



**Living & Learning, inspired by our faith**

## Early Years Curriculum Letter

### Spring 2026

Dear Parents/Carers,

The Early Years children have been settling into their class and new routine and this term we will continue to support the children in building positive relationships and recognising their feelings and the feelings of others. We will also learn about the wider community, reflecting on and celebrating our similarities and differences and recognising that people have different beliefs and celebrate special times in different ways.

Our topic this half-term is **People Who Help Us** and our topic next half-term is **Travel and Transport**. During these topics the children will show interest in different occupations and compare and contrast the past and the present. Our Literacy texts will be **A Superhero Like You** by Dr. Ranj Singh and **Naughty Bus** by Jan and Jerry Oke.

The bullet points below show the objectives that we will be focusing on this term from the seventeen aspects of learning in the Early Years Foundation Stage (this will be split into Nursery and Reception, however depending on where your child is on their learning journey they may be Reception age and working from the Nursery age Curriculum and vis versa).

Throughout the topics there may be other focuses that we will explore based on the children's interests and events that are important to them.

#### **Religious Education**

Our topic for this half-term is **Getting to Know Jesus**. During this topic the children will learn more about Jesus and His love for us, listen to and respond to Bible stories and reflect on how we can follow in Jesus' footsteps by caring and praying for others.

Our learning goals will be:

- To know that Jesus has a great love for each one of us and to think of ways in which we can show our love for Jesus. <sup>[SEP]</sup>
- To hear that Jesus cured people who were ill. <sup>[SEP]</sup>
- To think of ways that we can show our love for people who are ill.
- To begin to know that Jesus showed that he was the Son of God at the wedding at Cana and to begin to think about what this means for us.



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After the half-term our topic will be **Sorrow and Joy**. During this topic the children will: learn about how Jesus helped people who had forgotten to be kind, listen to Bible stories and reflect on what they have heard, think of different ways that we can say and show when we are sorry, and explore forgiveness and helping others.

Our learning goals will be:

- To understand that we are capable of hurting others and that we should always try to be kind to each other.
- To know that we can say sorry when we hurt someone but we need to ask Jesus to help us to do this.
- To know that Jesus forgave those who hurt him and know that we can forgive other people when they hurt us.
- To know that we need to ask Jesus to help us to be kind to others.

We will also continue to learn about different religions and celebrations, for example: this half-term we will teach the children about Chinese New Year of the Horse.

### Communication and Language

The development of children's spoken language underpins all areas of learning and it has been wonderful to watch as the children's confidence grew last term, enabling them to have back-and-forth interactions with the adults and their peers within the school environment. This term we will continue to support the children's communication and language throughout the day through: quality interactions and conversations with the children, exposing the children to a range of different stories, songs, poems, and rhymes, to continue to develop their vocabulary and knowledge and providing them with a language rich environment.

Our main objectives this term are for the children to:

#### Nursery

- Listen to longer stories and recall and anticipate key events in stories.
- Retell simple events from stories and their own experiences.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Use a wider range of vocabulary.

#### Reception

- Listen to stories, non-fiction, songs and rhymes to develop more of an understanding of vocabulary and knowledge.
- Extend their sentences using connectives.
- Use talk for a range of purposes- imagine, retell, discuss, clarify, explaining how and why, expressing feelings and describing details.



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- Ask questions to find out more and to check that they understand what has been said to them.

We will continue to read to the children on a daily basis to provide them with extensive opportunities to use and embed new words in a range of contexts. Every half-term we choose five age-appropriate stories that we read with the children over and over again, we call them our 'favourite five'. This provides the children with opportunities to learn and use new vocabulary, build up familiarity, encourage the children to re-tell stories and the children gain a better understanding of story structure. The Favourite Five books for this term will be shared on the Class Dojo.

We will also be introducing the children to **Big Talk** sessions to promote their language development. Every week we will dedicate time to have our *Big Talk*, where the children will share their ideas, thoughts and feelings (focused on the theme, photograph, story, object or event for that week). We will also send home *Big Talk* sheets the week before our *Big Talk* so you can discuss the topic ahead of time so your child is prepared with their thoughts and ideas and can confidently share these thoughts with their peers.

### Personal, Social and Emotional Development

The children have been settling into school life well. They are forming respectful relationships with others, celebrating each other's similarities and differences, and have been learning that they are valuable individuals. This term we will continue to build on this through supported interactions with the children, and focused times (such as Circle Time) where the children will learn how to understand their own feelings and those of others. The children will listen to and have access to texts such as *Ravi's Roar* and *Tilda Tries Again* by Tom Percival, which open up opportunities for conversations about managing feelings and building their self-confidence.

The children will be working on:

#### Nursery

- Selecting resources needed to achieve their goals, sometimes with adult support.
- Getting involved and focusing during play and longer activities.
- Dealing with upsets, sometimes with adult support.
- Choosing appropriate ways to be assertive.

