



# Beaconside Primary & Nursery School Spring Term 2026 Curriculum Newsletter

## What is my child learning?

We devote a lot of time and resources to curriculum design and each subject leader has ensured that the provision not only meets the statutory requirements of the National Curriculum but the individual needs of the pupils and a good balance between a robust academic curriculum and one that supports the personal development of our pupils.

Read on to find out what your child will be learning in each subject this term.

Further information can be found on the school website:

<https://www.beaconside.co.uk/curriculum/>



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## English - Miss Sheen

In English this term, each year group will be exploring a text to develop their reading and writing skills. They will continue to create pieces of writing where they will apply their learning of SPECS (sentences, punctuation, effect, connections and spelling).

Here are the texts each year group will be exploring this term:

Year 1 – Don't Spill the Milk, The Owl Who Was Afraid of the Dark, Barn Owls, How to Look After A Dog and Traditional Tales.

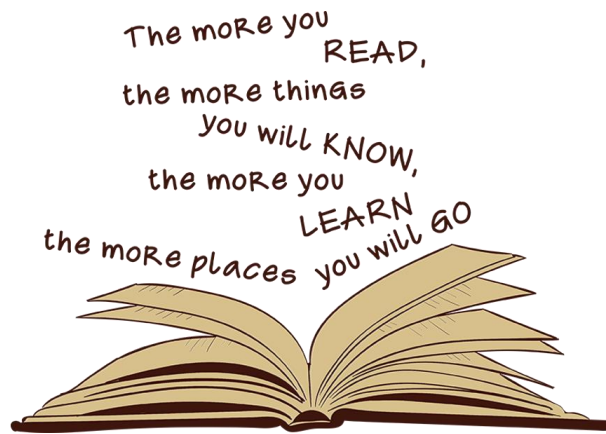
Year 2 – Rapunzel and Puffin Book Of Fantastic First Poems

Year 3 - Gorilla, Into the Forest and The Great Kapok Tree

Year 4 – Lob and Werewolf Club Rules

Year 5 – Floodland and King of the Sky

Year 6 – Earth Verse, Suffragette: The Battle for Equality and The Borrowers



## Maths - Mrs Carney

We have developed our curriculum so that it allows our pupils to communicate with each other mathematically, developing their knowledge of the subject and the skills required, whilst increasing confidence to apply their learning. They are provided with a range of activities and opportunities (both written and practical) so that they are able to gain a deeper understanding of concepts.

Our approach to the four forms of calculation (+, -, x and  $\div$ ) can be found in the calculation policy. A copy can be found on the website. This will help you support your child at home with the methods we use in school.

In maths this term we will be continuing to develop our understanding of number as well as covering other areas as well. Our lessons are made up of various activities which may be active or may involve writing in books. We work both independently and with others in order to develop our communication skills and knowledge.

Year 1 will be focusing on place value within 20, addition and subtraction within 20, place value within 50, length and height and weight and volume.

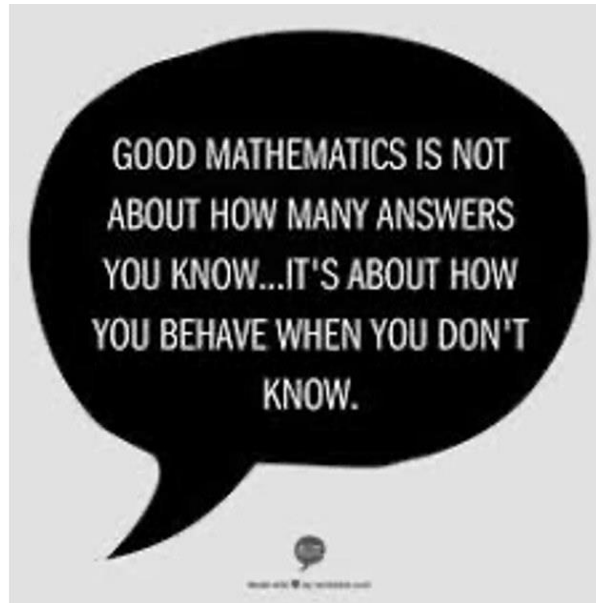
Year 2 will be developing their knowledge of money, multiplication and division, length, height, mass, capacity and temperature.

