



# Teversham Church of England Primary School

## Curriculum Plans Spring 2026 – Sparrow Class EYFS






**Enrichment:** Visiting performance workshop    Cooking    Ice melting experiment    RSPB Bird watch






**Marble Treat:** To be voted for by the children



**Learning in 'busy learning' is through children's interests and 'In the moment'. Planned learning will include:**

### PRIME AREAS

<p><b>PSED</b></p> 	<p><b>Beginning and belonging</b></p> <ul style="list-style-type: none"> <li>• My family</li> <li>• Likes and dislikes</li> <li>• Similarities and differences</li> </ul> <p><b>My Family and Friends</b></p> <ul style="list-style-type: none"> <li>• Valuing difference and diversity</li> <li>• Kind and unkind behaviour</li> <li>• Supporting others</li> <li>• Asking for help and telling</li> </ul> <p>Supervised toothbrushing</p>
<p><b>Communication and Language</b></p> 	<ul style="list-style-type: none"> <li>• Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> <li>• Focus attention – can still listen <b>or</b> do, but can change their own focus of attention</li> <li>• Begin to understand <i>why</i> and <i>how</i> questions</li> <li>• Develop Questions - why things happen and give explanations. Ask e.g. <i>who, what, when, how</i></li> <li>• Begin to use a range of tenses (e.g. <i>play, playing, will play, played</i>)</li> <li>• Use intonation, rhythm and phrasing to make the meaning clear to others</li> <li>• Talk more extensively about things that are of particular importance to them</li> </ul>
<p><b>Physical Development</b></p>  <p style="font-size: small;">Physical Education</p>	<ul style="list-style-type: none"> <li>• Develop control in different movements and negotiate space effectively</li> <li>• Know it is important to keep their bodies healthy with exercise and eating well.</li> <li>• Be adventurous and confident in their physical play</li> <li>• Move and carry large resources safely and carefully</li> <li>• Hold a pencil in a tripod grip with more control and consistency to form our letters correctly</li> <li>• Use scissors to cut around more complex shapes</li> </ul>

**SPECIFIC AREAS**

<p><b>Religious Education</b></p> 	<p><b>Key Question:</b> How can we help others when they need it? Discuss the story of the Good Samaritan  <b>Key Questions for Easter:</b> Why do Christians put a cross in an Easter Garden? Creating and making our own Easter garden. Easter encounter day: Salvation of Jesus</p>
<p><b>Literacy</b></p> 	<p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>• Phase 3 Phonics sounds – vowel digraphs and trigraphs</li> <li>• Phase 3 tricky words</li> <li>• Blending for reading simple words, captions and simple sentences</li> <li>• Segmenting for writing simple words and captions</li> </ul> <p><b>LITERACY</b></p> <ul style="list-style-type: none"> <li>• Listening to, joining in with and enjoying stories and poems</li> <li>• Retelling stories by creating and using story maps</li> <li>• Discussing the characters, settings and story structure of texts</li> <li>• Innovating stories to make them our own</li> <li>• Sequencing stories</li> <li>• Predicting and inferring from the texts</li> <li>• Drawing club</li> </ul> <p align="right">Some key texts we will be exploring:</p> 
<p><b>Maths</b></p> 	<ul style="list-style-type: none"> <li>• Counting songs to 10 and back to 0</li> <li>• Patterns based on colour, size and shape including repeating patterns</li> <li>• Exploring numbers from 0-10 and representing the numbers in different ways</li> <li>• Ordering and Matching numerals and amounts to 10</li> <li>• Partitioning numbers to 10</li> <li>• Subitising amounts to 5</li> <li>• Learning how to use resources in the class to support our learning such as Numicon and tens frames</li> <li>• 2D shapes and 3D shapes</li> <li>• Measure, length, weight and capacity</li> </ul>
<p><b>Understanding the World</b></p> 	<ul style="list-style-type: none"> <li>• Remember and talk about significant events and their own experience</li> <li>• Recognise and describe special times or events for family or friends</li> <li>• Share and celebrate different family festivals and celebrations and compare these with celebrations in the past</li> <li>• Explore objects and toys from the past and the similarities and differences with today's objects</li> <li>• Seasons – explore similarities and differences between seasons and noticing patterns in the natural world</li> <li>• Explore habitats of different animals and discuss nocturnal and diurnal animals and comparing them with polar animals</li> <li>• Exploring freezing and melting, floating and sinking.</li> </ul>

	<ul style="list-style-type: none"> <li>• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Explore our own homes and their features and similarities and differences with each other's homes and homes around the world</li> </ul>
<p><b>Music</b></p> 	<ul style="list-style-type: none"> <li>• Learning to recognise and name some instruments</li> <li>• Recognising changes in pitch</li> <li>• Using the 'Music Lab' app</li> <li>• Singing songs</li> <li>• Creating music by combining percussion and vocal sounds</li> <li>• Playing and creating short melodic patterns on chime bars</li> <li>• Reading and clapping notated rhythms including 'fly' and 'spider' (traditionally known as a crotchet and pair of quavers)</li> </ul>
<p><b>Expressive Art and Design</b></p> 	<ul style="list-style-type: none"> <li>• Use different techniques and materials to achieve the desired effect and can talk about what has been created</li> <li>• Mix colours to produce different shades and combines materials to create different textures</li> <li>• Begin to plan a design before starting and begin to evaluate and assess its success</li> <li>• Creating different sculptures using dough and exploring the effects of different tools</li> <li>• Create our own junk modelling using boxes, different materials and a range of joining techniques</li> <li>• Use a range of tools and equipment and select the most appropriate tool or joining material for the job</li> <li>• Along with others, collect resources to develop own role play storylines</li> </ul>

### Whole School Collective Worship Themes for Spring Term 2026



*"I can do all things through Christ who strengthens me." Philippians 4 verse 13*

Our values for the first half term is **perseverance**. We will be thinking about our goals for the year and how we can stick with them to achieve, even when things seem difficult. *"Fall seven times. Stand up eight." Japenese proverb.*

We will consider how perseverance helps us in the "race of life", understanding that hard things take time and can be achieved by taking one small step at a time. *"Let us run with perseverance the race that lies before us. Let us keep our eyes fixed on Jesus, on whom our faith depends from beginning to end." Hebrews 12:1-2*

In the second half of the term we will explore the value of **forgiveness**, considering the loving community we have at Teversham and how forgiveness of ourselves and one another is central to the way we grow. *"We love because He first loved us." 1 John 4:19. "Just as the Lord has forgiven you, so you must also forgive others". Colossians 3:13*

We will consider the cross as symbol of forgiveness.

We will also be covering important events in the Church Calendar, including Epiphany, Shrove Tuesday, Lent, Mother's Day, Palm Sunday and Holy Week, Good Friday and Easter.

We are very grateful for our local clergy and ministers who lead our worship each Wednesday. This term, Rev Nick Moir, vicar of Teversham Parish Church, Sharon Byrne, curate of Teversham Parish Church, Steve Mason, minister of Hope Church, and Danny Driver, vicar of Christ the Redeemer, will be leading us in continuing our exploration of parables from the Gospel of Luke and the key stories of Jesus leading up to the Easter events.