

## **KS1 Spring Curriculum Newsletter January 2026**

**Dear Parents,**

**This overview aims to provide you with information to enable you to share, discuss and support the learning activities that are being covered in school with your child.**

**Please encourage your child to talk to you about their work; question them, encourage them to explain their learning and ask them their opinions. This will enable them to improve their communication skills, whilst helping to secure their learning.**

### National Curriculum Coverage by Subject

<b>English</b> Reading Writing Spelling Grammar Punctuation	We will continue to improve individual reading standards, and we shall be studying quality fiction and non-fiction texts and extracts. We will use texts as a stimuli for our writing tasks. The children will be taught how to plan, revise, and evaluate their writing. The texts we will be using to support our learning are:  <i>Rapunzel</i> – a traditional tale  <i>Say Hi to Hedgehogs</i> by Jane McGuinness  <i>Big Blue Whale</i> by Nicola Davies and Nick Maland  <i>Julian is a Mermaid</i> by Jessica Love  <i>Splash, Anna Hibiscus</i> by Atinuke  <i>The Puffin Book of Fantastic First Poems</i> edited by June Crebbin
<b>Maths</b> Number Measurement Geometry Statistics Problem solving	The aim of our daily maths lessons is to further embed their understanding of number and to help them to develop their maths fluency. Topics we shall cover include; ➤ Number, Addition and Subtraction ➤ Addition and Subtraction ➤ Counting, Addition, Subtraction and Money ➤ Weight, Time, Position and Direction ➤ Multiplication and Division ➤ Place Value and Fractions ➤ Money, Addition and Subtraction ➤ Measure and Data ➤ Y1 Addition and Subtraction, Y2 Multiplication and Division ➤ Measure, Addition and Subtraction
<b>Science</b> Working scientifically Everyday Materials and their Uses	This term, we will be learning about 'Everyday Materials and their Uses'. The children will be learning through practical investigations and tasks. They will continue to learn how to write up investigations.
<b>History</b> Houses & Homes	The children will discover the history of homes. This topic investigates homes then and now by looking at the features of a variety of different types of homes and exploring a timeline of homes in Britain.
<b>Geography</b> Australia	The children will discover how Australia's states and territories piece together to make-up the vast continent and will be able to visualise and describe the many varied landscapes. They will use maps and symbols to improve their mapping skills and find out where Australia's animals live and what they eat. The children will go on to explore the culture and lifestyle of some typical Australian children and make comparisons between Australia and the United Kingdom.
<b>Art</b> Clay Houses	The children will learn how to flatten and smooth clay and to roll shapes successfully. They will make a basic pinch pot and join clay pieces together using the scoring and slipping technique. They will use all the

	acquired skills to make a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.
<b><u>Design Technology</u></b> Homes	We will encourage the children to become budding architects by providing them with all the tools they need to design, make and evaluate their own model houses.
<b><u>Computing</u></b> To encourage creative, responsible and confident use of communication technology.	Programming – programming quizzes Technology Around Us
<b><u>Religious Education</u></b>	The topics to be covered this term are <i>What makes some places significant? What makes some places sacred to believers?</i> and <i>What does Easter mean to Christians?</i> <b>Should you not wish for your child to take part in these lessons please inform Mrs Jakes.</b>
<b><u>Physical Education</u></b> Athletics Outdoor Games	Badminton Circuit training Gymnastics Dance
<b><u>PHSE</u></b> Knowledge, skills and attributes needed to manage lives now and in the future.	The first half of the term is the topic <i>Aiming High</i> and the second half term's topic is entitled <i>It's My Body</i> .
<b><u>Music</u></b> Call and response	The children use instruments to represent animals, copying rhythms and creating call and response rhythms.

And finally.....

It would be very beneficial to your child if they could read regularly (preferably a minimum of 5 times a week) to you. Please could orange reading booklets be signed and returned to school each day.

Please ensure that all of your children's belongings are clearly named.

Water bottles should be in school every day, please, filled with water!

Spelling homework will be continued to be set weekly; spelling folders **MUST** be returned to school each Thursday.

AS ALWAYS, SHOULD YOU HAVE ANY QUERIES, QUESTIONS OR NIGGLES, PLEASE DO NOT HESITATE TO SPEAK TO ME OR MRS FOSTER.

Kind regards,

Allison Jakes & Gina Foster

## **SAFEGUARDING**

Safeguarding is everyone's responsibility. If you have any cause for concern, however small, please do not hesitate to speak to the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL). You may also refer any concerns to the Integrated Front Door Team on 0300 300 8585 (Mon-Thurs 0845-1720hrs and Fri 0845-1620hrs). The out of hours number is 0300 300 8123. Email : [IFD@centralbedfordshire.gov.uk](mailto:IFD@centralbedfordshire.gov.uk)

As part of our Safeguarding Policy, mobile phones **MUST NOT** be used on school premises. This is to protect you as much as it is to protect the children.

Please visit our school website [www.ridgmont-lower.org.uk](http://www.ridgmont-lower.org.uk) where you will find links to a wide range of support and advice. Head to PARENTS→USEFUL LINKS AND INFORMATION.

## **SAFEGUARDING CONTACT INFORMATION**

DSL – Allison Jakes. Headteacher. [headteacher@ridgmont-lower.org.uk](mailto:headteacher@ridgmont-lower.org.uk)

DDSL – Jane Stringall. Senior Teacher. [jstringall@ridgmont-lower.org.uk](mailto:jstringall@ridgmont-lower.org.uk)