

# Shiphay Learning Academy



*Creativeness - Respecting - Aspiration - Contribution*

## Nursery Curriculum Plan: Spring 2026

*Our aim at Shiphay Learning Academy is to enable all children to reach out to their full potential in a safe, welcoming and happy environment. We will strive to serve our community and create responsible citizens, who are independent and confident lifelong learners, equipped to meet the challenges of a changing future. This is achieved within an inclusive and respecting environment that values every individual, encourages creativeness and celebrates the diversity of our community.*

We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:

- supports pupils' personal development;
- develops a love of learning;
- prepares pupils for work and lifelong learning;
- develops children as global citizens.



Be ready, be respectful, be safe

OUR 3 GOLDEN RULES



# Year Nursery: Spring 1 2026



## Unit overview: Toys

### Communication & language and literacy



#### Communication and Language:

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play.
- Use longer sentences of four to six words.

#### Literacy:

Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm.

- Understand the five key concepts about print:
  - Print has meaning
  - The names of the different parts of a book
  - Print can have different purposes
- Use some of their print and letter knowledge in their early writing.

### Mathematics



#### Counting:

- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total.

#### Linking numerals and amounts:

- Showing the right number of objects to match the numeral to 4.
- Experiment with their own symbols and marks as well as numerals.

#### Position and Direction:

- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

#### Pattern:

- Extend and create ABAB patterns – stick, leaf, stick, leaf.

#### Shape:

- Talk about and explore 3D shapes

### Understanding the world



#### Development matters

- Explore and talk about different forces they can feel.
- Explore how things work.
- Explore collections of materials with similar and/or different properties
- Talk about the differences between materials and changes they notice.

### Physical Development



#### Development matters

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Show a preference for a dominant hand.

### PSED



#### Development matters

- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries.
- Show more confidence in new social situations.
- Begin to understand how others might be feeling.

### Expressive Arts and Design



#### Development matters

- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Respond to what they have heard, expressing their thoughts and feelings.

Nursery 3/4

### READING from United Curriculum

- Kipper's Toybox by Mick Inkpen
- Stanley's Stick by John Hegley
- Harry and the Dinosaurs and the Bucketful of Stories by Ian Whybrow
- Jabari Tries by Gaia Cornwall

### READING from the Reading Spine

- Hairy Maclary from Donaldson's Dairy – Lynley Dodd
- Come on Daisy – Jane Simmons





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# Year Nursery : Spring 2 2026



## Unit overview: Food Glorious Food

### Communication & language and literacy

#### Communication and Language:

- Develop their communication.
- Use a wider range of vocabulary.
- Be able to talk about familiar books and be able to tell a long story.
- Use vocabulary in their play, that reflects their experiences of books.
- Use talk to organise themselves and their play.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

#### Literacy:

- Use some of their print and letter knowledge in their early writing.
- Develop their phonological awareness, so that they can:
  - Spot and suggest rhymes, recognise words with the same initial sound.
- Understand the key concepts about print. (directionality of text)

### Mathematics

#### Sorting and Matching:

- Find and match objects which are the same.
- Sort the same set of objects according to different criteria.

#### Shape:

- Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.

#### Link numerals and amounts/Counting:

- Show 'finger numbers' up to 5 when joining number songs and rhymes
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total.

#### Measure:

- Make comparisons between objects: size, length, weight and capacity.

### Understanding the world

#### Development matters

- Plant seeds and care for growing plants.
- Understand the key features of the life cycles.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Show interest in different occupations.

### Physical Development

#### Development matters

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Make healthy choices about food.

### PSED

#### Development matters

- Develop their sense of responsibility and membership of a community.
- Develop appropriate ways of being assertive.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

### Expressive Arts and Design

#### Development matters

- Explore colour and colour-mixing.
- Begin to develop complex stories using small world.
- Make imaginative and complex 'small worlds' with blocks.
- Explore different materials freely.
- Develop their own ideas and then decide which materials to use to express them.

Nursery 3/4

### READING from United Curriculum

- Jasper's Beanstalk by Nick Butterworth
- The Little Red Hen
- Oliver's Vegetables by Vivian French
- Don't Put Your Finger in the Jelly Nelly by Nick Sharratt
- Alphabet Ice Cream by Nick Sharratt & Sue Heap

### READING from the Reading Spine

- Jasper's Beanstalk by Nick Butterworth & Mick Inkpen
- The Very Hungry Caterpillar by Eric Carle





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# Positive Relationships and Behaviour



- The School takes a trauma-informed approach to managing behaviour. We continue to work across the curriculum to develop co-operative learning and social skills. Pupils are encouraged to discuss matters relevant to them, their behaviour and their relationships with others.
- The school operates a Positive Behaviour Policy. Rewards take the form of verbal praise, House points, certificates and stickers for effort and attainment across the whole range of school activities. Rewards are linked to Shiphay's Values. Certificates are presented to the children in Celebration Assembly and children's achievements are celebrated on the recognition board in their classroom. Children who go above and beyond by continuously make good choices will receive a Praise Postcard and others may receive a 'Golden Phone Call' from the Headteacher.
- Consequences vary according to the seriousness of the incident and/or behaviour. On occasion, children are required to finish class activities at playtime or at home if lesson time has been missed due to their poor behaviour choices in class. Missed break time or lunchtime operates as a sanction when things go 'more wrong'. During this time, children will be able to take part in a restorative conversation, reflecting on how to improve their behaviour and deciding 'how to make things right'. When poor or inappropriate behaviour is persistent, parents are contacted and are invited to discuss concerns with a member of the leadership team.
- When there are questions or concerns, your first point of contact should be the class teacher, who knows your child best. In addition, Mrs Emma Gorman (Assistant Head and team leader) is also available to give assistance.