

**Butterfly Nursery Planning 2025-2026**  
Spring 1 Weekly Planning W/C 05.01.26



Start of Session

Together Times Yellow and Red	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Time: 9.05-9.25pm</b> <b>9.05-9.25pm</b> <b>1.05-1.25pm</b> <b>Learning Objective</b> <b>Skill</b>	Teacher Training Day.	C&L-Talks about what they have been doing and the things they remember. Skill: Listens and responds to things said by others.  Reflection – what did the children do over the Christmas holidays? What was their favourite present? Did they go anywhere? (Family, friends etc).	To identify Environmental Sounds Skill: Listening and tuning into sounds.  Warm up – Sing Jack and Jill  Listening game online to hear and not see (phase 1 phonics).  Mel/Ashleigh's group-Wednesday Clare's group-Friday Sue's group-Wednesday	Skill: PD Use large muscle movements  Stand ready holding streamers. Hold arms straight out in front. Up and down movements. Up and down with a bit of a swing so that legs bend in time to the music as well. One up, one down – Move arms opposite. Out and in – hold arms straight out to the side and bend elbows to move in and out. Add in circles – AS ABOVE. Loops and radials AS ABOVE. ZIG ZAGS – As above Rainbows – With one hand make an arch shape in front of the body – arms straight. The repeat with other hand. The two hands like windscreen wipers.	To identify Environmental Sounds Skill: Listening and tuning into sounds.  Warm up – Sing Jack and Jill  Listening walk in the garden/forest  Mel/Ashleigh's group-Friday Clare's group-Wednesday Sue's group-Friday
Differentiation: We can deepen the learning by...		Use open ended probing questions to encourage deeper thinking and extended vocabulary e.g. How did you feel when you opened that present? What made it so special?	Ask the children to describe what they heard and how they know e.g. I heard a ring, ring sound, so I know it was the bell because bells ring like that. Encourage the children to use descriptive vocabulary	Volunteers to show and share their movements. Make smaller movements.	Challenge the children to move in a way that matches the sound they hear e.g. tiptoeing quietly if they hear a whisper of wind, stomping loudly if they hear a big crunch of the leaves.

			e.g. loud, soft, high-pitched and scratchy.		
Key Vocabulary or Questions. (Hold a sentence)		Christmas, holidays, presents, toys, family and friends.	What do you think made that sound? Can you describe the sound you heard? e.g. "It went woof, woof, it was loud".	Up, down, movements, opposite, swing, bend, in and out. Horizontally, loopy,, middle, in front, Radials and Zig Zags.	We need to be very quiet, so we don't scare the sounds away, how quietly can we walk? What sorts of sounds do you think we might hear?
Resources		Together time mascot	IWB	Material for flipper flappers.	



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**End of Session Nurture**

Together Times <b>Yellow</b> and <b>Red</b>	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Time: 1.05-1.25pm</b> <b>2.30-2.50pm</b> <b>Learning Objective</b> <b>Skill</b>	Teacher Training Day.	<b>Text: 'The Snow Thief'.</b> <b>. (title, author, blurb)</b> <b>Focus: Prediction.</b>  Talk about the author and illustrator. Talk about the differences between the words and pictures.  Mel- Tuesday Clare- Thursday Sue- Wednesday	Subitises one, two and three objects and beyond (without counting).	Activity-Links Numerals with amounts up to 5 and maybe beyond.  Show the children the number cards from 0 – 5. What numbers can they recognise?  Can they match the correct numeral with the amount e.g. 3 buttons and the number 3 card.	Read and talk about Winter.  Choose from a selection of books from the basket.  Little Owl in the snow  The smiley snowman  Snowy day
Differentiation: We can deepen the learning by...		Investigating the "Thief"- Deepen learning by pausing when the snow disappears to ask, "who or what could the thief?". Encourage the children to look for clues in the illustrations (like the sun or rising temperatures) rather than just guessing.	Irregular arrangements- once the children can subitise 1-3 in a line, present the same amount in random or messy patterns, to ensure they recognise the quantity, regardless of orientation.	Comparative language- Encourage the children to use terms like, "more than", "fewer than" or "the same as" when comparing groups of objects linked to numerals.	What do you think will happen next? How do you think the animals will feel in the cold?
Key Vocabulary or Questions. (Hold a sentence)		What is the white stuff on the ground? Why is it so cold? Why does the snow disappear?	How many can you see?	Count, match, same, different and altogether. Number names from 0 – 10 How many have you got? How many altogether?	Winter, snow, cold, snowball, Polar Bear, Igloo, hullabaloo, mischief, cautiously, gasped and frightened.
Resources		Books-In basket in kitchen area.	Objects/cards to subitise with,	Number cards and objects to count.	Books-In basket in kitchen area.