#### Reception

- Using strategies to stay calm, sometimes with support.
- Showing an awareness of boundaries and behavioural expectations.
- Developing important social attributes: kindness, sharing and listening.
- Taking account of the views and needs of others in play and when working together co-operatively.



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## Physical Development

Physical activity is vital in children's all-round development. Last term the children started their physical education lessons and had access to gross and fine motor activities on a daily-basis in our learning environment (both indoors and outdoors). This will continue this term, with **Nursery's P.E session being on a Tuesday** and **Reception will have P.E on a Tuesday and a Wednesday**. In their Physical Education lessons this term they will be engaging in Gymnastics lessons and will continue to develop their '*fundamental movement skills*'. In the classroom, they have varied opportunities to engage in small world activities (using small tools) as this control and precision also links to their early literacy skills.

We will be working on the children being able to:

### Nursery

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Show a preference for a dominant hand.
- Continue to use one-handed tools and equipment- glue sticks, brushes.

### Reception

- Develop their overall body strength, co-ordination and agility needed to engage successfully with future physical education lessons.
- Progress towards a more fluent style of moving, with developing control and grace.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient through our **Kinetic Letters** programme.
- Continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

## Literacy

It is essential for children to develop a life-long love of reading. The Nursery children have been exploring sounds and words, and getting attuned to the sounds around them. Meanwhile, the Reception children have started to gain the skills required to be able to read words independently and the enthusiasm they have shown for reading words and phrases (not only in their reading books but all around them, in the school environment and out of school) has been



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wonderful to see. The Early Years children display a love for reading as we share stories, rhymes, and songs together, often wanting to talk about this experience with the adults and their peers alike.

***This year is a National Year of Reading in the UK. The vision is to reconnect people with reading as a meaningful, modern and social activity.*** This term we will continue to promote a love for reading by exposing the children to a variety of books, rhymes, poems and songs. They will continue to develop their word reading, comprehension and writing skills, with a particular focus on being able to:

### Nursery

- Spot and suggest rhymes.
- Count or clap syllables in a word.
- Read their own name label (and other familiar signs) and begin to write some of or all of their name.
- Engage in conversations about stories, learning new vocabulary.

### Reception

- Continue to engage in extended conversations about stories, and to suggest what they think might happen next in the story.
- Blend sounds into words, so they can read short words.
- Read a few common exception (tricky) words matched to supersonic phonic friends.
- Read simple phrases and sentences made up of words with known letter-sound correspondences.
- Spell short words by identifying the sounds and then writing the sound with letter/s (this will then move on to sentence writing).

### **Phonics (Reading/Writing)**

#### Nursery

The Nursery children have thoroughly enjoyed being introduced to Phase 1/Firm Foundations phonics activities and we will continue to develop and build on these skills this term.

The emphasis on Phase 1 is to get the children attuned to the sounds around them. It is divided into seven aspects: environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.



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It is intended that each of the first six aspects should be dipped into throughout the year, rather than going through them in any order, with a balance of activities. Aspect 7 (oral blending and segmenting) will be introduced in the summer term, when the children have had plenty of opportunities to develop their sound discrimination skills.

### Reception

The children have responded with lots of enthusiasm to Phase 2/ The Basics 2 phonics using our phonics programme **Supersonic Phonic Friends**. We are now moving on to Phase 3 ('The Basics 3') phonics and will continue to work on this phase this term. During this phase the children will learn 25 graphemes (a symbol or group of letters that represents a sound), most of them comprising of two letters. The children will continue to practise CVC blending and segmentation and will apply this knowledge to reading and spelling tasks. We will learn new tricky words that the children will practise reading and spelling.

### Writing

The children will have access to mark-making resources (such as pencils and paint) at all times and they will be encouraged to engage in self-led mark-making/ writing activities (based on their particular interests) as well as adult-led mark-making/ writing activities which are set up by the teacher. They will also engage in writing activities during their phonics lessons (Reception).

### Handwriting

Last half-term the children were introduced to the red strand *Making Bodies Stronger* of the *Kinetic Letters* handwriting scheme, where they familiarised themselves with different animal positions, movements and writing positions to support their general development as well as for handwriting. This term we will continue to work on the red strand but Reception will also be introduced to the green strand *Holding the Pencil* and yellow strand *Learning the Letters*.

### Mathematics

This term the children will continue to develop a strong grounding in shapes, space and measures, number and the patterns within those numbers. We provide the children with frequent and varied opportunities to build and apply their understanding during adult-led activities and through self-initiated activities (providing them with accessible resources such as pebbles and ten frames for counting).