Year 3 will be continuing their work on multiplication and division then moving on to length, perimeter, fractions, mass, capacity and temperature.

Year 4 will be continuing their work on multiplication and division before moving onto length, perimeter, fractions and decimals.

Year 5 will be continuing their work on multiplication and division before moving onto fractions, decimals, percentages, perimeter, area and statistics.

Year 6 will be working on fractions, decimals, percentages, units of measure, angles, area, perimeter, volume, ratio, algebra and lots of consolidation.



## Science - Miss Wells

Our science curriculum is based on evidence from cognitive science; three main principles underpin it:

- learning is most effective with spaced repetition
- interleaving topics helps pupils to discriminate between them and aids long-term retention
- retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength. In addition to the three principles, we also understand that learning can be invisible in the short-term and that sustained mastery takes time. The science curriculum promotes an 'advancing understanding' mindset rather than a 'coverage and evidence' mindset. We advocate making conscious connections between the science curriculum and other subjects so that more efficient use of time is made. What does this mean? It means that instead of spending 6 weeks studying 'rocks and soils' and 6 weeks studying 'living things, never to be repeated again, we will focus on scientific knowledge and skills under the concept headings of biology, chemistry, physics and scientific enquiry. Under these headings we will cover the National Curriculum content but by making the links and connections between the different scientific themes explicit and providing regular opportunities for retrieval and deepening understanding. During the spring term, pupils will engage with a 10-week programme of study.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Year 1	Plants	Trees	Animals including humans		Human Body	Materials	Light	Sound	Electricity	Quiz
Year 2	Plants		Animals including humans		Living things	Materials	Earth	Seasons	Electricity	Plants and trees
Year 3	Life cycles	Adaptation	Fossils	The Water Cycle	Light	Sound	Magnets	Electricity		Earth
Year 4	Plants	Nutrition	Fossils	Evaporation	Shadows	Magnets		Electricity		Earth
Year 5	Nutrition	Reproduction	Classification	Filtering, Evaporation and Sieving			Sound		Earth, Sun and Moon	
Year 6	Nutrients	Classification	Dissolving	Reversible Changes	Friction & Drag Forces	Light & Seeing	Electricity			Earth



## Art - Mrs Jinks

Year 1 – Year 1 will not be studying art this term.

Year 2 – Artist to be studied: Andy Goldsworthy and Andrea Larko . Year 2 will be looking at the work of Andy Goldsworthy. They will explore ‘Land Art’ and experience clay work using techniques such as rolling, cutting, moulding and carving. In the second half of the Spring term, Year 2 will be looking at the work of American artist Andrea Larko and exploring pattern in drawing and painting.

Year 3 – Artist to be studied: Vincent Van Gogh. Year 3 will continue to learn about the Dutch artist Vincent Van Gogh. The class will be learning about the artist’s preferred colour palate and the marks he used in his paintings. They will then be able to practise and apply these techniques to their own work.

Year 4: Artist to be studied – Beatriz Milhazes. Year 4 will be studying the work of the Brazilian artist Beatriz Milhazes. They will investigate the way colour, shape and pattern are used by the artist for a striking effect. The children will have the opportunity to create their own collage in the style of the artist.

Year 5 – Artist to be studied: David Hockney . Year 5 will continue to explore the work of the British painter and photographer David Hockney. They will complete their own water techniques sheet and learn how water distorts images, and how any reflections and shadows appear. They will then be able to apply the techniques used by Hockney to complete their own work.

Year 6 – Artist to be studied: Henri Rousseau Year 6 will continue to study the work of the French painter Henri Rousseau. They will experiment using cardboard and paint to replicate 3D form and complete their own composition, inspired by the work of Rousseau.



