



## Spring Term 2026 Learning Letter – Penguin Class

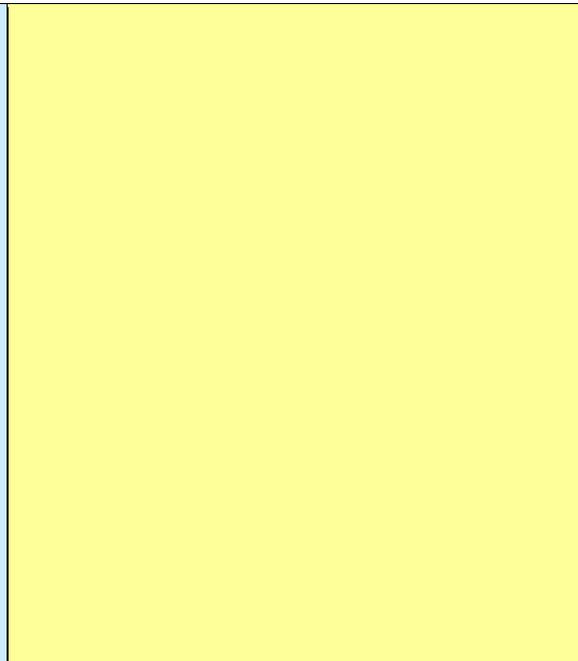
COMMUNICATION / LITERACY	MATHS	SKILLS FOR LIFE	PERSONAL DEVELOPMENT
<p><b>In our English Communication lessons, we will focus on:</b></p> <p><b>Spring 1:</b> Non-fiction Information Texts: Animals</p> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>• Usbourne Beginners Night and Day</li> </ul> <p>Supportive texts for pupil research</p> <ul style="list-style-type: none"> <li>• First Explorers Night Animals</li> <li>• Night Animals by Susan Meredith</li> <li>• Discovering the Hidden World of Nature at Night (Happy Fox Books)</li> </ul> <ul style="list-style-type: none"> <li>• Usbourne beginners animals</li> <li>• Usbourne Wild Animals sound book</li> <li>• Usbourne Pop up animals</li> <li>• Usbourne My Very First Animals Book</li> </ul> <p>Coverage</p> <ul style="list-style-type: none"> <li>• Read about and research nocturnal animals using non-fiction texts to research fun facts</li> <li>• Use simple writing frame to 'plan' writing about their chosen animal</li> <li>• Draw and infer information from non-fiction texts and the images within them</li> <li>• Write and respond to simple questions</li> <li>• Experience Joining clauses together using 'and'</li> <li>• Write non-fiction text about an animal</li> <li>• Write questions to ask a peer about their writing</li> </ul> <p><b>Spring 2:</b> Fiction Traditional Tales and Fables: Fairytales</p> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>• Cinderella: Ladybird First Favourite Tales by Allie Busby</li> <li>• Snow White and the Seven Dwarfs by Tanya Maiboroda</li> </ul> <p>Coverage</p> <ul style="list-style-type: none"> <li>• Explore Cinderella and Snow White including role play / acting out lines from the stories</li> <li>• Explore character</li> <li>• Explore setting</li> </ul>	<p><b>Spring 1:</b></p> <p>Number: Addition and Subtraction</p> <p><math>\cap</math> (<math>\leq 10</math> / <math>\leq 20</math>)</p> <ul style="list-style-type: none"> <li>-Number bonds: knowing which pairs make a given number (+)</li> <li>-Identifying one more and one less (+/-) (from a given number)</li> <li>-Comparing groups of items (with 1:1 correspondence) to find the difference (-)</li> </ul> <p>Mastery focus: Money</p> <p><b>Spring 2:</b></p> <p>Measurement Length &amp; Height</p> <ul style="list-style-type: none"> <li>-Awareness of comparison in estimating and predicting</li> <li>-Comparing directly and indirectly</li> <li>-Relationship between size and number of units</li> <li>-Using units (non-standard/standard) to estimate, measure and compare</li> <li>-Recording measurements</li> </ul> <p>Mastery focus: Money</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Talk to your child about patterns, shapes in and around the home and outside in everyday life encouraging them to use the right vocabulary</li> <li>• Play games adding parts of your food while eating and estimating amounts of eg eggs, fruit in the house and then count them.