

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

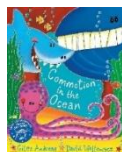
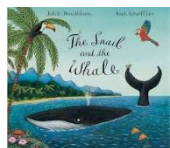
WORLD AROUND ME – COMMUNITY VISITS

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	Can identify basic emotions in self and link to the Zones of Regulation	Accreditation and Awards	Can take part in assessments on a 1:1 basis
	Can tell an adult when hurt		Can respond well to group achievement strategies (e.g. marble in the jar)
	Can follow adult direction during dysregulation to keep safe		Can use a visual timetable
	Can access a safe place when needed		Can independently move from class to hall and playground
Healthy Life Style	Can eat a healthy snack	Responsible Citizen/Work behaviours	Can follow 1 and 2 step instructions
	Can take part in physical play activities during school breaks including sport		Can collect own resources
Lawful Citizenship	Can sleep in own bed		Can put equipment away after use
	Knows what being equal means		Can take part in new activity
	Can follow the school / college rules		Knows that people get paid for work
	Can tell a trusted adult when they have seen something bad		Can work in a pair or small group
Medical Conditions	Can manage a simple password		Can demonstrate they can behave appropriately in a classroom
	Can recognise the CEOPs button		Can use and understand first, next and then
Dressing and Personal Care	Can take medication with support and co-operate with health plans (e.g. blood sugar levels, physio plans etc)		Can understand that a Teacher/LSA is in charge
	Can wear uniform		Can respond to adult instruction, leaving their own agenda to follow that of an adult for a short period
	Can put on own clothes		Can follow group instructions
	Can hang a coat on a hook		Can self-assess own work
	Can do up zips and velcro		Can complete adult led tasks
	Can put footwear on the correct feet	Communication	Can say please, thank you and excuse me
	Knows which areas of the body are private		Can express basic needs and wants verbally
	Can brush own hair		Can use appropriate greetings and responses
	Can clean teeth		Can listen and respond appropriately to familiar adults and peers
	Can blow own nose		Can speak, sign or gesture about how they are feeling
	Can lock and unlock a toilet door		Can pay attention to what a friend is saying (ie good eye contact/ positive non-verbal responses/thinking)
	Can wipe own bottom and appropriately use toilet paper		Can make a choice from given options
	Can use and flush the toilet		Can join in talk at mealtimes/snack times without their mouth being full of food
Eating, Food and Organisation	Can steer and accurately aim in the toilet (where appropriate)	Community	Can talk to others kindly and moderate tone and volume
	Can wash hands after using the toilet		Can wait for adult attention without interrupting
	Can close the toilet door		Can act appropriately on the minibus
	Can use a knife and fork to cut and eat		Can buckle a seat belt
	Can try new foods		Can travel safely on the school taxi bus
	Can wash hands before eating (with a moderate amount of soap)	Relationships	Can stay with the group when walking and when in the community
	Can clean face after a meal		Can go out into the community with support
	Can close mouth while eating		Can wait for a short period
Safety	Can moderate the amount of food in the mouth while eating		Can play games and have fun with another peer or in the same space as a peer
	Can get a drink with support		Can consistently sit with a group
	Can collect lunch and tidy away tray, crockery and cutlery		Can successfully share resources with a peer
	Can get up in the morning with a prompt		Can actively participate in a turn taking game
	Can recognise own belongings		Can be gentle with peers
	Can follow safety rules given by an adult		Can be respectful to others
	Knows hot and cold		Has an understanding of personal space
	Can turn off lights and taps when not in use		