

Welcome back to the new term, we are very much looking forward to continuing your child's educational journey with them.

We do ask that your child comes into school ready for the day and ensuring they have the items they need daily:

- Home/School diary
- Reading book
- Full PE kit
- Wellies to stay in school
- Appropriate clothing- we are an outdoor school so will be going outside in all weathers.
- Care bag (a separate letter may go home with equipment needed for this)

This term, we will continue to reinforce the **Thriftwood Code** and identify ways to help each other.



Thriftwood School



Curriculum Summary Spring Term 2026

Into the Deep
**Key Stage 2
Owl**

Educate, Challenge, Prepare

TOPIC: HISTORY, GEOGRAPHY & RE

Learners explore and observe plants, animals, and their surroundings, noticing changes in nature and comparing local and other environments.

They learn about seasons, basic geography (continents, oceans, rivers, mountains, cities, farms), and use maps, globes, compasses, and photos to locate and describe places.

Trips: Walton on the Naze - March 2026

PSHCE

-Health and Hygiene
-Relationships

MUSIC

Charanga topics:
Unit 9: Waltz
Unit 13:
Instrument Skills

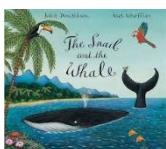
WORLD AROUND ME – COMMUNITY VISITS

Community – local trips incorporating life skills such as social communication, money skills, keeping safe in the community.

COMPUTING

All classes will continue their work on e-safety as part of each lesson – learning to be safe and responsible online.

- Digital writing, Programming



FOOD TECHNOLOGY

Key skills: Measuring, mixing, chopping, and following simple instructions.

ART & DT

Sketching of objects, e.g. animals. Van Gogh- textures. 3D models.

COMMUNICATION, LANGUAGE AND LITERACY (CLL)

PHONICS

Phonics continues to be taught by Phase groups 4 x per week. An update is put on Tapestry to inform you of your child's sound of the week. Please support your child by encouraging them to read at home. Please ensure all books are sent in to school each day.

LITERACY

Text: *Commotion in the Ocean* by Giles Andreae – Poetry, Rhyme, alliteration and writing simple sentences.

Snail and the Whale by Julia Donaldson - listening, vocabulary and comprehension work, early reading skills, writing skills - mark making, letter formation and supported sentence **construction**.

MATHS:

Mastery in Number: develops learners' secure understanding of number through small, carefully structured steps. Learners explore numbers deeply using concrete, pictorial and practical resources, focusing on number sense, counting, comparison and composition. Learning is revisited and reinforced to build fluency and confidence, ensuring pupils understand how numbers work, not just how to calculate with them. Alongside Mastery in Number, learners will work on Shape, Space, Measure; Money; Time and Handling Data.

Numbots is an online game also used to support developing the fluency of number. This can be accessed from home as well as school.

SCIENCE: Habitats and Classification - Animals, plants, and habitats:

Children identify and name common animals and plants, describe and compare animal structures, explore habitats (including micro-habitats), and understand how living things depend on each other within food chains. **Life processes and adaptation:** They observe closely using simple equipment, identify stages of life cycles, and recognise how animals are adapted to their environments (e.g. camel, penguin, birds).

ATTENTION AUTISM

This is a programme that builds attention and listening skills, through 4 different stages:

BUCKET – (Focus) works on focusing on an activity for a short period

STAGE 2 – (Sustain) to increase attention more a longer period

STAGE 3 – (Interactive) to promote turn taking and waiting skills

STAGE 4 – (Transition) to shift attention watch and then complete an activity independently.

Returning to the group once the activity is complete

This is taught as part of CLL lessons and different stages are also used as part of lesson to help engage learners

PE

Gymnastics, apparatus and floor work. Working on core strength and body control.

Swimming continues weekly throughout the year.

LINKS FOR HOME

Bug Club - access online reading books

Purple Mash - access a range of learning tools and activities.

