

The Good Shepherd Catholic Primary School



Reception

Spring 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 subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Bonner

We give you praise, O God,
for everything that is new and beautiful,
for everything which holds promise and brings us joy.
Bless us as we start this new year with our friends and teachers
Help us to make the most of every chance we have to start afresh.
May we show love to one another and to all.
Amen

Launch of EYFS CUSP Curriculum 2023

We have implemented the Unity Schools Partnership CUSP curriculum model written by Alex Bedford of Unity Schools Partnership.

CUSP EARLY FOUNDATIONS Literature Spine Reception Good Shepherd 25-26

Autumn 1 Ourselves Family and Friends	Celebrations around the world Winter Christmas Festivals	-	I'm (almost) always kind - PSHE Links - Friendship - Kindness	What makes me a me? - Learning about self - Feelings - What makes people different	The Gingerbread Man - Traditional Tales - Repetition of language -	-
Autumn 2 Let's Celebrate!		The Dark - Talking about worries/ what they are scared of - PSHE links	The squirrels who squabbled - Autumn / Seasons - Friendship - PSHE links	Pumpkin Soup - Autumn Links - Vegetables - Links to DT -	Celebrations around the world - Winter - Christmas - Festivals	
Spring 1 Places you could go!		Martha Maps it Out - Geography Links (local church walk/ forest map)	Mr Wolf's Pancakes - Pancake Day - Following Instructions - DT links		-	Shu Lin's Grandpa - Community - Understanding others Feelings
Spring 2 Egg or no Egg?		Luna loves Art - Links to Art - Kandinsky, Mondrian, Yayoi Kusama - Primary and secondary colours	The wonder - Building imagination - Links to Art Curriculum Different jobs (people who help us link) -		Tad - Links to frogs spawn from school pond - Life cycles - Growing and Changing	Chicken Clicking - Internet Safer Day (7 th February 2024) - Computing Link
Summer 1 Once Upon a Time		Mrs Noah's Garden - Growing and Changing - Seasons - Science links What makes plants grow?		Each Peach Pear Plum - Phonological awareness - Traditional Tale links -	Anansi and the Golden Pot Kindness	
Summer 2 Sofia the Sloth- Stewardship		Clean Up - Write a description of Beach School litter picking - Science links - Community	Standing up to Racism - Anti- Racism	The Story Orchestra Science links		It's a No Money Day - Community Links to School's Difference Makers



UTW Geography - People and Communities, including different religious and cultural communities
UTW History – Their families and significant people / events, understanding the past through story

SUBJECT	TOPIC INFORMATION	
	<p>Egg or no egg?</p>	<p>Egg or no Egg? To know what an art gallery is. To know that there are lots of different artists who paint and create in different ways. To know that not all families are the same. To know what an imagination is. To know that pictures / art can show people’s thoughts and what is in their imagination. To know that everyone has different strengths / interests. To know the life cycle of a frog. To know that frogs are amphibians and can be found living in ponds / in wet places. To know that growing can be different for everyone. To know that being small does not mean you are not strong or clever.</p> <p>To know that the internet can be used to purchase things and also to communicate with other people. To know that people can easily pretend to be someone else online.</p> <p>Plants and animals in locality Plant and animal growth cycles Environmental Change <i>See eggs hatch and spend some time caring for chicks.</i></p>

Structured Story time **UTW Science** – plants, animals including humans

CUSP	Supporting Quality Texts
Luna loves Art	Studies of artists PP Kandinsky, Mondrian
The wonder	Shark in the Park
Tad	
Chicken Clicken <small>XXXXXXXXXXXXXXXXXXXX</small>	Trolls Stinks #Golilocks <small>XXXXXXXXXXXXXXXXXXXX</small>

UTW Science – working scientifically
UTW History – Changes within living memory
UTW Geography – Geographical skills and field work
UTW Science, Geography and RS - Seasonal Changes and Weather

EAD Art and DT – Drawing and line.

