



## Spring Term 2026 Learning Letter – Starfish Class

COMMUNICATION	FUNCTIONAL SKILLS	SKILLS FOR LIFE	PERSONAL DEVELOPMENT
<p>In our Language and Communication lessons, we will focus on:</p> <p>Communication in sentences using verbs, including the use of communication boards and cards Asking for what we need using total communication Listening to and reading humorous stories and poems Describing characters and animals</p> <p><b>We are going to be:</b></p> <ul style="list-style-type: none"> <li>• explore features and structure of humorous poetry</li> <li>• Compare similarities and differences between poems</li> <li>• Construct poetry based on those explored</li> <li>• Experience performing poetry (own and those In the texts)</li> <li>• Explore nouns and expanded noun phrases using colourful semantics</li> <li>• Share and sequence events from the stories</li> <li>• explore prepositions for time (at lunch), place (n the table) or direction (out the door)</li> <li>• Work on adjectives describing the animals etc</li> <li>• Supporting language using BSL signing</li> <li>• Using Colourful Semantics to support learning sentence structure</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• <i>Talk about activities you have done each day, review what you have done and experienced together</i></li> <li>• <i>Read fiction books together. Tell and read stories and talk about the different animals or characters in the story.</i></li> </ul>	<p><b>ENGLISH:</b></p> <p>Phonics will be taught from our scheme of work Rocket Phonics on a regular basis with a direct teaching session working on individual needs and will incorporate reading and spelling sessions alongside writing and vocabulary practice. We will also have sessions for reading for pleasure and our library slot.</p> <p>This term we will be focusing on:</p> <p><u>Poetry Focus:</u> -Crazy Mayonnaisy mum -Mum -The mouse and the Lion - 8 tentacles - Riddles All by Julia Donaldson</p> <p><u>Fiction Focus</u> -A squash and a squeeze by Julia Donaldson and Axel Scheffler - Alone by Barry Falls</p> <p><b>MATHS:</b></p> <p>In our Maths Lessons we will learn about: <u>Number -Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>• Recalling and using addition and subtraction facts - deriving and using related number facts</li> <li>• Commutative property (+/-)</li> <li>• Using calculator / technology (+/-)</li> </ul> <p>Mastery focus: Money</p>	<p>Throughout term we will be working on the skills for life to support towards our personal goals for independence.</p> <p><u>Employment:</u> Using a post office – being able to post items. Skills: Teamwork / moving safely in the community <u>Food Tech:</u> Focusing on eggs and their uses. Skills: moving around the community / using community services</p> <p><b>WORKING WORLD:</b></p> <p><u>History</u> Neolithic people Exploring hunter-gather societies And how they worked through role-play Investigate sources of tools that were used in these times Awareness of the Neolithic Revolution including: Domestication of plants and animals Early farming techniques</p> <p><u>Science:</u> Balanced forces and forces in motion for instance floating, sinking and density. Relationships in ecosystems Food chains, adaptations to environments, inheritance chromosomes genes and DNA</p> <p><b>CREATIVITY:</b></p> <p><u>DT:</u> Marble run Investigate different types of marble run, labelling features and stating preferences Explore different materials for making a marble run and test their properties including strength stability, malleability Draw and label a plan for a marble run Follow the plan, test and evaluate the marble run</p> <p><u>Art</u> Insects/plants and flowers Key artists: Louise Bourgeois, Henri Rousseau Key stimuli: Maman, The Equatorial Jungle</p>	<p>To reinforce and deepen learning we link our personal development with our life skills topics and lessons will be set aside to prepare for cultural festivals or celebrations.</p> <p>PSHE: Healthy lifestyles- Mental wellbeing and drugs, alcohol and tobacco</p> <p>Cultural Development: School Values ‘Collaborate’ – focusing on collaborative play and working together</p> <p>RE: How was the world created?</p> <p>Comparing the creation stories of Christianity, Hinduism and the Scientific theory</p> <p><b>DIGITAL LITERACY / ICT:</b></p> <p>Graphing and Databases (Framework: Data Handling) Focus on pictograms Giving and receiving instructions (Framework: Coding and Programming)</p> <p>Connected world: Privacy and security – how we can use passwords to keep info same, what makes a good password, what to do if we forget a password Online reputation – digital footprint,</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• <i>Discuss internet safety and how to make a good password</i></li> <li>• <i>Look at different Pictograms- what do they represent?</i></li> <li>• <i>Discuss mental health and how to regulate emotions</i></li> <li>• <i>Reinforce the risks with drugs, alcohol and tobacco</i></li> <li>• <i>Discuss different points of view about big questions like how the world was created</i></li> <li>• <i>Point out local Islamic landmarks eg Mosques</i></li> </ul>



<ul style="list-style-type: none"> <li>• Read lots of different poems. There are also lots of youtube videos on famous authors reading their poems including Michael Rosen</li> <li>• Discuss rhyming and find words that rhyme</li> <li>• Investigate prepositions and identify those around the house</li> <li>• Support your child to use expressive language and/or signs to communicate their needs/wants</li> <li>• Encourage your child to use the local lending library to find fiction books they enjoy.</li> </ul>	<p><u>Geometry and Measures:</u>  <u>Geometry: Properties of Shape</u></p> <ul style="list-style-type: none"> <li>• Comparing and sorting 2D shapes (inc. everyday objects)</li> <li>• Drawing and making – 2D shapes</li> <li>• Vertical line symmetry in 2D shapes</li> <li>• Perimeter of simple 2D shape</li> </ul> <p>Mastery focus: Money</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Practise adding items eg if I had 3 more apples, how many are there altogether?</li> <li>• Practise subtracting items eg if I ate 2 two cupcakes, how many are left?</li> <li>• Practice using a calculator to explore how they work</li> <li>• Go in the local community and pay with cash and explain how much you are paying</li> <li>• Point out shapes in the world and identify what they are</li> <li>• Drawing shapes they see</li> <li>• Using a mirror to find lines of symmetry</li> <li>• Discuss perimeter of different shapes but walking around the object or tracking the object</li> </ul>	<p>Key skills: mosaic, collage</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Support your child in being independent – including developing the motor skills for crushing or mashing a banana, spreading butter on toast etc</li> <li>• Point out when you can see forces at work eg when a toy stops due to friction or how things fall due to gravity</li> <li>• Play games with your child to demonstrate working collaboratively</li> <li>• Encourage your child to have a healthy interest in the world around them eg by looking out of the window, looking at a map of the local area etc</li> <li>• Encourage creativity by allowing kids time to experiment with materials and paints</li> <li>• Make your own marble run-discuss what materials you could use</li> </ul>	<ul style="list-style-type: none"> <li>• Support and encourage your child to ask for support if they need it, whether verbally, signing or using pictures</li> </ul>
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