



*The roots to grow, the wings to fly.  
All within the love of God.*

January 2026

Dear Parents and Carers,

Welcome back to school after a very busy Autumn term, I'm sure you will agree the children embraced our festivities with real enthusiasm!

Please find attached an overview of the main topics and subjects we will be covering in Year 1 and 2 this Spring.

I would like to take this opportunity to remind you of a few of the expectations that we have at Malborough in Year 1 and 2:

- Reading Records- Your child must have their reading records in school every day. Please sign their reading record any time you have read with them and sign it weekly.
- Please ensure your child has a coat in school.
- PE lessons are on Tuesday and Friday afternoons. The kit required is: navy blue shorts, a red t-shirt, and trainers. All children need to wear their PE kit in school on Tuesday. When the weather becomes cold, children will need to wear dark tracksuits and a dark jumper. Kits are currently not needed for Friday as we can do PE in our school uniform.
- Spellings will be tested on Fridays and are set at the start of the week. These spellings will be a mixture of 'common exception words' for their year group as well as a selection of spellings aimed at consolidating spelling strategies and grammar learnt during the week.
- Playtime snacks – Year 1&2 are provided with free fruit, but if you would like to send in a healthy snack please do.

Key dates and events appear on our weekly newsletter.

We are always pleased to welcome you into school if you have concerns about your child's educational or social development. Feel free to send messages via your child's Reading Record or on google classroom.

As always, many thanks for your continued support.

Mrs Chester  
Class 2 Teacher

## Curriculum Overview 2025-26 Year 1 and 2

<p style="text-align: center;"><b><u>English</u></b></p> <p><b><u>Fiction: Bonkers about Beetroot</u></b></p> <p>This unit is all about the children writing a story with a problem and a solution involving an animal and a piece of overgrown fruit/vegetable. We will explore speech, onomatopoeia and alliteration.</p> <p style="text-align: center;"><b><u>Fiction: Stuck</u></b></p> <p>This unit includes writing a short story mimicking the patterns the writer uses in the book. Children will be encouraged to use humour and be creative about how to retrieve their 'stuck' item.</p> <p><b><u>Phonics:</u></b></p> <p><b>Yr 1</b> – will continue with learning their new phase 5 sounds and graphemes. Reading books will support their learning.</p> <p><b>Yr 2</b> – will continue their bridge to spelling which introduces spelling rules (and rule breakers)</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p>We will continue to teach Maths in single year groups, as we did last term with an emphasis on developing the children's reasoning skills throughout Mathematics. We will use manipulatives to encourage children to reason and investigate Maths with confidence. Each of the units we teach will incorporate a wide-range of questions and experiences to allow the children to access and understand Maths through different contexts.</p> <p><b>Year 1</b> - we will be looking at the unit of work 'Additive Structures'. We will be writing equations in different ways; creating number stories and finding missing numbers within different equations.</p> <p><b>Year 2</b> – Introduction to Multiplication and Division</p>	<p style="text-align: center;"><b><u>Science</u></b></p> <p style="text-align: center;"><b><u>Spring 1: Humans</u></b></p> <p>Children will be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p style="text-align: center;"><b><u>Spring 2: Uses of materials</u></b></p> <p>Children will be able to identify and compare the suitability levels of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>They will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
<p style="text-align: center;"><b><u>R.E.</u></b></p> <p><b><u>Spring 1 – Who is a Muslim and how do they live?</u></b></p> <p>In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.</p> <p><b><u>Spring 2 – Why does Easter matter to Christians?</u></b></p> <p>In the second half of the Spring term we will be learning about Christianity and Salvation. We will be: learning which part of Holy Week is about new life, discussing the main events of Holy Week, learning why Easter is important to Christians, explaining why we have Easter eggs, discussing some of the emotions Jesus' followers would have felt during Holy Week and learning how Christians celebrate Easter in the church.</p>		<p style="text-align: center;"><b><u>PSHE</u></b></p> <p style="text-align: center;"><b><u>Spring: Living in the Wider World</u></b></p> <p>This term, our PSHE topic is titled "Living in the Wider World." We will be focusing on important aspects such as rights and responsibilities, human rights, being safe online, and knowing how to identify if information is true and accurate as well as learning about the relationship between work and money and needs and wants in this context. By exploring these topics, our aim is to equip our students with the knowledge and skills necessary for navigating life beyond the classroom effectively.</p> <p style="text-align: center;"><b><u>P.E.</u></b></p> <p>During the first half of term, we will be exploring different dance movements. In the second half of term, we will be developing our ball skills. We will be working on catching and throwing and developing our hand eye coordination uses rackets and bats. We will be</p>

