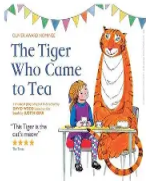
Stoke Primary School

Nursery Skills Grid

Nursery MTP – Spring term 1

Overall Theme: Kings and Queens

This topic introduces children to traditional tales, nursery rhymes, and stories set in royal worlds, encouraging imagination, storytelling, and role play. Through characters like Rapunzel and the Grand Old Duke of York, children explore ideas of bravery, kindness, and fairness while building early understanding of history and community roles. Activities such as small world play and castle building foster creativity, cooperation, and language development, helping children make sense of story structure and the world around them.

Key Learning	Week 1 WB: 05.01.2026	Week 2 WB: 12.01.2026	Week 3 WB: 19.01.2026	Week 4 WB: 26.01.2026	Week 5 WB: 02.02.2026 London bridge is falling down!	Week 6 WB: 09.02.2026 Chinese new year
						
UTW	History Children talk about different people in society and learn about special roles such as kings and queens.	Geography Discuss real animals' vs story animals	Geography Children will explore castles, towers, and fairy tale settings while learning about people, places, and objects in the story.	Science Identifying colours in the environment (Rapunzel's hair, castle, nature, or city objects).	Geography learn about London as a place and notice differences between their own environment and a city setting.	RE To learn about the concept of Chinese new year
EAD	Create their own crown	Design a Tiger Mask	Create "Rapunzel's braid" using coloured paper strips,	Create a small tower with a window and add their colour hair from yawn	Paint famous landmarks in London. (Imitating an adult)	Fireworks Painting

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			beads, or ribbons.			
Communication and Language	- Listen attentively to familiar stories and rhymes. - Respond to simple questions about a story. - Follow simple instructions. during adult-led activities. -Use words and short phrases to express ideas and needs.	- Listen attentively to familiar stories and rhymes. - Respond to simple questions about a story. - Follow simple instructions. during adult-led activities. -Use words and short phrases to express ideas and needs.	- Listen attentively to familiar stories and rhymes. - Respond to simple questions about a story. - Follow simple instructions. during adult-led activities. -Use words and short phrases to express ideas and needs.	- Listen attentively to familiar stories and rhymes. - Respond to simple questions about a story. - Follow simple instructions. during adult-led activities. -Use words and short phrases to express ideas and needs.	- Listen attentively to familiar stories and rhymes. - Respond to simple questions about a story. - Follow simple instructions. during adult-led activities. -Use words and short phrases to express ideas and needs.	- Listen attentively to familiar stories and rhymes. - Respond to simple questions about a story. - Follow simple instructions. during adult-led activities. -Use words and short phrases to express ideas and needs.
PSED	-showing a preference when playing with children and show an awareness of some of their feelings. -Awareness of basic needs like using the toilet and wiping their nose.	-showing a preference when playing with children and show an awareness of some of their feelings. -Awareness of basic needs like using the toilet and wiping their nose.	-showing a preference when playing with children and show an awareness of some of their feelings. -Awareness of basic needs like using the toilet and wiping their nose.	-showing a preference when playing with children and show an awareness of some of their feelings. -Awareness of basic needs like using the toilet and wiping their nose.	-showing a preference when playing with children and show an awareness of some of their feelings. -Awareness of basic needs like using the toilet and wiping their nose.	-showing a preference when playing with children and show an awareness of some of their feelings. -Awareness of basic needs like using the toilet and wiping their nose.

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Physical Development	- moving about their space with an increasing spatial awareness like navigating with the home corner. -Increased control with fine motor skills for example drawing circles and lines. -communicate my physical needs.	- moving about their space with an increasing spatial awareness like navigating with the home corner. -Increased control with fine motor skills for example drawing circles and lines. -communicate my physical needs.	- moving about their space with an increasing spatial awareness like navigating with the home corner. -Increased control with fine motor skills for example drawing circles and lines. -communicate my physical needs.	- moving about their space with an increasing spatial awareness like navigating with the home corner. -Increased control with fine motor skills for example drawing circles and lines. -communicate my physical needs.	- moving about their space with an increasing spatial awareness like navigating with the home corner. -Increased control with fine motor skills for example drawing circles and lines. -communicate my physical needs.	- moving about their space with an increasing spatial awareness like navigating with the home corner. -Increased control with fine motor skills for example drawing circles and lines. -communicate my physical needs.
Literacy **Maximising mark making opportunities.**	Children create invitations for a royal tea party	Children will explore lines, patterns, and textures while linking to the story and the tiger character.	Draw Rapunzel, the prince, or the witch. Add simple speech bubbles with scribbles or early writing to represent dialogue.	Give children paper or card shaped like castles or towers. Ask them to draw windows and doors using different shapes (squares, rectangles, circles). Encourage them to decorate the castle walls with lines, dots, zig-	Finger-Painted River Thames Children use fingers, hands, or brushes to make wavy lines for the river. Add bridges on top using pens or crayons. Encourage patterns: zig-zags, dots, or stripes along the bridge.	Red Envelope Scribbles & Drawings Red paper envelopes or red paper Gold or black crayons, pencils, markers

				zags, or patterns.		
Maths	-Focus on counting objects from the story (cups, plates, food). -Introduce simple shapes in context (circle plates, triangular sandwiches). -Count and sort objects using shapes.	-Compare quantities of food or objects in play (e.g., plates, cups). -Introduce the language of "more" and "less." -Continue to identify shapes in the environment and objects from the story.	-Identify, name, and describe shapes (circle, square, triangle) through play and art. --Begin to create simple repeating patterns with shapes.	-Sequence number cards or objects from 1–5. -Count and build towers or castle walls with blocks. -Reinforce shapes and patterns in tower building and decorations.	- Role-play to compare quantities of food and objects. -Sort and match objects by shape and continue simple pattern activities.	-Create, extend, and describe repeating patterns using shapes, objects, and numbers. -Review counting 1–5 and identifying shapes in the environment.