



Spring Term 2026 Curriculum Plan for Parents - FYT & FYS			
Personal, Social and Emotional Development  2 NO DISCRIMINATION  12 RESPECT FOR CHILDREN'S VIEWS  13 SHARING THOUGHTS FREELY	<p>The children will be encouraged to:</p> <ul style="list-style-type: none">Help to find solutions to conflictsBe respectful and sensitive to the feelings of others.Develop a sense of responsibility for self, others and the environment.Develop self-respect.Build constructive and respectful relationships.Managing their own needs effectively.Build their resilience.Develop independence through tasks and activities		
Religious Education  14 FREEDOM OF THOUGHT AND RELIGION  28 ACCESS TO EDUCATION	<p>The children will be taught an awareness of God's love and care for them, how to talk and pray.</p> <p>The Themes this term include:</p> <ul style="list-style-type: none">Christmas - Children will be recapping the Christmas story and learning about Epiphany.Baptism - the children will be taught that Baptism is a special celebration to welcome people into God's family.People who help us - the children will find out about the work of the priest. They will be taught that people have opportunities to follow Jesus today by the way that they live.Lent - the symbols of the season will be taught, and the children will be shown that Lent is a special time to pray.Holy Week - the children will be taught about Palm Sunday, The Last Supper and Good Friday. They will find out that the cross is a special reminder of Jesus.		
Mathematics  17 ACCESS TO INFORMATION  28 ACCESS TO EDUCATION	<p>In mathematics the children will be taught to:</p> <ul style="list-style-type: none">Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.Have a deep understanding of numbers to 10Addition and subtraction factsrecognise and write numbers to at least 20recap one more/one less relationship between consecutive numberscarry out practical addition and subtraction activitiesComposition of numbers to 10Representing zero.Comparing numbers to 10.Use comparative language e.g. heavier/lighter to compare quantitiesMeasuring length and heightFinding and making doubles to 10Exploring odd and even		
Communication and Language Literacy  17 ACCESS TO INFORMATION  28 ACCESS TO EDUCATION	<ul style="list-style-type: none">The children will continue to follow our Read Write Inc phonics scheme, learning new sounds and applying these in their reading sessions in school. Please use the green Phonics books to practise speed sounds and letter formation.To continue to practise letter formation and apply this when writing. Form lower case and capital letters correctly.To learn how to write in sentences, using 'finger spaces' to separate words.To be encouraged to write the sounds they can hear.To write for a variety of purposes e.g. addressing envelopes, writing down news, labelling work, and these activities will link to topics being taught in class. The writing opportunities will be both formal and informal to help children develop their skills.Segmenting and blending CVC words and CVCC / CCVC words.To develop speaking and listening skills in various ways e.g. through role play/drama, partner work, story time, and again there will be a mixture of formal, taught sessions, and informal, self-chosen activities.		
Physical Development	<p>The children will be taught to:</p> <ul style="list-style-type: none">To experiment with different ways of moving.Progress towards a more fluent style of moving.Use their core muscle strength to achieve a good posture when sitting at a table or floor.Combine different movements with ease and fluency.		

 REST, PLAY, CULTURE, ARTS	<ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outdoors. Further develop and refine a range of ball skills including: throwing, catching, kicking and passing.
Expressive Arts and Design  REST, PLAY, CULTURE, ARTS	<p>The children will be taught to:</p> <ul style="list-style-type: none"> Create simple representations Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music. To learn to build with purpose e.g. making a bear cave
Understanding the World  ACCESS TO EDUCATION	<ul style="list-style-type: none"> Recognising some environments are different to the one in which they live. Describe what they see, hear and feel whilst outside. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.
 MINORITY CULTURE, LANGUAGE AND RELIGION	 REST, PLAY, CULTURE, ARTS
WEEKLY EVENTS	
Reading books/sheets sent home	<ul style="list-style-type: none"> If your child brings home a ditty, this will need to be read each evening and returned the next day. Reading books - (when appropriate) will be sent home on a Friday (returned on Monday). Homework sheets will be sent on a Monday (returned by the following Monday).
P.E	<ul style="list-style-type: none"> P.E lessons are on a Thursday. Please ensure your child has their PE kit in school. Navy / black tracksuit, St Josephs PE t- shirt and black pumps.
Library books	<p>We will be visiting the library where possible on a Tuesday afternoon. If your child brings a library book home please return once read.</p>
HOW YOU CAN HELP YOUR CHILD:	
<ol style="list-style-type: none"> Continue to encourage and support your child with reading/writing and comprehension skills. Play number, counting and shape games to support work done in school. Please ensure your child can dress/undress themselves and that they can do their own zips. Encourage your child to be independent at home i.e. carrying out jobs, finding resources for themselves, dressing themselves. Ensure that reading books are returned to school when required. Ensure your child brings an item of fruit and a bottle of water each day. Fruit is provided for the afternoon break 	
<p>Thank you for your continued support.</p> <p>Mrs Trahearn, Mrs Sheppard, Mrs Oldham and Mrs Fitzpatrick</p>	