<p style="text-align: center;"><b>History</b></p> <p><b>Homes through time</b>  Children will find out about how different people live in lots of different types of homes.  Our homes have different features that help us do tasks like cook food, stay warm and go to the toilet.  Homes look different at different times in history, including in living memory.  Homes and the things we use in our homes have changed during the lives of the people in our community  In the Victorian period people lived in smaller houses like back-to-back houses. Houses were made of bricks and glass.  In the Tudor period most people lived in rural areas.  Houses were made of wood and wattle and daub.  In the medieval period (before the Tudors), motte-and-bailey castles were built to protect people.</p>	<p>building our skills alongside playing partner and team games.</p> <p style="text-align: center;"><b>Geography</b></p> <p><b>'Where we are'</b>  Children will find out about their home, our school and our community. They will learn that the UK is made up of four <b>countries</b>: England, Scotland, Wales and Northern Ireland and their respective capital cities. They will develop their understanding of <b>rural, urban</b> and <b>coastal</b> areas.</p>	
<p style="text-align: center;"><b>.Art and Design Technology</b></p> <p><b>Spring 1:</b> we will continue our DT on salads before moving on to colour and tone where we will be looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p> <p><b>Spring 2: Moving pictures</b>  We will be using simple linkages (levers) to make a moving picture for someone at home.</p>	<p style="text-align: center;"><b>Music</b></p> <p><b>Spring 1: I wanna be in a band</b>  This unit is all about performing one song. Find the pulse as you are listening to the music, children can be a rockstar and play air guitar, or just dance, clap hands and stamp their feet!</p> <p><b>Spring 2: Zootime</b>  All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p style="text-align: center;"><b>Computing</b></p> <p><b>Spring 1: Programming</b>  The children will create programs by planning, modifying and testing commands to create sequences and patterns. They will use Scratch, a text-based programming platform.</p> <p><b>Spring 2: Data and Information pictograms</b>  Children will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Finally we will use the data presented to answer questions.</p>

## Dates for the term

13th January: Class 3 Climate Change workshop (in school)

Half Term - Monday 16th February: Friday 20th February 2026

Thursday 5th: March World Book Day

Friday 13th March: Mothers' Day Service in church at 2.30pm

Thursday 2nd April: Easter Service in church at 2.30pm

Thursday 2nd April: End of term

Monday 20th April: Summer term

## Class 2 Spring Timetable

	9.10 - 9.55	9.55 - 10.45	10.45-11.00	11- 12	12-1	1-1.20	1.20 -2	2-3 3- 3.30
Monday	Y1 Phonics, Maths Y2 Spelling Y2 Handwriting Y2 Maths Bolt on	Yr 2 Bridge to spelling, Maths Y1 Spelling Y1 Handwriting Y1 Maths Bolt on	Break	English	Lunch	CW	PSHE Yr 2 Reading Groups	Reception Reading Groups
Tuesday (MC cover- pin)	Y1 Phonics, Maths Y2 Spelling Y2 Handwriting Y2 Maths Bolt on	Yr 2 Bridge to spelling, Maths Y1 Spelling Y1 Handwriting Y1 Maths Bolt on	Break	English	Lunch	Class assembly	PE C1 Class worship and class reader C2	PE C2 Reception Topic
Wednesday	Y1 Phonics, maths Y2 Spelling Y2 Handwriting Y2 Maths Bolt on	Yr 2 Bridge to spelling, Maths Y1 Spelling Y1 Handwriting Y1 Maths Bolt on	Break	English	Lunch	CW	Reception topic Science	Computing Reception reading GCRS-
Thursday	Y1 Phonics, maths Y2 Spelling Y2 Handwriting Y2 Maths Bolt on	Yr 2 Bridge to spelling, Maths Y1 Spelling Y1 Handwriting Y1 Maths Bolt on	Break	English	Lunch	Celebr ation assembly	RE Reception topic	Music
Friday	Y1 Phonics, maths Y2 Spelling Test Y2 Handwriting Y2 Maths Bolt on Y2 Maths Bolt on	Yr 2 Bridge to spelling, Maths Y1 Spelling Test Y1 Handwriting Y1 Maths Bolt on	Break	History/ Geog.	Lunch	Singing assembly	Reception topic Art & DT	PE (C2)