the wolf.	I can tell you some of the things I need to do to be healthy	I know how to help myself go to sleep and that sleep is good for me	I can wash my hands and know it is important to do this before I eat and after I go to the toilet Caring for an egg – Egg challenge All children to take an egg home for the weekend. Can they keep it safe? Ask parents to record what they did with the eggs, on Tapestry.

Com & Lang- Talking with our friends (Enhanced provision –adult facilitated)	Gather a selection of construction materials and equipment, such as building blocks, tools and safety hats. Provide the children with two verbal instructions at a time to help them construct a house for the girl to live in with the animals. For example, 'Put on your safety hat and pick up a hammer.' Can they follow your instructions and make a house? Eid decorations	Draw out a story map, telling the story of 'Wild' Sensory garden to explore based on Wild. Nature hunt.	Exploring/using new vocabulary Asking/answering questions Growing Crest Photos on cups	Egg challenge baskets Annotate photos from trip	Role play story – dressing up or using puppets. Encourage use of story language, speaking in full sentences. Boil eggs set up egg challenge Paint eggs Eid party shopping list
English-! (Adult led)	 Instruction writing – How to plant a seed Focussing on what is needed	World book week text The Suitcase	Errol's Garden  Labelling parts of a flower (roots,	The Good Egg  Making links with Zones of Regulation	

			stem, leaves, flower)	Discussing what we can do to make ourselves feel calm Writing a grocery list Keeping a diary of what they did with their egg over the weekend (annotate photographs)
Maths (Adult led)	Patterns Explore repeating patterns Number patterns 1 2 3 4 ...what comes next? 5 4 3 2 ...what comes next?	Shapes Review: basic 2D shapes and relate them to numerals by the number of sides and corners. Sorting shapes but properties Recognising and naming 3D shapes in our environment, printing using 3D shapes Combining shapes to make new shapes (shapes within shapes)	Positional language Beginning to learn and use simple positional language <i>Take everyday opportunities to use words for position and direction accompanied by gesture (e.g. in, on, inside, under, over) using equivalent terms for these in home languages through liaison with families where possible.</i> Link to trip to the farm -the goat is next to ... -the ferret is in ...	Measures - Times of the day (sequence key events) - Days of the week <i>When children talk about their experiences at home and in the setting, use some language of time (before, later, soon, next, after, morning, afternoon, evening, night-time).</i>
Physical Development	Moving in different ways – using	Den building- act out 'Wild'	Challenge the children to work as a team to build a house outside. Provide them with planks of wood, guttering, sticks and	Risk taking-creating an assault course

(enhanced provision)	apparatus/mats in infant hall		large pieces of fabric which they have to transport	using planks, crates and apparatus
UW-My world (Adult led)	Talking about our own lives Comparing it to others Exploring/talking about the natural world		Planting seeds to grow herbs	Celebrations Eid/Easter How do people celebrate?
Expressive Art & Design (Enhanced provision)	Junk modelling –make the girl/ or any of the animals from the story		Using natural resources to make transient art (pebbles, leaves, grass) Use the forest school area (tree stumps for the canvas)	Egg painting
Outcomes	Explore natural areas around school – what/who could live there?			Easter Bonnet Parade