End of session Time: <b>2.35-2.45pm</b> <b>3.20-2.30pm</b>		Singing time	Storytime	Singing time	Storytime
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**Rising 3s Nursery Planning 2025-2026**  
Spring 1 Weekly Planning W/C 05.01.26

Start of Session

Together Times Yellow and Red	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Time: 9.05-9.25pm</b> <b>9.05-9.25pm</b> <b>1.05-1.25pm</b>  <b>Learning Objective</b> <b>Skill</b>	Teacher Training Day			C&L-Talks about what they have been doing and the things they remember. Skill: Listens and responds to things said by others.  Introduce your 'Together Time Mascot' and explain the speaking and listening rules when using the mascot.  The children can pass the mascot around and share with their group, what they did during their Christmas holidays.	PSED- Understands and follow some rules. Skill: Understanding the importance of rules.  Use the group time visual board, to show the routine of group time. Sing the 'Hello song' and talk about the special rules of 'together time', using the visual cards. Pass your 'Together Time Mascot' around the circle encouraging the children to introduce themselves to the toy by saying "My name is...." Explain it is their turn to talk when they are holding the mascot and to listen when they are not holding it. Allow anyone to pass on their turn, may try and encourage whispering it into the toy's ear.
Differentiation: We can deepen the learning by...				Can the children talk about the toy's colour, size, and the sound it makes?	<b>Problem-Solving:</b> Present a hypothetical scenario: "What would we do if two people wanted to talk at the same time and neither had the mascot?" and discuss the "rules" of listening and turn-taking.
Key Vocabulary or Questions. (Hold a sentence)				Christmas, holidays, presents, toys, family and friends.	Good sitting, good listening, respectful, your turn, their turn, now and next.

Additional Resources			Together time mascot	'Together Time Mascot', routine visual board and rules cards.
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<b>Time: 1.05-1.25pm</b> <b>2.30-2.50pm</b>  <b>Learning Objective</b> <b>Skill</b>	Teacher Training Day			<b>C&amp;L- Is interested in books and stories.</b> <b>Skill: Listen and responds.</b> Choose an 'open the flap' story book from the basket in the kitchen area. Read the story to the children and ask key questions throughout the book.	<b>LD- Joins in with songs and rhymes copying sounds rhythms, tunes and tempo.</b> <b>Skill: Listen, respond and engage.</b> Use the nursery rhyme board. Let the children take it in turns to select a Nursery rhyme card to sing with the group.
Differentiation: We can deepen the learning by...				<b>Predictive Clues:</b> Instead of just asking "What's under here?", provide a sensory clue first (e.g., "I can hear a <i>quack-quack</i> sound, who is hiding?") to build auditory-visual links.	<b>Sensory Clues:</b> If a child is unsure what to pick, use a "sensory clue" from the bag (e.g., make a ' <i>Baaa</i> ' sound before they pull out the sheep) to help them make the connection between the object and the song.
Key Vocabulary or Questions. (Hold a sentence)				"Who do you think is hiding behind the big blue door?". "I can see some furry ears... what animal could it be?"	Choose, Nursery rhymes and picture cards. What is your favourite Nursery Rhyme?
Resources				Books-In basket in kitchen area.	Nursery rhyme board.

End of session Time: 2.35-2.45pm 3.20-2.30pm		Singing time	Storytime
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