



## CURRICULUM NEWSLETTER

CLASS 1 SPRING TERM 2026

**Topic Titles:** **Spring 1: Ice and Fire**  
**Spring 2: Grow, grow, grow!**

**TEACHERS:**

Miss Carnegie &amp; Mrs McLachlan

**TEACHING ASSISTANTS:**

Mrs McClimens &amp; Miss Marlow

**In Early Years, the Curriculum is planned, but we are flexible to adapt to meet the children's interests and needs.**

**Here is an overview of the intended learning for your child's second term!**

**LITERACY, COMMUNICATION AND LANGUAGE: Phonics**

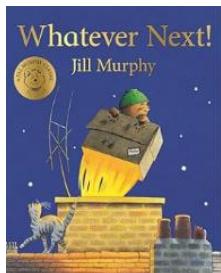
In Spring 1 we will learn the following sounds and star words:

- y, z, zz, qu, ch, sh, th, th, ng, ai, ee, igh, oa, oo (long and short) or, ur.
- he, she, we, me, be, was, my, you, they

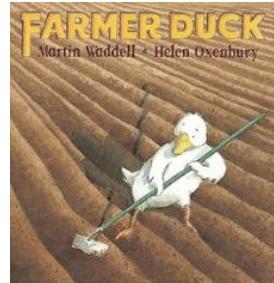
In Spring 2 we will learn the following sounds and star words: ow, oi, ear, air, ure, er, recap all of level 3.

- here, all, are. Then introduce Phase 4 and CVCC words.

Just before Easter we will be moving on to level 4, cvcc words and star words said and so.

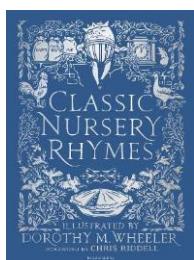


**Our authors for the Spring terms are Jill Murphy and Martin Waddell.** We will be using this text to support our understanding of stories and sequencing. These texts will also support us with our writing skills where we will have opportunities to practice making lists, writing captions and short sentences.



Within our topics we will also be introducing new vocabulary linked to the two topics.

**brittle, melt, slippery, icicle** **crackle, spark**  
**caterpillar, chrysalis, stem, petal, tadpole**



During the term we will be singing lots of familiar nursery rhymes and songs for example 'London's burning', 'Mary, Mary quite contrary' and 'Here we go around the Mulberry Bush'. We will also be introducing some more unfamiliar songs for example '5 little snowmen', 'Flower in the garden', 'Snowflake snowflake'.

**MATHEMATICAL UNDERSTANDING:**

Maths is all around us and there are lots of meaningful opportunities in our day-to-day classroom routines and activities which will help the children experience number concepts e.g. self-registering, class voting, the day board, dice games and even opportunities like discussing how much water is left in our water bottles-is it half full/full/ heavy/light? Junk modelling, construction, water, and sand play also contribute to developing mathematical understanding. We share regular Nursery Rhyme Number bags to reinforce counting on and back- 1 more/ 1 less.

Our 'focus' maths sessions are always playful with a variety of manipulatives and real-life items to sort/match/count/order/build with. Games and activities will be linked to subitizing, number recognition, formation of number, number patterns with the Spring focus being on number 1-5 and the bonds within 5.

**Numeracy:** This term, the children will be developing their understanding of counting, ordinality and cardinality by matching numbers to quantities, counting accurately within 10 and beyond 20, and recognising that each number is one more than the one before. They will be learning to subitise amounts up to 5, explore number patterns such as the staircase pattern, and order and compare numbers up to 8. The children will be building their understanding of composition by making numbers in different ways, including seeing 5, 6 and 7 as “5 and a bit” and exploring doubles and comparing sets.

**Shape space and measure:** The children will explore early measurement through play, comparing heavy and light objects, investigating which containers hold more or less, and using everyday language to describe size and shape. They will also learn about time by talking about yesterday, today, and tomorrow, and explore length and height by measuring, comparing, and building tall and short structures.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT:

**HELPING HANDS:** Each week three children will be the Class 1 ‘Helping Hands’. This means they are responsible for helping hand out fruit snack, turning off lights and helping staff with small jobs.

**EXPRESSIVE ARTS AND DESIGN: Dance / Role play / Music / Art...** Children have ready access to materials and resources to make their own creations as well as engaging in activities set up by us.

We have a class art gallery board where the children display their works independently.

We explore different art materials and techniques such as dots, stripes, squiggles, clay, dough, printing, painting, and collage.



