

Greentrees Primary School

Parent/Carer Curriculum Newsletter

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Spring Term 1 2026 (05/01/26 – 12/02/26)

What are buildings near me made of? How does Greentrees change? (Ongoing throughout the year)

Your child will be focusing on the following objectives this term:

Being a Mathematician 	Place Value (within 20) • Count within 20 • Understand 10, 11, 12 and 13, 14, 15 and 16, 17, 18 and 19, 20. • 1 more and 1 less • The number line to 20 • Compare and order numbers to 20 Addition and Subtraction • Add by counting on within 20 • Add ones using number bonds • Find and make number bonds to 20 • Doubles • Near doubles • Subtract ones using number bonds • Subtract by counting back • Subtract by finding the difference • Missing number problems
Being an Author – Writer 	• Demarcate sentences using capital letters and full stops • Use spacing between words • Form lower-case letters, capital letters and digits correctly • Use the conjunction 'and' to join words • Write sequences of linked sentences to form narratives. • Begin to use question marks and exclamation marks. • Use capital letters for names of people, places, days of the week and I Spelling • Words with split digraph 'o_e' • Words with split digraph 'u_e' • Words with digraph 'ar' • Words with digraph 'ee' • Words where the digraph ea makes and 'ee' sound
Being an Author – Reader 	Texts: The Three Little Pigs, Let's build a house Phonics • Chapter 4b set 1-6 Word reading • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between

	spelling and sound and where these occur in the word • read other words of more than one syllable that contain taught GPCs • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. Comprehension • listening to and discussing a wide range of stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.
Being a Scientist 	What changes around me? Ongoing • Observe changes across the four seasons • Observe and describe weather associated with the four seasons and how the length of the day varies • Use their observations and ideas to suggest answers to questions • Gather and record data to help with answering questions What are buildings near me made of? Everyday materials: • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials base don their simple physical properties Working scientifically: • Identifying and classifying • Perform simple tests • Using observations and ideas to suggest answers to questions • Gather and record data to help in answering questions
Being an Engineer (Computing) 	Programming: Moving a robot • Run a command on a device • Follow instructions and give directions • Combine direction commands to make sequences • Plan a simple program • Find more than one solution to a problem

Being an Engineer (Design and Technology) 	What are buildings near me made of? Levers and sliders • Explore a range of existing products • Design purposeful, functional and appealing products based on a design criteria • Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) • Explore and use mechanisms (levers and joints) in their products • Evaluate their product against design criteria
Being a Musician 	Charanga – Introducing tempo and dynamics Songs: How blue can you get? B.B.King, Livin’ La Vida Loca Ricky Martin, Jai Ho J.R.Rahman, Lord of the Dance Ronan Hardiman • Use body percussion, instruments and voices • Find the steady beat and describe the temp as fast or slow • Describe dynamics as loud or quiet • Sing, rap, rhyme, chant and use spoken word
Being an Historian 	What are buildings near me made of? • Develop an awareness of the past • Explore changes within living memory • Explore significant changes in their own locality • Use common words and phrases related to the passing of time • Use a wide vocabulary of historical terms • Ask and answer questions • Understand how we find out about past
Being an Artist 	How does Greentrees change? (ongoing throughout the year: Winter) • Use drawing to develop and share ideas and experiences • Develop a wide range of art and design techniques using pattern, line, shape, form and space
Being an Athlete 	Street Dance (Coach) • Master basic movements including running and jumping, as well as developing balance, agility and co-ordination • Perform dances using simple movement patterns Get Set PE: Invasion Games • Understand the role of defenders and attackers • Recognise who to pass to and why • Move towards a goal with the ball • Support a teammate when playing in attack • Move into space showing awareness of defenders • Start with a player when defending
Being a Philosopher (Religious Education) 	How does a Hindu celebrate devotion to a deity at the festival of Holi? • Engage in the concept of celebration, to know when and why we celebrate • Enquire about stories that Hindu families share during Holi • Explore Krishna, the deity • Explore how celebrating Holi reminds Hindu’s of Krishna • Explore special places Hindu families have in their home
Being a Philosopher (PSHE) 	Dreams and Goals: • Set simple goals • Work out how to achieve it • Identify obstacles which mat make this difficult and work out how to overcome them. • Share how I felt when I succeeded and how I celebrated

Being a Linguist



Celebrating the languages in our class – ongoing throughout the year

- Learning to say 'hello' and 'goodbye'
- Learning to count to 10