



## Holding hands with Jesus as we love, learn and grow together.

**How you can help at home?** Please encourage your child to develop a love of books, both fiction and non-fiction as this helps feed their imaginations, which helps with their role play, reading and writing. Read stories to them at bedtime, sing songs and nursery rhymes. Encourage them to write their names and other simple words like Mum/Dad and family names. Also, to count objects and practise writing their numbers. Encourage independence and sharing their experiences from school.

**Class Dojo and Tapestry:** Here you can share messages with the class teacher and upload learning from home to share with school.

<b>English</b> Books - Super Duck, Supertato Penguins & Ice, 10 Little Superheroes, Monkey and Me, Bear Snore on, The Very Hungry Caterpillar Jaspers Beanstalk Poetry Phase 1 Phonics. To begin to link sounds to letters. To hear and say initial and final sounds in words. To begin to recognise own name in familiar contexts.	<b>R.E.</b> <b>Branch 3 - Galilee to Jerusalem</b> We will learn more about Jesus' life and his mission <b>Branch 4- Desert to Garden</b> Learning all about Lent, preparing for Easter and to know about the Easter story.	<b>Science</b> Materials, Seasonal changes, Planting and caring for growing plants. Animal habitats. Healthy food choices Understand the key features of the life cycle of a plant and an animal. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.
<b>Mathematics</b> <b>Number:</b> To recognise, count and order numbers 0-10. Subitising.  <b>Shape, Space and Measures:</b> To explore 2D shapes and makes links to different shapes in the environment. To make comparisons between objects relating to size, length, weight and capacity. To begin to understand language of time/sequencing events. Extend and create ABAB patterns.	<b>Nursery Class</b> <b>Spring Term</b> <b>2026</b> 	<b>Understanding of the World</b> <b>Past and Present:</b> Children will talk about the lives of the people around them and their roles in society. <b>People, Culture and Communities:</b> Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <b>Natural World</b> Children will explore the natural world around them by making observations and drawings of plants and animals.
<b>Art and Design (EAD, EUMM)</b> To explore colour, texture, shape, form and space in 2D and 3D. To sing simple songs from memory. To recognise repeated sounds and sound patterns and match movements to music. To respond to what they see, hear, touch and feel in different ways. To use their imagination in art and design, music, dance, imagination, role-play and stories. Explore colour and colour-mixing.	<b>D.T.</b> Children select appropriate resources and adapt work where necessary. They use tools safely. To begin to select tools and techniques needed to shape, assemble and join materials they are using.	<b>Physical Development</b> <b>Fine Motor-</b> Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently, such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons <b>Gross Motor-</b> Children will revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.
<b>Personal, Social and Emotional Development - Self Regulation, Managing self and building relationships</b> To demonstrate friendly behaviour and good relationships. To select and use activities and resources independently, being interested and motivated to learn. <b>G&amp;T</b> To learn and become more confident to speak out and try new things. To work as part of a group/class, taking turns and sharing fairly. <b>G&amp;T</b> To form good relationships with others and understand that there has to be agreed values and codes of behaviour. To develop emotional well-being and build resilience. <b>G&amp;T</b> to develop a deeper understanding of their emotions and what effects them. To manage their own personal hygiene, eg going to the toilet, hand washing. To learn about how to stay healthy, eg looking after their teeth and sleep routines.		
<b>Communication and Language - Listening and Attention, Understanding and Speaking.</b> To listen to others, one to one in small groups. To focus attention and concentrate for longer periods of time. To respond to instructions, follow a story and listen and respond appropriately. To use talk to connect ideas and use talk in pretend play. <b>G&amp;T</b> -To listen, take turns and share ideas confidently. To offer own views and opinions and be able to clarify ideas.		

*Tapping into Talent, Breaking Down Barriers, Daring to Dream.*