



# Early Years Curriculum Letter

## Summer 2026

Dear Parents/Carers,

A warm welcome back to the final term of this academic year. There are still lots of adventures in learning for the children to experience.

This half-term our topic is **Once Upon a Time...**, throughout this topic the children will read and explore a variety of traditional tales and stories, they will engage in extended conversations about stories, learn new vocabulary and continue to develop a love for reading.

After the half-term our topic is **Our Animal Friends** where the children will learn about different types of animals and their habitats.

We will also be preparing the children for their **transition** into Reception (Nursery children) and Year One (Reception children).

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 vice 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 will be **New Life**. During this topic the children will celebrate the 'New Life' of joy, peace and courage that Jesus brought to us by rising from the dead. They will learn more about Jesus' Disciples and the 'good news' spread that 'Jesus is alive'.

Our learning goals will be:

- To begin to understand that because Jesus rose from the dead we can experience Easter joy.
- To know the story of Jesus appearing to Mary Magdalene when he rose from the dead and begin to understand why this story is important.
- To begin to understand the special gift of joy and peace that Jesus gave to the Disciples and can give to us.
- To know the story of Jesus going back to his Father in Heaven.



## Living & Learning, inspired by our faith

After the half-term our topic will be **The Church**. During this topic the children will learn about: some of the key features of the Church, know that we are all part of the Church and the family of God and learn more about Prayer.

Our learning goals will be:

- To know that we call the Church family of God and that we can all belong to this family.
- To know that a Church building is a holy place where we can all pray and are welcome.
- To know that Jesus is present in a special way in the Tabernacle and we can visit Him.
- To know and be thankful that lots of people help look after the Church for us.
- To know why Sunday is a special day for us.

We will also continue to learn about other faiths and celebrations, and will have a particular focus on Islam during our Other Faiths Week.

### Communication and Language

The development of children's spoken language underpins all areas of learning. The children have been developing their confidence when speaking to both their peers and the adults within the school environment throughout the year. This term the children will continue to have daily opportunities to build on and develop their communication and language skills, through **high-quality interactions with their teachers and peers, 1:1 conversation as well as small group and whole-class discussions**, they will continue to be exposed to new vocabulary and encouraged to use this vocabulary to share their ideas and to express themselves.

Our main objectives this term are:

#### Nursery

- To conduct conversations, listening to a partner and taking several turns.
- To use a range of tenses.
- To be able to express a point of view and to debate when they disagree with someone, using their words.

#### Reception

- To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.



## Living & Learning, inspired by our faith

- To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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. The children will also continue to be read their **'favourite five'** books this term, which 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.

**Big Talk** will continue this Summer term. We hope that you have enjoyed the Big Talk time at home, the children love sharing their discussions in the classroom.

### **Personal, Social and Emotional Development**

As the year has progressed the children have formed positive relationships and attachments with various adults and their peers. This term we will continue to support the children with their **relationships, co-operating with others and resolving conflicts peacefully**. These skills will support the children to have a secure platform in preparation for a successful **transition** into their new class in September, where they can reach their full potential. We support the children personally, socially and emotionally on a daily basis as well as during focused times. The children will listen to and continue to have access to texts such as: 'Riley can be anything' by Davina Hamilton and 'Mixed' by Arree Chung.

Our main objectives this term are:

#### Nursery

- To understand gradually how others might be feeling.
- To continue to work on taking turns and sharing resources.
- To increasingly follow rules and understand why rules are important.
- To learn about healthy choices about food, drink, activity and toothbrushing.

#### Reception

- To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- To explain the reasons for rules, knowing right from wrong and try to behave accordingly.
- To show sensitivity to their own and to others' needs.



### Physical development

Physical activity is vital in children's all-round development. This term the children will continue to have access to gross and fine motor activities within the learning environment (both indoors and outdoors), as well as having physical education lessons. **Nursery P.E session is on Tuesday and Reception P.E. sessions are on Tuesday and Wednesday.** This term they will be engaging in **creative dance**, and continuing to develop their **fundamental movement skills**- working on their ball skills, as well as continuing to further develop their agility, balance and co-ordination skills. We continue to have varied opportunities for the children to engage in small world activities (using small tools) as this control and precision also links to their early literacy skills.

Our main objectives this term are:

#### Nursery

- To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- To match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- To use a comfortable grip with good control when holding pens and pencils.
- To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

#### Reception

- To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- To show accuracy and care when drawing.
- To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- To continue to develop overall body-strength, balance, co-ordination and agility.
- To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- To develop the foundations of a handwriting style which is fast, accurate and efficient.
- To further develop the skills they need to manage the school day successfully: lining up and queuing during mealtimes.



### Literacy

It is essential for children to have a life-long love of reading. This term we will continue to **promote reading for pleasure** by providing the children with: inviting reading areas, introducing the children to new and exciting texts as well as providing texts that are familiar to the children to provide comfort and familiarity (our 'favourite five').