</li> </ul>	<p>Throughout the Autumn term we will be working on the skills for life to support towards our personal goals for independence.</p> <p><b>Spring 1</b> Skills for Life: Independent Living: Personal Grooming</p> <p>Handwashing. Understanding when it is important to do it properly and how to do it properly</p> <p>Hygiene, understanding what tasks are important for personal hygiene, how often / when we should do them, what tools we need and how Including washing dolls</p> <p><b>Spring 2:</b> Food Tech: Making Breakfast Toasts and different toppings</p> <p>Cereal / breakfast bars</p> <p>Technical Content understand and apply the principles of a healthy and varied diet</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Support your child in being independent – making a drink for themselves, making snacks and cook at home,, getting dressed and personal hygiene</li> <li>• Encourage your child to comb their hair supported or not. Role play in the house.</li> <li>• Encourage your child to dress and take responsibility for their clothing.</li> <li>• Encourage your child to brush teeth and maintain a good routine for them to develop their skills. Role play at home.</li> <li>• Encourage your child to support in cleaning their room and be part of house chores rota organising their belongings.</li> <li>• Encourage your child to get involved in cleaning, car washing and other cleaning routines in the house while you are doing these. Role play.</li> </ul>	<p>Spring 1: PSHE: Mental wellbeing, based on zones of regulation building on KS1</p> <p>Cultural Development: School values 'Collaborate'</p> <p>Spring 2: PSHE healthy lifestyles, healthy eating</p> <p>RE: Why is Jesus important to Christians?</p> <p>Key features: Jesus is found in the Bible and an important person in Christianity, how he is important in story of Easter and Christmas, stories about Jesus in the Bible incl Loaves the the Fishes and Jesus Calms the Storm</p> <p>Core concept-Christianity</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Talk about trusted adult e.g. parents, carers, teachers</li> <li>• Discuss the importance of letting adults know what they are doing online/ outside.</li> <li>• Support them understand personal space and respect it at home. Discuss examples of difference between family members and others.</li> <li>• Encourage your child to brush teeth and maintain a good routine for them to develop their skills. Role play at home.</li> <li>• Encourage your child to comb their hair supported or not. Role play in the house to promote independence.</li> </ul>