We will share rhymes and action songs, and dance using voices, bodies and percussion instruments, dance scarves and ribbons to explore sound patterns and match sounds and movements to music. This term we will also be looking at cold and hot colours and creating collages using natural objects.

## UNDERSTANDING THE WORLD

The children will explore floating and sinking, look for signs of new life and growth outdoors, learn about animals and their babies, and plant seeds to observe how plants grow. We will explore how ice melts, learning about changes in water from solid to liquid and observing this process in action.

The children will explore Chinese New Year traditions, learn about how plants grow from seeds, and discover the life cycles of animals and their babies.

## RELIGIOUS EDUCATION:

The RE questions this term are:

## THINGS YOU CAN DO AT HOME TO SUPPORT YOUR CHILD'S LEARNING:

### PERSONAL INDEPENDENCE:

Help your child:

- Be independent going to the toilet and washing their hands.
- Take their coat on and off and hang it with care.
- Undress /dress with increasing independence (and speed!)
- Be responsible for carrying their own bookbag to and from school!
- Be confident in holding a knife and fork and in eating in respectful way.



### SOCIAL SKILLS:

- Encourage eye contact when you give your child an instruction.
- Play games involving turn-taking and gently teach them that they might not always win!
- Talk openly about your day and encourage them to tell you about their day at school.

### READING

- share picture books with your child.
- As we begin to learn our phonic sounds, guide them with their home phonics book tasks.
- Always say the ‘clipped’ or most ‘pure’ sound, which lends itself to word-blending more readily.
- As the ‘guided’ reading books begin to come home find a relaxed time and place to share these at least 3 times a week.

### WRITING:

- As their hand strength develops, gently encourage a correct pencil hold.
- Guide them in forming the letters of their name correctly.
- Let them see you writing using pen and paper, not just using a keyboard/screen.
- Let them help ‘play write’ at home eg shopping lists and menus

### NUMBERS:

- Why is the name God so important to Christians?
- Why is a cross the Christian badge?

Some of the ways we will explore these questions through stories, art and songs.

## PHYSICAL DEVELOPMENT:

**Gross Motor and Fine Motor:** Regular use of bikes, the play trail, push toys, large construction kits, balls, hoppers and balance toys in our continuous provision as well as a weekly adult-led PE session which encourage energetic movement and help develop strength, balance and coordination and **gross motor skills**.

Children will also have opportunities for regular **fine motor** activities such as dough play, colouring, tracing, tearing, jigsaws, mini construction, and use of a variety of tools such as tweezers, scissors, paint brushes and mud kitchen utensils, all of which help develop hand strength for writing!

## VISITS AND TRIPS:

- Forest School sessions – please refer to the email from the School Office with the dates Class 1 have Forest School.
- We have visits to St Faith's church as part of our RE learning and for participating in whole school Church Services.



- Share Number rhymes and songs.
- Use the number formation rhymes to help them form their numbers correctly.
- Give real objects - counting out cutlery and laying the table for family members.
- Unpacking the shopping bag and looking at the shape and size of packages.
- Unloading the washing machine-sorting pairs, discussing colours, making patterns with socks!

## HOME SCHOOL COMMUNICATION:

- We use the **Tapestry Online Learning Journal** to post snapshots of your child's work and play.
- On Mondays, we also post a 'Home School' sheet on Tapestry which outlines the intended areas of learning for that week and tells you any notable events.
- Quick messages can be relayed to us at the school gate, but for any longer conversations please email the School Office so we can arrange a phone call or meeting.
- Parent/Teacher meetings, when we discuss how your child has settled, will be scheduled for the week before half term. Please look out for an email from the School Office with how to make these appointments.

## AND THE ESSENTIALS...

### Please ensure your child has:

- A PE kit is in school for Mondays and will remain in school all week.
- A spare set of tights/pants/trousers kept in their PE bag – just in case!
- A water bottle brought daily.
- All items are **clearly labelled**.
- A book bag is brought to school daily, ideally carried to and from school by your child to encourage independence and responsibility.  
(Top tip: Attaching a large, easily identifiable keyring to the bag helps your child to locate their bookbag easily!)
- You inform Mrs Ashdown in the School Office of any changes in pick-up arrangements or of contact numbers.
- Wellies to stay in school all term.
- Warm/ waterproof coat.
- Sun hat.
- Sun cream as necessary.



**We are always happy to give help and advice, so please do not hesitate to contact us and we very much look forward to working in partnership with you!**