UTW Geography and RS - People and Communities, including different religious and cultural communities

UTW History – Their families and significant people / events, understanding the past through story

EAD – Music / Drama – adapt, create and sustain a range of roles





RELIGIOUS EDUCATION

Term 3

EYFS Branch 3 – Galilee to Jerusalem

These resources are designed to respond to the Religious Education Directory for EYFS, branch 3 – Galilee to Jerusalem. The resource is designed to be used in conjunction with the RED EYFS document, which gives detail on content and delivery.

The resource has been structured into 6 blocks, each based around one objective. This will allow schools some freedom with how long they choose to spend on each objective.

-  **Hear** -The first section for each unit is the 'Hear' section. This section of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. An age appropriate version of the scripture can be found at the end of the document. The scripture for this branch is based on: Matthew 2:1-12, Mark 10:13-16, John 6:1-14
-  **Believe** - This section details the Catholic belief and teaching related to this scripture and suggested ways to share this with the children.
-  **Live**- This section has a range of activities that you could use to help the children to respond to the scripture and belief to enable them to better understand it and how they can live it out. This section of the resource has a range of activities that you may choose – some are suited to adult led whole class or group delivery and some to continuous provision. You **do not need** to cover all the activities, there are a range of suggested activities and the children should have access to a range of learning opportunities across the whole topic. The amount of time and number of opportunities offered to children for RE – in both adult led activities and continuous provision - should be equal to that of literacy and mathematics.
-  **Celebrate** - This section suggests ways in which the children can express their wonder and awe and learn to pray, praise and celebrate their faith.

Vocabulary – the key words for the children to learn, use and understand in this topic are:-

Mary, Joseph, Jesus, Magi, Kings, Wise Men, Camel, Visit, Gift, Gold, Bless, Welcome, Love, Feed, Share, Miracle.

Chinese New Year





- To understand that different cultures celebrate in different ways.
- To be able to explore these through role play, small world and dance.

Term 4

EYFS Branch 4 – Desert to Garden

These resources are designed to respond to the Religious Education Directory for EYFS, branch 4 – Desert to Garden. The resource is designed to be used in conjunction with the RED EYFS document, which gives detail on content and delivery.

The resource has been structured into 6 blocks, each based around one objective. This will allow schools some freedom with how long they choose to spend on each objective.

-  **Hear** -The first section for each unit is the 'Hear' section. This section of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. An age appropriate version of the scripture can be found at the end of the document. The scripture for this branch is based on: Luke 4:1-13, Luke 10:25-37, Luke 19:28-40, Luke 23:44-46, Luke 24:1-12
-  **Believe** - This section details the Catholic belief and teaching related to this scripture and suggested ways to share this with the children.
-  **Live**- This section has a range of activities that you could use to help the children to respond to the scripture and belief to enable them to better understand it and how they can live it out. This section of the resource has a range of activities that you may choose – some are suited to adult led whole class or group delivery and some to continuous provision. You **do not need** to cover all the activities, there are a range of suggested activities and the children should have access to a range of learning opportunities across the whole topic. The amount of time and number of opportunities offered to children for RE – in both adult led activities and continuous provision - should be equal to that of literacy and mathematics.
-  **Celebrate** - This section suggests ways in which the children can express their wonder and awe and learn to pray, praise and celebrate their faith.

Vocabulary – the key words for the children to learn, use and understand in this topic are:-

Lent, Ash Wednesday, desert, grow, Jerusalem, palm leaves, cross, died, suffer, resurrection, Easter.

ENGLISH

Reading and Comprehension

- Develop their phonological awareness to:
- Able to complete a rhyming string.
- Begin to sound buttons to identify how many sounds are in a word.
- Can supply words with the same initial sound for phase 2 single sounds.