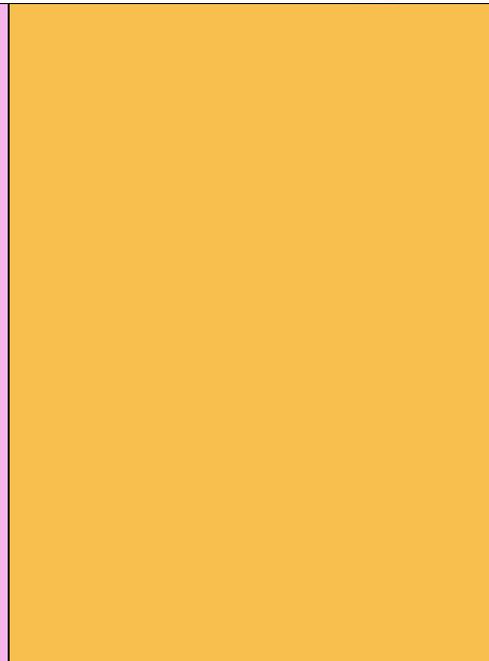
<ul style="list-style-type: none"> <li>Recall events in a story (experiencing past tense)</li> <li>Use adjectives to describe people and settings</li> <li>Write own text using familiar elements e.g. using the familiar characters, settings or key features (such as choosing what turns into the carriage)</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Talk to your child about characters you watched in a film and link this with their actions.</li> <li>Discussions with your child about what they can remember from the story read/watched and sequencing.</li> <li>Discuss their interest in animals if any (farms, zoo, endangered species) and research together to find more information.</li> <li>Visit farms, zoo and play based learning at home using animals.</li> <li>Create imaginary characters and discuss their appearance, behaviour, powers.</li> <li>Read with your child daily – magazines, books, newspaper, fiction and non-fiction.</li> <li>Use phonics play at home.</li> </ul> <p><b>Creativity and the world:</b></p> <p><b>Spring 1</b> Art: British Artists-illustrations</p> <p>Key artists: Nick Sharratt, Quentin Blake, Sonia Boyce, Anish Kapoor</p> <p>Key stimuli: Illustrations from children’s books, The Ticket Machine postcards, Ishi’s Light</p> <p>Key skills: Illustrating stories, using pictures to re-tell stories, multimedia art</p> <p><b>Spring 2:</b> DT: Stable Structures</p> <p>Key content: Explore the features of stable structures, e.g. toy car garages Choose a stable structure they would like to build and its purpose</p>	<ul style="list-style-type: none"> <li>Play counting games at home, march, listen to songs.</li> <li>Count favourite objects, sing known nursery rhymes to support learning.</li> </ul> <p><b>SCIENCE:</b></p> <p><b>Spring 1</b> Animals and Humans 2 digestive system, teeth, food chains 2.2.1 Food and Exercise 2.1.2 Teeth and Dental Care</p> <p><b>Spring 2:</b> Electricity 1 appliances, simple circuits, switches, conductors, insulators ELEMENTS OF 4.1.1 Electricity</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>-use multiple puzzles, sand, food based items for pupils to experience changes in matter.</li> <li>-include pupils in cooking and making snacks showing them what they food items are and what the finished product is.</li> <li>-play based activities exploring</li> <li>-family pictures from childhood</li> <li>-pets, adult pictures growing up</li> </ul>	<p><b>GEOGRAPHY:</b></p> <p>G: Global trade where does our food come from? <i>Key content:</i> <i>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water including -Where do the food products we buy come from?</i></p> <p>Exploring the concept of What do different countries import and export through role play</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their land use patterns including what resources do different regions have?</p> <p>Skills and fieldwork: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans e.g. visiting an allotment or farm shop to identify British food</p> <p>Ways to help your child: Use maps, atlases, globes and digital/computer mapping to locate countries and label features and symbols Use technology, maps, walks in the neighbourhood, scavenger hunts.</p> <p><b>HISTORY:</b></p> <p>Britain beyond 1066: Leisure and entertainment in the 20th century</p> <p>Key Content: Explore the themes across different periods across the 20th century (from Victorians to 1990s) including holidays, golden age of cinema, music, television and gaming including finding out about games family members used to play.</p> <p>Skills: Asking and answering questions Comparing events Putting evidence in chronological order</p> <p>Historical Threads:</p>	<p><b>Digital Literacy / ICT</b></p> <p><b>Spring 1</b> Presenting information using clicker (Framework: word processing skills)</p> <p>Online reputation –explore using tech to save things and putting things on the internet in safe spaces e.g. purple mash or on dojo story Connected world: – Copyright and ownership – recognising that their name / photo represents them, supported to label their own work to demonstrate ownership</p> <p><b>Spring 2</b> DL: Grouping and Sorting (1.2 Y1 unplugged unit) / Safety and Privacy</p> <p>(Framework: computational thinking) (Framework: safety and privacy)</p> <p>Connected world: Safety and Privacy – impact of too much screen time (EY) Managing online information Health, wellbeing</p>
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Explore the properties of different materials and think about which ones are suitable for each section of their stable structure exploring strength, stability and malleability  
Design and plan a stable structure  
Test and evaluate their stable structure



Art & Culture  
Technological Development



## PHYSICAL DEVELOPMENT

Dance and Swimming

Forest school

### ***Ways you can help your child:***

- Access Go noodle, Joe Wicks and wake and shake exercises at home <https://www.gonoodle.com/> [https://www.youtube.com/watch?v=AKIid\\_e-loE](https://www.youtube.com/watch?v=AKIid_e-loE) [https://www.youtube.com/watch?v=Oq\\_f0\\_QO\\_Ko](https://www.youtube.com/watch?v=Oq_f0_QO_Ko)
- Go for walks, bike ride & scooter rides in local area
- Cosmic Yoga & Meditation - <https://cosmickids.com/>
- Visit soft play, playgrounds, clip & climb, roller staking, Bounce, swimming pools
- Ensure you child is getting the right amount of sleep, including a good bedtime routine with down time away from technology and TV at least half an hour before sleep time.