



Springs' Curriculum

Summer Term 6 : 2025-26

Dear Parents,

We can't believe that we are now in Term 6 and that your child is in their last term in Springs. We hope you enjoyed our song in worship at the end of last term– we were so proud of all the children. There is a video of the song in the last newsletter. Please find detailed below an overview of our learning in Springs this term.



Topic: Our topic this term is 'Holidays', which will include work based on the stories 'Handa's Surprise' and 'Lost and Found' – stories set in very different places. The children will be contrasting weather, clothes, plants and animals found in the UK, Africa and the South Pole. We will also be looking at these places on a map, Google Earth and a globe. If you are willing, please could you share any photos of different places you have been to – either in this country or abroad.

This may be a slightly disruptive term for your child as the new intake from preschool will be joining us for a few afternoons and one morning. I'm sure your child will rise to the occasion and be a fantastic role model for the new children.

Speaking, Listening, Writing: In order to prepare the children for their transition into Year 1, we will be covering writing blocks based on the books 'Handa's Surprise' 'Mr Bear's Holiday' and 'Lost and Found.' The children will write sentences either independently or with help from the teacher. On a Monday, we would like to continue to encourage the children to talk about their weekends – please send your child in with photos or items to help prompt them (any photos can be emailed in).

Phonics: This term we will continue to review all the graphemes and phonemes that have been taught so far but with a new focus – we will be looking at CVCC (consonant, vowel, consonant, consonant), CCVC etc words such as mash, flag. There will be no new harder to read and spell words to learn but words which end with -ed, -t, -er and -est. Please continue to practise the weekly sheets.



Maths: We will continue to look at the composition of numbers as well as looking at addition, subtraction and 1 more/less than a given number. This term we are hoping that children will start to remember 'number bonds' to 10 e.g. 4+6 as this will help them hugely later on in school life. We will also be working on capacity and will solve problems involving sharing.





RE: Our theme this term will be based on the question 'How can we care for our wonderful world?' This unit lays the foundations for an understanding that Christians believe humans are a special part of God's creation and have a God-given responsibility to care for the incredible world we all share.

PE: Sports leaders will continue to lead the PE sessions on Friday afternoons and Mrs Nicholson will be teaching PE on a Thursday afternoon. The focus will continue to be on throwing and catching beanbags and simple athletics and races. **Please ensure your child has their PE kit in school for these days.**

PSHE: (Personal, Social, Health and Emotional Education) Our focus is on 'Growing and Changing', where we will explore life stages in animals and humans e.g. the children will match photos of animal babies to their mothers (kittens, puppies, lambs etc). Then I will read 'There's a House Inside my Mummy' with its theme of caring and the role of family, rather than just the science aspects of human reproduction.

[There's a House Inside my Mummy - Google Search](#)

Then I'll ask the questions:

- Where do babies come from? [A mummy's tummy. If a child uses the word womb, then I'll explain that the womb is the name given to a special place between a woman's hips where the baby grows]
- What do they do in the woman's tummy? [grow/move/feed]
- When do they come out? [Usually after nine months when they are able to survive outside the tummy. Babies born before then need lots of looking after by nurses and doctors.]
- What do they need when they are out? [milk/warmth/clothes/cuddles/love]
- How did they get there? [A type of seed, called an egg from a woman]

The last lesson in this unit provides the initial building blocks for learning about reproduction in plants and animals, including humans. During this lesson, children are introduced to the words penis and vulva. From a safeguarding perspective, it is important that we teach the correct anatomical words, as research shows that children who are taught the correct words for their genitals are better placed to report sexual abuse if it is happening, or has happened to them.

The lesson will start by singing the song *Head, Shoulders, Knees and Toes*.

Then I will ask:

- What parts of the body do we sing about?
- Are there any parts of the body that we missed? (Arms, hands, fingers, anything else? What parts of the body are between the shoulders and knees?chest, tummy...)



- What about our private parts? Explain that there are parts of the body that are private and that we wouldn't touch as part of the song, but they are very important too.
- Can anyone tell us the correct words for our private parts? (Penis/testicles and vagina/vulva.)
- Why are girls' bodies and boys' bodies different? (Because one day, if we want to, they are needed to have children. We need tiny eggs from the woman's body and tiny seeds from the man's body to make a baby.)

I will explain to the children that these parts of our body are private and no one should touch them without our permission. Then I will show them the NSPCC PANTS film *Pantosaurus* and the children will complete the following:

CIRCLE THE PARTS THAT ARE THE SAME ON BOTH BOYS AND GIRLS



Sex and relationships education will be taught in Year 6 in an age-appropriate manner. I will not discuss anything else with the children as it is not age appropriate to teach in school and if your child brings it up, I will explain that they will learn about it in school when they are older; your child may have older siblings, and this may be discussed at home.

Please do talk to Mrs Procter if you have any concerns about the above.



Homework: Topmarks is a website which we use in class. There are lots of free maths games here! [Early Years Maths - Topmarks Search](#) Just make sure you select “maths” and “early years”.

Please continue to hear your child read their school book daily and practise the weekly grapheme sheet. We are aiming for the children to read with some degree of fluency which will take at least three re-reads of the same book. Their fluency will improve as they may remember some words, but it is very important that they **understand** what they are reading. When they understand what they are reading, their ability to read with expression (the storyteller voice) begins to develop. Reading involves not just being able to decode a word but being able to comprehend the storyline. Please also read stories to your child on a regular basis; if you are busy, let your child listen to an audio book.

Please do contact us if you have any questions – either speak to us after school or email us at letters@ogbourne.excalibur.org.uk and we will reply during school hours.

Best wishes,
Mrs Procter, Mrs Crump and Mrs Stannard