

Key Texts:

The Clean Up!, The Baker by the Sea and The Storm Whale.

English:

Children are developing their writing skills through a focus on sentence structure, spelling, punctuation and handwriting. They are using different types of sentences, including statements, questions, exclamations, and commands. They are punctuating sentences correctly with capital letters, full stops, exclamation marks, and question marks whilst exploring different types of writing, such as stories, instructions, and other text forms. Children are learning to spell common words accurately, including contractions (like *don't* and *can't*), and using phonic knowledge to spell less familiar words. They will be making simple edits and improvements to their own writing, horizontal strokes.

Maths:

Children will recognise coins and notes (pence and pounds) and then combine different coins/notes to make amounts. They will explore making the same total in different ways and solve simple problems about spending and giving change. Children move on to learning and recalling times tables for 2, 5 and 10, understand multiplication as equal groups through arrays and that division is sharing or grouping. Children will measure length and height using standard units (centimetres, metres) and then compare and order these. Finally they will measure weight, capacity, and understand that temperature is taken in degrees Celsius.

We are geographers:

What can I find beside the seaside?

Children will begin to develop independence and curiosity through guided questioning and hands-on learning. As part of our commitment to learning beyond the classroom, they will visit Weston-Super-Mare to bring their geography learning to life. Building on their previous knowledge of the local area, children will explore how Weston-Super-Mare is different from their own surroundings. They will practise using maps and route-finding skills, helping to embed key learning into their long-term memory. This experience will also help them think like geographers by asking meaningful questions about the location.

Experience— Trip to Weston-Super-Mare.

We are scientists:

What can I see in Spring?

Children will explore the season of Spring and learn about seasonal changes throughout the year. They will discover what the term weather means and how it can be measured using tools from a class weather station. Children will observe and record real weather data, and look for signs of Spring in nature, such as changes in plants and wildlife. Learning will take place both inside and outdoors, with a strong focus on hands-on activities, observation and discussion.

They will also begin to work scientifically by collecting, recording and interpreting simple data, helping them develop early science investigation skills.

We are historians:

What did Grace Darling achieve?

This unit explores the inspiring story of Grace Darling, a Victorian heroine known for her brave sea rescue. Children will learn about her personal life to better understand the events surrounding the rescue of passengers from the Forfarshire and why she became a nationally celebrated figure. Building on this, the children will explore what seaside life was like during Victorian times. They will look at old photographs and images to help them identify similarities and differences between the past and today — including clothing and everyday life. This unit helps children build important historical skills like asking questions, comparing sources, and understanding how people lived in different periods of time.

We think critically in Religious Education:

How do Jewish people live?

Children will explore what people believe and how these beliefs influence the way they live. This unit focuses on Judaism, helping children gain a deeper understanding of a faith other than Christianity. They'll hear and explore Jewish stories and discover how these stories are linked to Jewish celebrations. Children will learn about key Jewish festivals and be able to give examples of how they are celebrated. They'll make connections between Jewish beliefs about God and the ways in which Jewish people live out those beliefs.

What is the 'good news' Christians believe Jesus brings?

Children will be learning about Christian beliefs, focusing on how the idea of God as a creator and bringer of 'good news' shapes the lives of Christians today. This ties in with our school's core Christian value this term: peace and forgiveness. They will explore stories from the Bible, especially from the Gospels, to understand the message of 'good news' that Jesus shared. Children will learn that Jesus taught people how to live well, and they will identify real-life examples of Christian behaviour, such as charity work and forgiveness. The unit encourages children to reflect on their own ideas about how people live and what guides their choices.

PSHE/ RSE <i>Where do you belong in a community?</i> Children will explore the idea of belonging— to their families, school, and wider community. They will learn how being part of a group helps them feel loved, safe, and cared for, and how they can contribute positively in return. <i>How do you show resilience online?</i> Children will begin to learn the basics of how to stay safe online and how to build resilience when using technology. They will explore: What the internet is, simple rules for staying safe online, not everything they see online is true or reliable and how to cope with feeling frustrated if something goes wrong online.	Computing <i>How do you group and sort?</i> This unit helps children build early computational thinking skills by learning how to sort and organise information, both away from and on the computer. Children will Learn: Sorting Away from the Computer, practise sorting objects using different criteria (e.g. colour, size, shape). They will begin to think logically about how to group and organise items step by step. They will then learn: Sorting on the Computer, use the 'Grouping' activities on Purple Mash to sort items digitally and will be introduced to the term 'algorithm', meaning a step-by-step set of instructions to solve a problem. <i>What do you need to create a picture?</i> Children are using a creative computer program called 2Paint a Picture to explore and recreate different artistic styles. Here's what they'll be learning: Impressionism, pointillism, Piet Mondrian, William Morris & Pattern Design and surrealism & Digital Collage.
Music <i>Can I listen with concentration to high quality recordings?</i> Children will learn to listen carefully and with focus to a variety of high-quality music, both live and recorded. They will begin to understand and respond to different sounds, instruments, rhythms, and moods in music, helping them develop their listening skills, concentration, and appreciation of music from different styles and cultures.	Physical Education <i>What movement patterns can I create?</i> Children will learn to perform simple movement patterns through fun and creative routines. They will explore how to express themselves through movement, improve coordination, and build confidence by working individually, with partners, and in small groups. <i>Can I balance and show agility and co-ordination?</i> Children will become more confident and skilled in key physical abilities such as agility, balance, and coordination. They will take part in a wide variety of activities— both individually and in groups— that help them develop these skills. Children will also have opportunities to take part in both competitive (against themselves and others) and co-operative physical challenges, building teamwork and resilience in increasingly challenging situations.
Art <i>What patterns can be found on shells?</i> Children will continue developing their drawing and observation skills, building on previous work from 'Patterns in Nature'. They will learn how to show pattern using lines and tone, and will also begin to explore simple printmaking techniques.	DT <i>Can I make a puppet to fit in my hand?</i> Children will be introduced to a textile-based design project, where they'll begin to learn simple sewing skills. The project links closely with the art scheme <i>'Mother Nature, Designer'</i> and encourages creativity through working with fabrics.

Supporting learning at home— Homework will be sent home each Friday, please ensure your child completes their homework and returns this to school by the following Tuesday. Children's spellings are on their class page if you would like to practise these.

Reading and phonics

Children are strongly encouraged to read every night with an adult. Library books will be changed on a Friday. These books are to encourage reading for pleasure and not chosen based on their current phonics groupings. Please also access 'ELS eBooks' to ensure your child is reading books in line with their phonetic ability. More details can be found in the English section of the website.

Maths— Please encourage your children to access NUMBOTS on a regular basis. This will support their mental addition and subtraction knowledge.

Key dates

- Monday 5th January 2026— children return to school
- Tuesday 6th 13th, 20th, 27th January 2026— 25 Forest School
- Wednesday 28th January 2026 and Thursday 29th January 2026— Parents Evening 3.45pm— 6.15pm
- Thursday 12th February 2026— School Disco 5.30pm— 6.15pm
- Friday 13th February 2026— end of term
- Monday 23rd February 2026— children return to school
- Friday 13th March 2026— Mothers Day Sale
- Wednesday 25th March 2026— Phonics Screen Evening at 6.30pm
- Friday 27th March 2026 — end of term