



OFFLEY ENDOWED PRIMARY SCHOOL EYFS CURRICULUM

NURSERY LEARNING INTENTIONS

SPRING TERM 2026

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	RE
<ul style="list-style-type: none"> To listen to simple stories and understand what is happening, with the help of pictures. To understand simple questions about 'who', 'what' and 'where'. To understand a question or instruction that has two parts. To be able to talk about familiar books. To build vocabulary. To use longer sentences of four to six words. 	<ul style="list-style-type: none"> To match their developing physical skill to tasks and activities e.g. decide to crawl, walk or run across a plank depending on its length and width. To choose the right resources to carry out their own plan e.g. choosing a spade to enlarge a small hole they dug with a trowel. To collaborate with others to manage large items such as a long plank. To use small-scale movements to use one-handed tools and equipment, for example, making snips in paper with scissors, using pencils, crayons and brushes to make a picture. To ride scooters, trikes and balance bikes. To send balls by rolling and throwing. 	<ul style="list-style-type: none"> To understand why rules are important. To talk about their feelings using words like 'happy', 'sad', 'angry', 'worried', 'calm', and 'excited'. To develop friendships with other children. To play with one or more children, extending and elaborating play ideas. To select and use activities and resources to help them achieve a goal that is chosen or one which is suggested for them with support. To learn about ways to keep themselves safe through initial passenger safety awareness. To learn about healthy choices that they can make in relation to regular exercise, healthy eating and toothbrushing twice a day. 	<ul style="list-style-type: none"> To think about what stories can teach us (Spr A). To listen to stories from different religions and places (Spr A). To explore the signs of Spring and notice the changes that occur (Spr B). To listen to the Easter story (Spr B).

LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<ul style="list-style-type: none"> To sing songs and rhymes. To pay attention and respond to pictures or words in books. To have favourite books and seek them out to look at and/or share. To repeat words and phrases from familiar stories. To engage in conversations about stories, learning new vocabulary. To develop play around favourite stories using props. To develop understanding of the five concepts about print: the names of the different parts of a book (front cover, back cover, page, pictures, writing/words). To make marks on their picture to stand for their name. To develop their phonological awareness by spotting and suggesting rhymes and recognising words with the same initial sound. To develop oral blending and segmenting. To begin to recognise and say phonemes linked to a picture and action. 	<ul style="list-style-type: none"> To say one number name for each item in order 1,2,3,4,5. To recite numbers past 5. Fast recognition of up to 3 objects without have to count them individually (subitising). To know the cardinal principle that the last number reached when counting a group of objects is the amount. To show 'finger numbers' up to 5. To link numerals and amounts up to 5 – showing the right number of objects to match the numeral. To make comparisons between objects relating to size, length, weight and capacity using language such as big, small, long, tall, short, heavy, light, full, empty, +er. To begin to describe a sequence of events real or fictional using language such as 'first', 'then,' and 'next' with support (related to stories in Spring A and then experiments in Spring B) 	<ul style="list-style-type: none"> To notice differences, such as appearance, race, gender, religion, special needs and disabilities and listen to discussions about them. To listen to stories and non-fiction books with historical elements. To explore how things work. To explore and talk about the different forces they feel with support including floating and sinking, magnetism and propulsion pushes and pulls. To talk about different materials such as ice and changes they notice. To notice the effects of the changing season on the natural world around them. To plant seeds and observe things growing To use technology to listen to music or stories with support. To learn how to operate a simple camera with support. 	<ul style="list-style-type: none"> To take part in simple pretend play, using an object to represent something. To begin to develop complex stories using small world equipment like animal sets and doll houses. To explore different materials freely in order to develop ideas about how to use them and what to make. To join different materials using tape and glue. To begin to develop threading skills by threading large beads onto a lace. To explore different textures. To begin to make simple models with support. To create closed shapes with continuous lines and begin to use these shapes to represent objects. To explore instruments and make rhythmical and repetitive sounds. To join in singing and take part in action songs.

CURRICULUM FOCUS – STORIES, HISTORY AND SCIENCE

Christian Value and Ethos	British Values	Characteristics of Effective Learning
To learn about our focus Christian Values and begin to talk about them. To begin to join in with the school prayer. To listen respectfully to collective worship time. To begin to say class prayers. To begin to learn a story about Jesus from the bible.	To learn right from wrong (Rule of Law). To know the consequences of actions (Rule of Law) To learn about how we treat everybody equally (Democracy) To listen respectfully other people's opinions and values (Mutual Respect).	To show goal orientated behaviour. To use a range of strategies with support to reach a goal. To try to correct simple mistakes for themselves. To keep trying when things are difficult.