

Curriculum Plan - Spring Term 2 2026 (5 weeks)

Week	Seasonal / Themes	What we want our 3 and 4 olds to learn: (Curriculum)	Learning Opportunities that we provide and how we deliver that learning (Pedagogy/Teaching)	Development Matters Area Focus
Weeks 1-5	<ul style="list-style-type: none"> → Literacy & Creative Storytelling → Phase 1 Phonics activities → World Book Day (Week 2 - 5th March) 	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> → Understand 'why' questions, → Use a wider range of vocabulary. → Enjoy listening to longer stories and can remember much of what happens → Understand a question or instruction that has two parts → Use talk to organise themselves and their play: <p><u>Literacy</u></p> <ul style="list-style-type: none"> → Engage in extended conversations about stories, learning new vocabulary. → Develop their phonological awareness <p><u>Expressive arts and design</u></p> <ul style="list-style-type: none"> → 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. 	<p><u>Literacy and imaginative play</u></p> <ul style="list-style-type: none"> → Children to listen to stories in small groups throughout the day encouraging the children to join in with repeated refrains → Support children to use the Yoto player to listen to stories, can they follow the story without looking at the pictures → Introduce books with each of the small world setups to support children to expand their play and develop a narrative → Provide children with props/puppets to retell stories → Children to put on shows for other children, retelling stories or making up their own → Use the story building puzzles to encourage children to put together their own story and read it out → Provide spring-themed stories for children to enjoy and share and comment on the books they are exploring. → For world Book day children can bring in their favourite stories and share them with the other children, encouraging discussion about why they enjoy it. → Provide open-ended questions to help extend a narrative during imaginative play → Tell a story with stamps/stickers and adults to scribe the story → Encourage discussion about story structures and support children with organising the different characters and arranging a narrative during imaginative play → Children will have the opportunity to take part in variety of activities to support their listening and attention → Children can engage in activities to support phase 1 phonics and develop children's speaking and listening skills 	<p>Understanding the World</p> <p>Communication and Language</p>

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Weeks 1-5	→ Springtime	<p><u>UtW – Past and Present, People, Culture and Communities and The Natural World</u></p> <ul style="list-style-type: none"> → Understand the key features of the life cycle of a plant and an animal. (pg. 104) → Use all their senses in hands-on exploration of natural materials. (pg.103) → Explore collections of materials with similar and/or different properties. (pg.103) → Talk about what they see, using a wide vocabulary. (pg.103) <p><u>Understanding the World</u> Plant seeds and care for growing plants. (pg.104)</p> <ul style="list-style-type: none"> → Understand the key features of the life cycle of a plant and an animal. (pg. 104) 	<p><u>Springtime activities</u></p> <ul style="list-style-type: none"> → Children draw from their imagination and from observations. Encourage children to draw things that they have seen and begin to add details to their drawings by selecting interesting objects to draw. Point out key features by discussing them, for example, the plant has 4 leaves. → Talk about the 'signs of spring' and look out for changes in the environment as the weather changes. For example, bluebells and daffodils or leaves beginning to grow on trees. → Gather interesting items that the children have found, create an interest table/box as a discussion prompt. Encourage children to be curious and ask questions → Read a range of spring-themed stories that will introduce new vocabulary and encourage discussion → Plant seeds in pots and then ask children to describe the sequence of events using vocabulary, such as 'first', 'then' and 'after'. 	Understanding the World
Weeks 3 & 5	→ Mother's Day (Week 3 - 15th March) → Easter (Week 5)	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> → Continue developing positive attitudes about the differences between people.(pg.107) → Talk about members of their immediate family and community.(pg.108) 	<p><u>Celebrations</u></p> <ul style="list-style-type: none"> → Encourage discussion about Easter and the different ways that people celebrate the springtime and easter. Celebrate and value cultural, religious and community events and experiences. → Give children time to share information about their own family and ask questions or make comments. Encourage children to share pictures of their family and listen to what 	Understanding the World Communication and Language Literacy

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		<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> → Understand 'why' questions, → Use a wider range of vocabulary. (pg.31) <p><u>Maths</u></p> <ul style="list-style-type: none"> → Understand position through words alone – for example, “The egg is behind the tree,” – with no pointing. → Discuss routes and locations, using words like 'in front of' and 'behind'. (pg.90) <p><u>Physical development</u></p> <ul style="list-style-type: none"> → Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. → Skip, hop, stand on one leg and hold a pose for a game like musical statues 	<p>they say about the pictures.</p> <ul style="list-style-type: none"> → Hide a spring chick or rabbit toy for children to find and describe its location with positional vocabulary. → Play a listening and attention game called 'The Easter Bunny Says...'. During this game, the adult gives various instructions, such as 'The Easter Bunny says hop on one leg.' The children listen to the instructions and perform the action. However, if any instructions are said without 'The Easter Bunny says...' at the beginning, then the children should stay still. → Sing the Sleeping Bunnies nursery rhyme and explore the different movements that the bunny makes, such as jumping, hopping and skipping. Encourage children to think of different movements that they could perform for this song. → Easter transient art- Decorate egg shapes with a range of large pom-poms and gems, encouraging children to arrange the objects in patterns. Encourage children to use the words 'repeat', 'same' and 'over and over'. → Easter egg scavenger hunt with numbered eggs - matching numerals and patterns. Use positional language to help children find hidden objects, describing where they might be able to find them. 	<p>Maths</p>