Numbots - complete questions to earn certificates

Teach Your Monster To Read

Please do use Tapestry to send updates of things you are doing at home. We enjoy seeing these and sharing them with each other.

Fundamentals for the Future (FFF)

Fundamentals For The Future are considered and included as part of every lesson. Key skills are taught in order to develop well rounded children that are able to be successful outside of Thriftwood and in the wider world.

During the Spring term we will be focussing on developing the following fundamental skills:

Emotional Regulation <ul style="list-style-type: none"> Can identify basic emotions in self and link to the Zones of Regulation Can tell an adult when hurt Can follow adult direction during disregulation to keep safe Can access a safe place when needed 	Healthy Life Style <ul style="list-style-type: none"> Can eat a healthy snack Can take part in physical play activities during school breaks including sport Can sleep in own bed 	Accreditation and Awards <ul style="list-style-type: none"> Can take part in assessments on a 1:1 basis Can respond well to group achievement strategies (e.g. marble in the jar) Can use a visual timetable Can independently move from class to hall and playground Can follow 1 and 2 step instructions Can collect own resources Can put equipment away after use Can take part in new activity Knows that people get paid for work Can work in a pair or small group Can demonstrate they can behave appropriately in a classroom Can use and understand first, next and then Can understand that a Teacher/LSA is in charge Can respond to adult instruction, leaving their own agenda to follow that of an adult for a short period Can follow group instructions Can self-assess own work Can complete adult led tasks
Lawful Citizenship <ul style="list-style-type: none"> Knows what being equal means Can follow the school / college rules Can tell a trusted adult when they have seen something bad Can manage a simple password Can recognise the CEO's button 	Medical Conditions <ul style="list-style-type: none"> Can take medication with support and co-operate with health plans (e.g blood sugar levels, physio plans etc) 	Responsible Citizen/Work behaviours <ul style="list-style-type: none"> Can wear uniform Can put on own clothes Can hang a coat on a hook Can do up zips and velcro Can put footwear on the correct feet Knows which areas of the body are private Can brush own hair Can clean teeth Can blow own nose Can lock and unlock a toilet door Can wipe own bottom and appropriately use toilet paper Can use and flush the toilet Can steer and accurately aim in the toilet (where appropriate) Can wash hands after using the toilet Can close the toilet door
Dressing and Personal Care <ul style="list-style-type: none"> Can use a knife and fork to cut and eat Can try new foods Can wash hands before eating (with a moderate amount of soap) Can clean face after a meal Can close mouth while eating Can moderate the amount of food in the mouth while eating Can get a drink with support Can collect lunch and tidy away tray, crockery and cutlery Can get up in the morning with a prompt Can recognise own belongings 	Eating, Food and Organisation <ul style="list-style-type: none"> Can follow safety rules given by an adult Knows hot and cold Can turn off lights and taps when not in use 	Communication <ul style="list-style-type: none"> Can say please, thank you and excuse me Can express basic needs and wants verbally Can use appropriate greetings and responses Can listen and respond appropriately to familiar adults and peers Can speak, sign or gesture about how they are feeling Can pay attention to what a friend is saying (i.e. good eye contact/ positive non-verbal responses/thinking) Can make a choice from given options Can join in talk at mealtimes/snack times without their mouth being full of food Can talk to others kindly and moderate tone and volume Can wait for adult attention without interrupting
Safety <ul style="list-style-type: none"> Can act appropriately on the minibus Can buckle a seat belt Can travel safely on the school taxi bus Can stay with the group when walking and when in the community Can go out into the community with support Can wait for a short period 	Community <ul style="list-style-type: none"> Can play games and have fun with another peer or in the same space as a peer Can consistently sit with a group Can successfully share resources with a peer Can actively participate in a turn taking game Can be gentle with peers Can be respectful to others Has an understanding of personal space 	Relationships <ul style="list-style-type: none"> Can act appropriately on the minibus Can buckle a seat belt Can travel safely on the school taxi bus Can stay with the group when walking and when in the community Can go out into the community with support Can wait for a short period