

The Good Shepherd Catholic Primary School



Pre-School

Autumn Curriculum Newsletter

2025-2026

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each area. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Bonner, Mrs Hancy and Mrs Broughton

*Father, creator of all,
you 'ordered the earth' to bring forth life
and crowned its goodness by
creating family life.*

*Teach us the beauty of human love,
show us the value of family life
and help us to live in peace
with everyone.*

Amen.

SUBJECT	TOPIC INFORMATION	
KEY EXPERIENCES		<p>For the first few weeks the children will be given an opportunity to settle, to become familiar with the routines of the day. The learning opportunities will be designed around the childrens' interests.</p> <p>The texts chosen for this first term have been chosen to explore families, homes and our uniqueness within the world.</p> <p>We will explore stories from other cultures and investigate how these are celebrated. We will learn about the story of the Nativity and celebrate together.</p>

Autumn 1

Ourselves, family and friends

What makes me a me?

Similarities and differences.

Family dynamics

Homes

Our Uniqueness Within our World.

Understanding our feelings

Kindness

Structured story times

CUSP	Supporting Quality Text
The same but Different Too	Odd Dog Out
Worrysaurus	
You Choose Fairy Tales	You Choose-Food/homes/clothes etc
Home is where the birds sing	Owl Babies
Tidy	Mr wolfs week

Ongoing Curriculum Focus:

Physical development

Communication and Language Development – baseline assessment of language – NELI, receptive and expressive language targets built into ShREC interactions and language of learning framework SA-Research Project.

Maintaining Attention, Following Instruction (routines), acquisition of new vocabulary, (ongoing) [Communication and Language FK](#)

PSED – Self regulation, Building Relationships and Managing Self, Health and Self Care (hygiene routines) [PSED FK](#)

Heartsmart

Wider Curriculum Focus:

EAD – Music Drama and Dance – Using Voices, listening with concentration, role play – modelling how to use domestic role play purposefully. Small world imaginative and complex. [EAD Music, Drama, Dance FK](#)

FS2 – Kapow Music

Focus **UTW and EAD**

Prime areas – ongoing ←

Physical – assess gross motor movement consider links to other needs, explicit instruction of developing strength, balance and coordination

(Is active for at least 180 minutes per day [UK Chief Medical Officer’s Physical activity guidelines]) [Physical FK](#)

Science – Seasons and Weather [Science UTW FK](#)

Geography - Celebrations around the world [Geography and RS UTW FK](#)

RED-

History – Chronology (time of year, now and then), Their Families History UTW FK

Autumn 2

My Technicolour World

Diwali

Autumn - Weather and seasonal change

Harvest

Celebrations – Babushka

Nativity

Structured story times

CUSP	Supporting Quality Texts
Tidy	
My Hair	Diwali
The Suitcase	Babushka
A Great Big cuddle	Nativity

<p>Focus – UTW and EAD UTW Geography and RS - People and Communities, including different religious and cultural communities EAD – Art and DT – Painting / colour pattern texture / shape / sculpting (e.g. Diwali, fireworks) UTW History – Their families and significant people / events, understanding the past through story EAD – Music, drama and dance – using voices, adapt, create and sustain a range of roles, dance using simple movement patterns</p> <p>Prime areas – ongoing – look at in physical – moving energetically Physical FK Communication and language – look at progress in language targets</p>	<p>Focus – UTW UTW Geography and RS – Locational Knowledge UTW History – Their families and Significant people / events locally EAD – Art and DT- Range of materials, Tools and fixings, Discussion and evaluation UTW Science – everyday materials</p> <p>Difference in context – e.g. some village schools farms etc some city schools industrial estate, seaside etc. Curriculum localisation.</p> <p>Prime areas – ongoing – look at in physical – moving energetically Physical FK Communication and language – look at progress in language targets and developing conversation.</p>	<p>Focus – UTW UTW Science, Geography and RS - Seasonal Changes and Weather UTW History – Their families and significant people / events, understanding the past through story EAD – Music, drama and dance – using voices, adapt, create and sustain a range of roles, dance using simple movement patterns</p> <p>Prime areas – reassess language for those not at ARE. Physical development check?</p>
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RELIGIOUS EDUCATION

RED

Saint Joseph

To begin our year, each class will spend one lesson focusing on our school mission statement and how each child lives out our mission. We will also be looking at our class saint, St Joseph.

Term 1

Autumn	Branch 1 Creation and Covenant
Hear	<p>God made our beautiful world and everything in it.</p> <p>God made me.</p> <p>The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen" God created the world and said, "Indeed it is very good" (Genesis 1:31) LS 84 – the whole of creation shows God love for us.</p>
Believe	<p>God made me. God loves me. God loves everyone. God made the wonderful world.</p> <p><u>God is love.</u> God made each one of them. God loves each one of them as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. CST God made the earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And God tells us we must take good care of them. It is an important job! Stewardship</p>
Celebrate	<p>The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen" Give thanks for God's Wonderful World</p> <p>Celebrate God's beautiful world. The words and actions of the Sign of the Cross. We enter God's family <u>the Church through Baptism</u></p>
Live	<p>Look after me. Look after God's world.</p> <p>Care and love for self, family, others and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person</p>

Term 2

Autumn	Branch 2 Prophecy and Promise
Hear	<p>Mary was going to have a baby. His name will be Jesus. <i>Mary's Baby is based on Luke 1:26-31,38.</i> Jesus was born in Bethlehem. <i>Based on Luke 2:4-7</i> Shepherds hurried to see Mary and Joseph and baby Jesus. <i>Based on Luke 2:8-20</i></p> <p>The Annunciation <i>Luke 1:26-31, 38</i> The Nativity <i>Luke 2: 4-7</i> The Shepherds visit the manger. <i>Luke 2:8-20</i></p>
Believe	<p>Mary had a baby called Jesus</p> <p>Mary was chosen by God to give birth to his son. Jesus was born in a stable and laid in a manger. Shepherds were told by angels to visit him</p>
Celebrate	<p>Advent Wreath. The tradition of the crib Nativity celebration</p> <p>The tradition of the crib to tell the story of Jesus' birth</p>
Live	<p>Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all.</p> <p><u>Various cultures</u> celebrate Jesus' birthday in different ways CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. By our work in Advent, we help others and ourselves and we show our love to God. The Dignity and Rights of Workers</p>

COMMUNICATION AND LANGUAGE
Neli

Listening attention and understanding.

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.

Wellcomm Speech and Language CLL		<ul style="list-style-type: none"> ○ Neli Baseline ○ Group work
MATHS	Number	<ul style="list-style-type: none"> ○ Recite numbers past 5. ○ Say one number for each item in order: 1,2,3,4,5. ○ Show 'finger numbers' up to 5. ○ Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.
	Numerical Patterns	<ul style="list-style-type: none"> ○ Experiments with their own symbols and marks as well as numerals.
	Shape	<ul style="list-style-type: none"> ○ Talk about and explore 2D and 3D shapes, using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' 'round'. ○ Describe a familiar route and the order of things seen on the way. ○ Understand position through words alone – for example, "the bag is under the table" – with no pointing. ○ Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof.
Heart Smart	Heartsmart	<ul style="list-style-type: none"> ○ Meet Boris
	Don't forget to let love in	<ul style="list-style-type: none"> ○ I am special