Our main objectives this term are:

#### Nursery

- To continue to spot and suggest rhymes.
- To continue to engage in conversations (and role-play) about stories- characters, names, settings.
- To hear sounds that are the same (such as first sound of own name).
- To write some letters correctly, for example the letters in their name.

#### Reception

- To anticipate-where appropriate- the key events in stories.
- To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.
- To read words consistent with their phonic knowledge by sound-blending.
- To read sentences and books that are consistent with their phonic knowledge, including some common exception words.
- To spell words by identifying sounds in them and representing the sounds with a letter or letters.
- To write simple phrases which can be read by themselves and others (using finger spaces).
- To re-read what they have written to check that what they have written makes sense.

### Phonics (Reading/Writing)

#### Nursery

The Nursery children have thoroughly enjoyed **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.

#### Reception



## Living & Learning, inspired by our faith

The children have worked extremely hard learning new Phase 3/The Basics 3 sounds and tricky words. We will continue to revise these sounds to ensure that the children are secure in using and applying the new sounds within reading and writing tasks. We are now working in **Phase 4/ The Basics 4**. The purpose of Phase 4/The Basics 4 is to consolidate the children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words- no new sounds will be taught, however there will be new 'tricky' words.

### Writing

The children will continue to 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

All of the children will continue to engage in the red strand **Making Bodies Stronger** of the kinetic letters handwriting scheme, where they get themselves into different 'animal positions', movements and writing positions to support their general development as well as for handwriting. The Reception children have been working hard on the green strand **Holding the Pencil** and yellow strand **Learning the Letters** and will continue to work on these strands this term. Handwriting sheets will be uploaded to the Reception class page once the letters have been mastered in class, so that your child can practise at home too.

### 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).

Our main objectives this term are:

### Nursery

- To continue to practise counting (to 5 in practical contexts).
- To experiment with their own symbols and marks as well as numerals.
- To compare quantities using language: 'more than', 'fewer than'.
- To talk about and identify patterns around them. For example: stripes on clothes, designs on rugs etc. Using language like "spotty", "blobs".
- To extend and create ABAB patterns- stick, leaf, stick, leaf.



### Reception

- To be able to automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10.
- To verbally count beyond 20, recognising the pattern of the counting system.
- To be able to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- To compare length, weight and capacity.

### Understanding the World

This term we will be continuing to support the children to make sense of and explore their physical world and their community. This half-term our topic is Once upon a time... where the children will be reading stories such as 'Jack in the Beanstalk', which will provide opportunities for the children to learn about **planting**. We will also continue to learn about other **people, cultures and communities**, for example in our other faiths week where we will be learning more about Islam.

Our main objectives this term are:

### Nursery

- To know about their own environment and other places and countries through stories, pictures and family experiences.
- To notice and comment on differences between now and then, drawing on their own family experiences.
- To understand the key features of the life cycle of a plant and animal.
- To plant seeds and care for growing plants.
- To continue to build an understanding that they need to respect and care for the natural environment and all living things.
- To continue to develop positive attitudes about the differences between people.

### Reception

- To make observations and draw pictures of animals and plants.
- To know some similarities and differences between the natural world around them and contrasting environments.
- To understand some important processes and changes in the natural world around them, including the seasons.



## Living & Learning, inspired by our faith

- To understand the past through settings, characters and events encountered in books read in class.
- To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

### 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 **natural observational drawing of plants and animals, as well as having exposure to artists such as Cedric Morris**, who is best known for his portraits, flower paintings and landscapes.

Our main objectives this term are:

#### Nursery

- To show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- To explore colour and colour mixing.
- To sing the pitch of a tone sung by another person ('pitch match').
- To play instruments with increasing control to express their feelings and ideas.
- To continue to work on drawing with increasing complexity and detail, such as representing a face with a circle and including details.
- To talk about what they have created.

#### Reception

- To share their creations, explaining the process they have used.
- To make use of props and materials when role playing characters in narratives and stories.
- To invent, adapt and recount narratives and stories with peers and their teacher.
- To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



### Dates for the Diary

04/05- Bank Holiday (No School)  
25/05-29/05- Half Term (School begins 02/06)  
01/06- Other Faiths Week -Islam  
15/06 – 19/06- Early Years Fathers' Story Week  
26/06 – PTA Summer Fair  
13/07- Parent drop-in (reports)  
16/07- Sports Day (Kings School Sport Ground)  
17/07- End of term (early closure 1.15pm)

### Learning at home

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

- Continue to encourage your child to be independent with self-help skills and to take responsibility for their belongings.
- 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 (for example: to write a letter or a sign "do not break my model").
- 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.
- Play games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don't?
- Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: "6 went in the tent and 3 came out. I wonder how many are still in there?"
- Asking your child 'how' and 'why' questions to explain reasoning.



## Living & Learning, inspired by our faith

- 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, if there is ever a significant event in your child's life we would love to hear about it! 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 or send in information or pictures with your child.

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

Yours sincerely,

**Mrs Karimi, Miss McAteer and Miss Brownscombe**