

The Good Shepherd Catholic Primary School



Pre-School

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 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 EXPERIENCE	<i>People who help us</i>	<p>Spring 1 People who help us</p> <p>To know that some people have to work during the night to keep things running.</p> <p>To know that people do lots of different jobs.</p> <p>To know the name of some jobs people do at night.</p> <p>To know that people get better at things over time and that teachers can help us.</p> <p>To know what an art show is.</p> <p>To know some simple facts about space.</p> <p>That it is important to help other people.</p> <p><i>There will be role play opportunities which include opticians, hair dressers and Animal hospitals.</i></p> <p><i>We explore size through the book Dear Zoo.</i></p> <p><i>We will learn about Chinese New Year and explore what and how different cultures and religions celebrate. We will taste new foods and learn the dragon dance.</i></p> <p>Phonics, Phase 1 sounds.</p> <p>We will begin to explore subitising 1 and 2</p>

Structured Story Time

CUSP	Supporting Quality Texts
All Through the Night	I want be a Firefighter I want to be a teacher. I want to be a doctor
The dot	<i>Topsy and Tim people who help us</i>
Astro Girl	<i>Olivers vegetables</i>
The way back home	
	Chinese New Year – The race

EAD – Art and DT Adapt, create and sustain a range of roles- role play.

UTW Geography – People and Communities, including different religious and cultural communities

UTW History – Changes within living memory / significant people

UTW Geography - People and Communities, including different jobs and roles

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

UTW Science – everyday materials and forces and how things work (link to cars and ramps, wheels, levers etc)

KEY EXPERIENCES

TOPIC INFORMATION

Who will help me plant this seed ?

Who will help me plant this seed?

To know what your imagination is.

To know what seeds need to grow and some ways to look after plants

To Know that it feels good to share. Growing our own food.

Planting a seed and being able to label parts.

What is healthy and what is not. Phonics Phase 1 sounds.

Subitize to 3

CUSP

Supporting Quality Texts

The Extraordinary Gardener

Jaspers Beanstalk

Errol's Garden

The Little Red Hen

UTW Science – plants, animals including humans

UTW Science – working scientifically

UTW History – Changes within living memory

UTW Science, Geography and RS - Seasonal Changes and Weather

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

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.

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.

COMMUNICATION AND LANGUAGE

Listening attention and understanding.

- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?".

Speaking

- Use a wider range of vocabulary.
- Use longer sentences of four or six words.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver".

Wellcomm Speech and Language CLL

- Using the vocabulary in the books that are shared.
- Following instructions.

PERSONAL < SOCIAL AND EMOTIONAL

Self-regulation

- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understanding gradually how others might feel.

Managing Self

- Increasingly follow rules, understanding why they are important.

Building relationships

- Play with one or more other children, extending and elaborating play ideas.

PHYSICAL DEVELOPMENT	Gross motor skills	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to walk, crawl or run across a plank, depending on its length.
	Fine motor skills	<ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. Use one handed tools such as scissors.
	Health and self-care	<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
LITERACY	Word reading	<ul style="list-style-type: none"> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Understand the five key concepts about print: <ul style="list-style-type: none"> Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing
	Comprehension	<ul style="list-style-type: none"> Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.
	Writing	<ul style="list-style-type: none"> Write some or all of their first name. Begin to write initial sounds as captions for drawings. Use some of their print and letter knowledge in early writing such as a pretend shopping list.
MATHS	Number	<ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually. Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. Know that the last number reached when counting a small set of objects, tells you how many there are in total ('cardinal principle').
	Numerical Patterns	<ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Compare quantities using language 'more than', 'fewer than'.
	Shape	<ul style="list-style-type: none"> Discuss routines and locations using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Combine shapes to make bigger ones – an arch, a bigger triangle etc Begin to describe a sequence of events, real or fictional, using words such a 'first', 'then'.

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UNDERSTANDING the WORLD	Past and present	○ Begin to make sense of their own life story and family's history.
	People cultures and communities	○ Continue developing positive attitudes about the difference between people. ○ Shows an interest in difference occupations.
	Natural world	○ Plant seeds and care for growing plants. ○ Understand the key features of the life cycle of a plant and an animal. ○ Begin to understand the need to respect and care for the natural environment and all the living things.
EAD	Creating with materials	○ Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ○ Draw with complexity and detail, such as representing a face with a circle and including details. ○ Use drawing to represent ideas like movement or loud noises.
	Being imaginative and expressive	○ Listen with increased attention to sounds. ○ Respond to what they have heard, expressing their thoughts and feelings. ○ Remember and sing entire songs. ○ Play instruments with increasing control to express their feelings and ideas.
Heart Smart	Too much Selfie isn't healthy	○ Identify people that you love and care for. ○ Identify family members and friends. ○ Begin to understand the importance of being kind to other people. ○ Begin to understand the importance of being kind to animals.
	Don't Rub It In, Rub it Out (I am a Good Friend)	○ Think about what we like to do with friends. ○ Begin to play co-operative games ○ Continue to explore ways of being kind and being a good friend. ○ Continue to explore how they are feeling.