Headteacher: Mrs S. Derbyshire

Reception - Spring Curriculum Newsletter

Happy New Year! We hope you all had a wonderful holiday with your loved ones. Please find below some key information about the Spring term. If you have any queries at all, please do not hesitate to speak with Miss Allix at the end of the school day, or alternatively email the school office.

PE Days

We will be having PE on Friday afternoons. In the Spring term our learning focuses around gymnastic skills. Please ensure that your child comes to school wearing their PE kits on these days. Please also ensure that earrings are taken out as children cannot participate with them in.

Reading Books

Reading is of high priority at St Pius X. Your child's reading book will be changed every week, if you have read them at home. Please record in the yellow reading record when you read at home with your child. Write the name of the book, which pages you have read and a short comment about the reading. This can be something simple such as 'needed support with XXXX word'. Please aim to read with your child 5 times a week and record each time you read. Please look inside the yellow reading log for the prizes your child can receive for reading at home. The phonics book will be changed in school once it has been read 5 times.

Key Diary Dates

Spring 1		**Spring 2**	
Parents' Evening 1	Monday 9th February 2026	**Book Week**	Monday 2nd March 2026
Parents' Evening 2	Tuesday 10th February 2026	**End of Term Mass (Parents welcome)**	Tuesday 24th March 2026
Last Day of Half Term	Friday 13th February 2026	**End of Spring Term**	Friday 27th March 2026 (school closes at 1:30pm)

Curriculum Information

On the following page, we have included a summary of some of the topics the children will be covering until Easter, so that you can best support your child with their learning at home.

Yours faithfully,
Miss Allix, Mrs Wiseman and Mrs Moore

Personal, Social and Emotional Development Rainbow fish- How does the fish feel? Have there been times when you have felt similarly? Noah's Ark – listening to God Discuss experience of being poorly ourselves. Who looked after you? What sort of things did they do to look after you? Have you ever looked after someone else? What did you do? Working as part of a group to complete a task Continuing learning how to share and take turns Care for plants, flowers and the environment	**Communication and Language** Garden Centre, vet's surgery and space station role play area and the home corner to develop topic vocabulary Learning prepositions through small-world play (e.g. under, on top, next to) Using adjectives to describe characters from different stories Using a range of tenses in independent learning Hot seating characters – questioning skills Creating own stories using puppets, costumes and small world	**Physical Development** Tweezers and seeds/beans/peas Shoes and socks on/off for gymnastics in the hall Bikes and scooters, balls and bats Playing 'beans' warm-up game Develop movement with climbing, rolling and crawling.
Literacy Continue with and revise Phonics Phase 3 Focus on independent writing Writing lists of what we can take on our expeditions Shared writing to create our own adventure Role play/acting out stories Reading/writing simple words by hearing sounds in words Focus on tricky words- finding words in stories, using words in writing, etc	**'The Natural World'**  **Spring 1**	**Mathematical Development** Representing 0 One more and One less Equal and unequal groups Composition of numbers to 5 Mass - heavier and lighter than Full and empty Measuring capacity
Understanding the World Planting and caring for seeds and beans Comparing different environments and animals Identifying plants and flowers Lifecycles: frogs, butterflies and chicks Observing real chicks as they hatch and develop Animals and their babies Learning about changing seasons: Winter to Spring	**Expressive Arts and Design** Garden Centre role-play corner Making music for babies using percussion (Nursery rhymes, lullabies) Messy play: mud pies, baked beans Making daffodils using egg cartons Coffee filter butterflies Using colour to begin early composing	**RE** From Galilee to Jerusalem

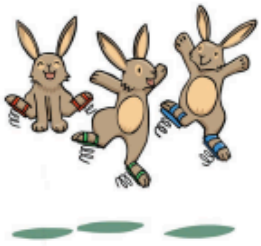
Personal,Social and Emotional Development The Gingerbread man-How did the characters feel when he ran off? Have there been times when you have been disappointed? Planning a Christening for Princess Aroer-Why do we have christenings? Circle time. Discuss experience of being poorly ourselves. Who looked after you? What sort of things did they do to look after you? Have you ever looked after someone else? What did you do?	**Language and Communication** Learning Makaton through singing Using adjectives to describe characters from different stories Role play area Re-telling traditional tales Using a range of tenses in independent learning Hot seating characters – questioning skills Listening partners Creating own twisted fairy tales using puppetry	**Physical Development** Make an obstacle course for the Gingerbread man Creating a troll dance link to Billy goats Gruff Range of fine motor activities Bikes and scooters outside Using anti-clockwise movements with a pencil Using a range of tools in craft activities e.g. scissors, tweezers, paintbrushes etc
Literacy Phonics - Little Wandle stage 3 (see below) Role play/acting out story Reading/writing simple words Labelling characters Missing posters for the Gingerbread man Grandma is poorly in bed. Making a list of things to take her.-Little Red riding hood Shared writing to retell story, and then secret alternative endings Focus on independent writing	**‘Traditional Tales’**  **Spring 2**	**Maths** Composition of the numbers 6, 7 and 8. One more and one less Making pairs Adding 2 groups Adding by counting on Measuring and comparing height - taller and shorter Measuring time Composition of numbers 9 and 10 Counting back from 10 Number bonds to 10 3D Shapes
Understanding the World Creating maps for The Gingerbread Man . Make something so that the gingerbread man can get across the water The Easter story Palm Sunday festival Animal types – Where do they live? What are they like? What do we know? What do we want to know? Identify animals and habitats	**Expressive Arts and Design** Decorate gingerbread men Designing a friendly troll for a twisted Billy goats gruff story Designing own prince and princess Building the 3 pig’s houses using a range of media.	**RE** Desert to garden

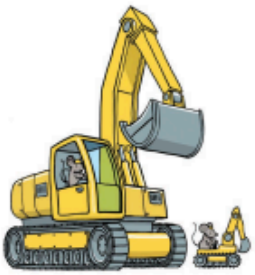
How to say the Phase 3 sounds

Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say **ai ai ai**
ee	 sheep in a jeep	Smile with your lips apart and say **ee ee ee**
igh	 a light in the night	Open your mouth in a relaxed way and say **igh igh igh**
oa	 soap that goat	Make an 'o' with your mouth and say **oa oa oa**

Grapheme	Catchphrase	Pronunciation phrase
oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say **oo oo oo**
ar	 march in the dark	Open your mouth wide, push your tongue down and say **ar ar ar**
or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say **or or or**

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Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say **ur ur ur**
ow	 wow owl	Open your mouth wide then move your lips together as you say **ow ow ow**
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say **oi oi oi**

Grapheme	Catchphrase	Pronunciation phrase
ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say **ear ear ear**
air	 chair in the air	Open your mouth wide, push your tongue down as you say **air air air**
er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say **ur ur ur**

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