

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

### Robin, Puffin and Kingfisher

Educate, Challenge, Prepare

### TOPIC

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

### PE

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

**Kingfisher** – Gymnastics offsite until February half term

**Puffin** – Gymnastics offsite after February half term

**Swimming for all classes**

### COMPUTING

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

#### Robin learners:

- Digital writing, Programming Animations

#### Puffin learners:

- Pictograms, Robot Algorithm

#### Kingfisher learners:

- Branching Databases, Sequencing Sounds

### PSHCE

- Health and Hygiene
- Relationships

### 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 is to be taught by Phase groups 4 x per week. Please support your child by encouraging them to read at home. Please ensure all books are sent in to school each day.

#### LITERACY Texts - FICTION:

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

**Puffins/Kingfishers:** *Snail and the Whale* by Julia Donaldson - listening, vocabulary and comprehension work, early reading skills such as print awareness, rhyme and phonological awareness. 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:

Learners 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).

### LINKS FOR HOME

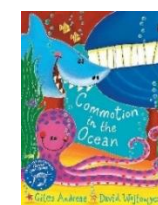
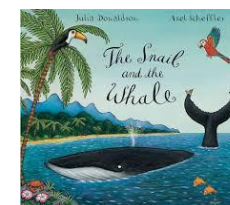
**Bug Club** - access online reading books

**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.



### MUSIC

#### **Charanga topics:**

**Robins** – Unit 9: Waltz

Unit 13: Instrument Skills

**Puffins & Kingfishers** – Rhythm in the Way We walk and Banana Rap In the Groove

## 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 and verbalise things that may be challenging
	Can recognise how change makes us feel
	Can talk openly with a trusted adult about any problem
	Can work with/listen to others to help improve emotional regulation
	Can recognise when they are upsetting others and modify behaviour
Healthy Life Style	Can stop eating when full
	Can get changed for physical exercise independently/ To take part in Physical Education in school
	Knows that getting enough sleep is part of a healthy lifestyle
	Can understand they can say no to keep themselves safe
Lawful Citizenship	Can understand all genders, races and individuals are equal
	Knows that it's against the law to steal, break other people's property or hurt someone on purpose
	Knows that breaking or taking other people's property without permission is wrong
	Is able to share online concerns with an adult
Medical Conditions	Can look after personal medical and health devices with support (glasses, hearing aids, visual aid, diabetes equip etc)
Dressing and Personal Care	Can look after and take pride in own uniform
	Can wear appropriate clothing and footwear for the weather
	Can turn clothes the right way round
	Can independently fasten buttons
	Can distinguish between clean and dirty clothes
	Can consistently pick up and take care of belongings
	Can understand and show how to behave in a changing room
	Can shower and wash effectively
	Can dry body and hair with a towel
	Can use deodorant
Eating, Food and Organisation	Can manage sanitary routines (incl. using sanitary bin) during periods (girls)
	Can appropriately use a urinal while maintaining dignity
	Can set a table
	Can use a mirror to gauge dirtiness or smartness
	Can pour drinks from jug or bottle
	Can know how to tidy own bed/sleeping area
	Can independently put rubbish in the bin
	Can do the washing up and filling/emptying the dishwasher
	Can independently collect equipment
	To pack items into a bag
Safety	Can understand signs and symbols for community hazards
	Can know what a health and safety sign looks like
	Can safely take part in a fire drill
	Can call a trusted adult when in difficulty
	Can safely plug in and charge a device

Accreditation and Awards	Can take part in class-based tests and assessments
	Can respond well to stickers and certificates
Responsible Citizen/Work behaviours	Can independently use a class timetable
	Can independently get to lesson on time
	Can follow 3 step instructions
	Can collect class equipment and resources
	Can initiate an activity with a familiar peer / adult
	Can work in a pair or group to reach a common goal
	Can follow a series of simple tasks (task planner)
	Can recognise, understand and respond well to leaders
	Can understand school and college have a hierarchy of job roles within the staff (just like any workplace)
	Can consistently follow an adult agenda when prompted to do so
Communication	Can take part in peer-to-peer marking
	Can bring appropriate clothing for PE or Forest school
	Can complete a task in the given time
	Can maintain a simple 2-way conversation
	Can listen to others and respond appropriately
	Can be able to tell someone about themselves
	Can carry a written message to another class teacher/tutor
	Can answer a direct question
	Can talk to others and wait until others have finished eating during a shared occasion
	Can speak and listen on the phone
Community	Can ask for help or clarification making it clear what the problem is
	Can seek help in an emergency
	Can travel on public transport with support
	Can cross a road safely
	Can know how to use a pedestrian crossing
	Can follow a simple map
	Can say own address and postcode
	Can behave appropriately in public
	Can know how to queue appropriately
	Can access a safe adult when needed
Relationships	Can attend a club with friends
	Can have and share a personal interest
	Can have an awareness of belonging to a group
	Can make a new friendship at a club
	Can meet up with a friend with support
	Can accept people hold different opinions
	Can independently turn take in a game
	Can show care towards a peer when hurt
	Can have sustained respectful friendships and be polite