		<ul style="list-style-type: none"> ○ Recognise all taught Set 1 – Set 5 sounds, including some digraphs. ○ Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ○ Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. ○ Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. ○ Answer questions about a text that has been read to them. ○ Begin to predict what might happen next in a story. ○ Begin to use modelled vocabulary during role play for example in the Small World. ○ Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.
	Writing	<ul style="list-style-type: none"> ○ Write short sentences with words with known sound-letter correspondences, using a capital letter and a full stop. ○ Begin to use capital letters, finger spaces and full stops in independent writing. ○ Begin to use capital letters, finger spaces and full stops in independent writing.
	Physical Development	<ul style="list-style-type: none"> ○ Develop the foundations of a handwriting style which is fast, accurate and efficient. ○ Begin to use tripod grip.
MATHS	Subitizing	<ul style="list-style-type: none"> ○ Increase confidence in subitizing by continuing to explore patterns within 5, including structured and random arrangements ○ Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part ○ Experience patterns which show a small group and '1 more' ○ Continue to match arrangements to finger patterns. ○ Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'
	Cardinality, Ordinality and Counting	<ul style="list-style-type: none"> ○ Continue to develop verbal counting to ○ 20 and beyond ○ Continue to develop object counting skills, using a range of strategies to develop accuracy

		<ul style="list-style-type: none"> ○ Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 ○ Order numbers, linking cardinal and ordinal representations of number. ○ Continue to consolidate their understanding of cardinality, working with larger numbers within 10 ○ Become more familiar with the counting pattern beyond 20.
	Composition	<ul style="list-style-type: none"> ○ Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 ○ Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns ○ Begin to see that numbers within 10 can be composed of '5 and a bit'. ○ Explore the composition of odd and even numbers, looking at the 'shape' of these numbers ○ Begin to link even numbers to doubles ○ Begin to explore the composition of numbers within 10.
	Comparison	<ul style="list-style-type: none"> ○ Continue to compare sets using the language of comparison, and play games which involve comparing sets ○ Continue to compare sets by matching, identifying when sets are equal ○ explore ways of making unequal sets equal. ○ Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
MUSIC EAD		<ul style="list-style-type: none"> ○ Create collaboratively, sharing ideas, resources and skills. ○ Sing in a group or on their own, increasingly matching the pitch and following the melody. ○ Explore and engage in music making and dance, performing solo or in groups. ○ Develop storylines in their pretend play.
Music		<p>Music and movement.</p> <ul style="list-style-type: none"> ○ To understand why songs, have actions ○ To learn some simple Makaton signs to accompany a song <ul style="list-style-type: none"> ○ To explore beat through body movement ○ To express feelings and emotions through movement to music ○ To explore pitch and tempo through scarf dancing and body movement ○ To perform action songs to a small audience. <p>Musical Stories</p>

		<ul style="list-style-type: none"> ○ To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. ○ To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. ○ To talk about how a piece of music makes you feel. ○ To listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev and recall the characters from the story. ○ To understand that music and instruments can be used to convey moods or represent characters. ○ To use actions to retell a story to music ○ To sing and perform a group song ○ To experiment with the sounds of different instruments ○ To create a musical story based upon a familiar routine ○ To use instruments to represent moods or actions ○ To play an instrument as part of a group story ○ To create a musical story based upon a familiar routine ○ To use movement to express moods or actions within a musical story ○ To play an instrument as part of a musical story and perform as a group
PE PD	Unit 3- 13-15 Train 16-18 Static	<p>Cognitive</p> <ul style="list-style-type: none"> ○ I can understand and follow simple rules. ○ I can follow simple instructions. ○ I can name some things I am good at. <p>Gross</p> <ul style="list-style-type: none"> ○ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ○ Combine different movements with ease and fluency. ○ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. <p>Fine</p> <ul style="list-style-type: none"> ○ Develop the foundations of a hand writing style which is fast, accurate and efficient
PSHE PSE	Too much Selfie isn't Healthy	<ul style="list-style-type: none"> ○ I can suggest special things I like to do with special people. ○ I can understand that all families are important and special and that others people's families can look different to my family. ○ I can begin to explain how someone is feeling based on their expression or behaviour. ○ I can demonstrate appropriate ways to show care and affection for others. I can show love to others when they need help and can respond to the needs of others. ○ Be thankful for the people who help us at school.

	Don't rub it in, Rub it out.	<ul style="list-style-type: none">○ I can describe how to be a super-friend.○ I can think of ways to ensure everyone is included in my class.○ I can listen to one another.○ I can use words that are kind when talking to my friends.○ I can choose to be kind to others even when they are not. I can understand why it is important to say sorry.
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