This term we will have a particular focus on the children being able to:

### Nursery



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- Subitise to 3.
- Link numerals to amounts: for example: showing the right number of objects to match the numeral (up to 5).
- Recite numbers past 5.
- Talk about and explore 2D and 3D shapes (for example: circles, rectangles, spheres and cubes) using informal and mathematic language 'sides', 'corners', 'straight', 'flat'.

### Reception

- Count beyond 10.
- Explore the composition of numbers to 10.
- Continue to work on understanding the 'one more than/one less than' relationships between consecutive numbers.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

### Understanding the World

This term we will continue to support the children to make sense of their physical world and their community. Our topics this term *People Who Help Us* and *Travel and Transport* provide the children with endless amounts of opportunities to develop their knowledge within the 'Understanding the World' area of the curriculum as they will be exploring the past and present through transport and travel and people, cultures and communities as they learn about different people within the community who help us.

They will:

### Nursery

- Use their senses in hands-on exploration of natural materials.
- Talk about what they can see, using and learning new vocabulary.
- Plant seeds and care for growing plants.
- Show interest in different occupations.
- Develop positive attitudes about the differences between people.

### Reception

- Draw information from a simple map.
- Continue to understand that people have different beliefs and celebrate special times in different ways.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Understand the effect of changing seasons on the natural world around them.





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## Expressive Arts and Design

The children have regular opportunities to engage with the arts, during their music lesson on a Wednesday as well as activities within the learning environment on a daily-basis (both adult-initiated and self-initiated). The children have a selection of resources readily available to them that they can access throughout the school day to develop their understanding, self-expression, vocabulary and their ability to communicate through the arts. This term the children will engage in activities such as junk-modelling (making models), where they will learn different techniques for joining materials together as well as gaining exposure to artwork and artists. Last term they were introduced to Alma Thomas' colourful artwork.

This term the children will be working on being able to:

### Nursery

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Remember and sing songs.

### Reception

- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

## Key dates

Term Begins - Tuesday 6<sup>th</sup> January– 8.45am pupils return

Reception Writing Workshop – Wednesday 14<sup>th</sup> January – 2.45pm

Children's Mental Health Awareness Week – week beginning Monday 9<sup>th</sup> February

Safer Internet Day – Tuesday 10<sup>th</sup> February -Theme – 'Smart Tech, Safe Choices'





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**Half Term – week beginning Monday 17<sup>th</sup> February – Friday 21<sup>st</sup> February,  
school begins Monday 24<sup>th</sup> February**

Other Faiths Week – Hinduism – week beginning Monday 23<sup>rd</sup> February

School Photos – Friday 27<sup>th</sup> February

Book Week – week beginning Monday 2<sup>nd</sup> March

CAFOD Lent Fast Day – Friday 13<sup>th</sup> March

Mothering Sunday – Friday 15<sup>th</sup> March

End of Term – Friday 27<sup>th</sup> March at 1.15pm –no PM session

**Summer Term begins – Monday 13<sup>th</sup> April 2026 – 8.45am pupils return.  
Children return to school wearing Summer uniform.**

### Learning at home

Here are some ways in which you can support your child at home:

- Helping them to gain independence e.g.: encouraging them to put on their own coat, jumper or cardigan and praising them for tidying up their toys when they have finished playing with them.
- Reading books with your child and discussing the book e.g., the characters and the setting, or encouraging them to join in with repeated refrains or phrases.
- Encourage your child to re-tell familiar stories.
- Point out text in the home or outdoor environment (such as 'stop' signs), can they 'have a go' at reading the sign (Reception)? Can they recognise familiar signs (Nursery)?
- To make marks for a variety of different purposes (shopping lists, birthday cards etc.). Children in Reception should now be encouraged to use their sound knowledge when writing.
- Emphasising the initial sounds in words to support your child in hearing and saying initial sounds, for example "I am going to buy a b ,b, banana".
- Pointing out shape and number in the environment, for example going on shape or number hunts to see how many different shapes or numbers you can find together.
- Counting together- for example through cooking opportunities "please pass me three eggs".
- Discussing and comparing amounts with your child; "you had five carrots, you have eaten one, you now have four carrots".
- Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage your child to use these words as well.



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- Asking your child 'how' and 'why' questions to explain reasoning.
- Singing lots of songs and rhymes with your child and dancing to different types of music.
- Listening to a range of different music and talk to your child about the music- how does it make them feel? Do they like the music? Why? Why not?

***Finally, please do share significant event in your child's life or good news from home. This gives us a great insight into their lives and is a fantastic talking point with the children. You can do this using our 'Wow Moment' sheet attached to our class page on the school website or send a photo to the school office email, marked For the attention of the EYFS Team.***

We look forward to working with you this term and want to thank you for your continuous support.

Yours sincerely,

**The Early Years Team**

**Miss L McAteer and Miss J Brownscombe**