



Queenswell Schools
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February 2026

Spring 2 Curriculum Letter

Dear Parents and Carers,

Welcome back after the holiday and we hope you enjoyed the break. We had a fantastic first term and hope your children are looking forward to all the exciting learning that will take place in the spring term.

Key Dates:

St David's Day Monday 2nd March

World Book Day: Thursday 5th March



Parent Consultations: Tuesday 24th and Thursday 26th March



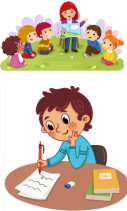

Red Nose Day - Friday 20th March

End of term: Friday 27th March

The Early Years Foundation Stage curriculum covers 7 areas of learning (this is what we learn) as well as the three characteristics of effective learning (this is how we learn).

This half term we will be learning:


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| <p>Personal, Social and Emotional Development</p>  | <ul style="list-style-type: none">● to show confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.● to describe what they can do well and are getting better at, describing themselves in positive terms.● to show confidence in choosing resources and perseverance in carrying out a chosen activity.● to attempt to repair a relationship or situation where they have caused upset and understand how their actions impact other people. |
| <p>Communication and Language</p>  | <ul style="list-style-type: none">● to respond to instructions involving a two-part sequence.● to be able to follow a story without pictures or props.● to listen and respond to ideas expressed by others in conversation or discussion.● to proactively seek adult support and become more able to articulate their wants and needs● to continue to build on prior friendships in the class |

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| <p>Physical Development</p>  | <ul style="list-style-type: none"> • To begin to develop skill and coordination over different ways of moving and climbing • to jump off an object and land appropriately. • to hold a pencil near the point between the first two fingers and thumb and use it with good control. • to use simple tools to effect changes to materials. • to handle tools, objects, construction and malleable materials safely and with increasing control. |
| <p>Maths</p>  | <ul style="list-style-type: none"> • to use number names and symbols when comparing numbers, showing interest in large numbers. • to estimate numbers of things, showing understanding of relative size. • engage in subitising activities • to use our own ideas to make models of increasing complexity, solving problems and visualising what they will build. • Use spatial language, including following and giving directions and describing what they see from different viewpoints. |
| <p>Literacy</p>  | <ul style="list-style-type: none"> • to begin to segment the sounds in simple words and blend them together and knows which letters represent some of them • to be able to recall and discuss stories or information that has been read to them, or they have read themselves • to include everyday literacy resources in play, such as labels, instructions, signs, envelopes, etc. • to begin to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example • to use vocabulary and forms of speech that are increasingly influenced by their experiences of books. • to use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences |
| <p>Understanding the World</p>  | <ul style="list-style-type: none"> • to be able to talk about the passing of time in their own lives. • to recognise that they belong to different communities and social groups and communicate freely about their own home and community. • to be able to talk about a range of celebrations, understanding similarities and differences between them. • to continue to develop an understanding of seasonal changes, describing different times of the year and what happens • to talk about the features of their own immediate environment and how environments might vary from one another |



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| <p>Expressive Arts and Design</p>  | <ul style="list-style-type: none">• to begin to build a collection of songs and dances.• to make music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.• to begin to express their own ideas and think of ways to represent them using a range of media and materials.• to create representations of both imaginary and real-life ideas, events, people and objects.• to initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. |
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Things to remember:

- Bring a water bottle every day.
- Waterproofs and welly boots needed on rainy days.
- Please name all uniform and children's items.
- PE kits on Wednesdays - all items named.
- Reading books and library books to be brought back on Thursdays.

Thank you for your ongoing support.

Kind regards,
The Reception Team