

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:

- Reading book and reading record
- 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 Summer Term 2026 *Vicious Vikings* Key Stage 2 Owls

Educate, Challenge, Prepare

TOPIC: GEOGRAPHY & RE

Learners develop creative and practical skills by designing and making Viking-inspired shields, pottery and jewellery, exploring patterns, textures and materials used in the past. They work with clay, card, foil and natural resources, and learn simple techniques such as rolling, shaping, carving and weaving. Through hands-on making and sensory exploration, learner's express ideas, make choices, and build fine-motor skills while creating authentic Viking-themed artefacts.

PSHCE

Staying Safe
Growing and Changing

FOOD TECHNOLOGY

British Summer time meals/snacks
Skills - peeling, cutting, grating, boiling, mixing, rolling, frying, pouring, grilling.

ART & DT

Learners explore Viking-inspired making through simple, sensory art activities. They work with clay, card, foil and natural materials to create shields, pottery and jewellery, using basic techniques such as rolling, shaping and weaving. Through hands-on exploration, pupils' express ideas, make choices and develop fine-motor skills while engaging with textures, patterns and materials from the past.

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 wating 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

WORLD AROUND ME – COMMUNITY VISITS

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

COMMUNICATION, LANGUAGE AND LITERACY (CLL)

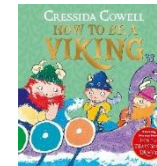
Learners build communication, speaking and listening skills through daily CLL sessions, Word of the Week, new Makaton signs and social-skills activities. They explore language through sounds, shared reading, simple texts, drama and news-style clips. Using Colourful Semantics, pupils practise building clear sentences in speech and writing. Activities include supported writing, role-play, phonics groups, turn-taking and using key vocabulary in meaningful, engaging contexts.

PHONICS

Phonics is taught in phase groups four times per week. Weekly sounds are shared on Tapestry. Please support your child by reading at home and sending books into school each day.

LITERACY

How to be a Viking by Cressida Cowell
Learners engage with the story through shared reading, role-play, sentence building with Colourful Semantics and supported writing activities linked to the text.



MATHS

Mastery in Number supports secure understanding through small, structured steps using concrete and practical resources. Learners develop number sense, counting, comparison and composition, with learning revisited for confidence and fluency.

Alongside this, pupils explore Shape, Space and Measure; Money; Time; and Handling Data.

Numbots is also used in class and can be accessed at home.

SCIENCE: Materials

This term, learners explore everyday materials through simple, hands-on Viking-themed activities. They sort and describe materials and take part in sensory tests to explore strength, waterproofing, absorbency and floating. Through practical investigation, pupils practise predicting, observing and sharing simple conclusions while developing early scientific skills.

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.

COMPUTING

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

Owl! Computing systems and networks – Technology around us
Creating media – Digital Painting

PE

Athletics -Spatial awareness, running, jumping, throwing and core strength

MUSIC

Charanga topics:
Unit 18 Shhh! and Unit 23 - Pulse

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

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| Emotional Regulation | 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 | Can eat a healthy snack |
| | Can take part in physical play activities during school breaks including sport |
| | Can sleep in own bed |
| Lawful Citizenship | 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 |
| Medical Conditions | Can recognise the CEOPs button |
| | Can take medication with support and co-operate with health plans (e.g. blood sugar levels, physio plans etc) |
| Dressing and Personal Care | 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 | |
| Eating, Food and Organisation | 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 | |
| Safety | Can recognise own belongings |
| | Can follow safety rules given by an adult |
| Safety | Knows hot and cold |
| | Can turn off lights and taps when not in use |

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| Accreditation and Awards | Can take part in assessments on a 1:1 basis |
| | Can respond well to group achievement strategies (e.g. marble in the jar) |
| Responsible Citizen/Work behaviours | 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 |
| Communication | 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 |
| | 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 |
| Community | 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 |
| | Can act appropriately on the minibus |
| Relationships | 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 |
| Relationships | 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 |
| Relationships | Can be respectful to others |
| | Has an understanding of personal space |