## Design Technology (DT) - Mrs Hadley

Design and Technology involves two important elements - learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users. Children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety.

There are three core activities children engage with in Design and Technology:

- activities which involve investigating and evaluating existing products
- focused tasks in which children develop particular aspects of knowledge and skills
- designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose'.

During the spring term...

Year 1 - Mechanisms

Explore making mechanisms.

Year 2 - Structures: Baby bear's chair

Using the tale of Goldilocks and the Three Bears as inspiration, children help Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is strong.

Year 2 - Cooking and nutrition: Balanced diet

Recognise foods and their food groups.

Year 3 - Digital world: Wearable technology

Design, code and promote a piece of wearable technology to use in low light conditions, developing their understanding of programming to monitor and control products to solve a design scenario.

Year 4 - Electrical systems: Torches

Applying their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria.

Year 4 - Cooking and nutrition: Adapting a recipe

Prepare and cook a dish (biscuits).

Year 5 - Electrical systems: Doodlers

Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.

Year 6 - Structures: Bridges

After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, pupils will create their own bridge and test its durability - using woodworking tools and techniques.



## History - Mrs Tolley

History will not be taught in every year group during the Spring term.

**Year 1** – Year 1 will explore the question ‘*Why did they make history?*’ as children develop a sense of chronology and learn about important figures from the past. They will discover

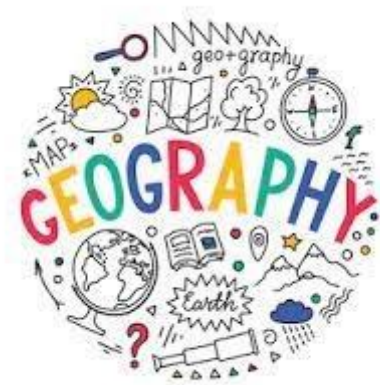


features on their school grounds from an aerial map and draw their own route for an expedition.

Year 4 - **'Where does our food come from?'** - Children will be identify that different foods grow in different biomes and be able to explain why. They will explore which food has the most significant negative impact on the environment and begin to consider a change people can make to reduce the negative impact of food production. They will describe the intentions around trading responsibly and how to explain that food imports can be both helpful and harmful. They will research the journey of a cocoa bean and locate countries on a blank world map using an atlas. Children will begin to use a scale bar correctly to measure approximate distances and collect and analyse data through an interview process.

Year 5 - **'Why do our oceans matter?'** - Children will use their knowledge of the water cycle and begin to describe how the ocean is used for human activity. They will explore how the ocean helps to regulate the Earth's climate and temperature focusing on the Great Barrier Reef and the benefits of it. They will describe how humans impact the oceans and the consequences of this explaining some actions that can be taken to help support healthy oceans. They will compile data using a chosen method that would be best for marine fieldwork. They will present their data in a variety of ways. They will safely navigate the fieldwork environment and make suggestions for how to improve a marine environment.

Year 6 - **'Where does our energy come from?'** - Children will describe the significance of energy and be able to give examples of sources of energy and their trading routes. They will be defining renewable and non-renewable energy and discussing the benefits and drawbacks of different energy sources. They will look at the significance of the Prime Meridian and identify human features on a digital map. Children will discuss how transport links have changed over time and locate these on a map. They will begin to use six-figure grid references to identify features on an OS map considering and justifying their location.



## PE - Mrs Waterhouse

Key Stage One will continue to develop their fundamental movement skills, including agility, balance and coordination whilst Key Stage Two will develop these skills through more organised sports and activities.

### First half term

All year groups are developing their jumps, rolls and balances in gymnastics.

Children are starting to use these skills to create sequences on/with equipment.

In addition to this, all year groups are developing a range of balances and ball skills through the Real PE curriculum.

### Second half term

Years 1, 2 and 4 will be completing a dance unit.

Year 1 will be developing their ball skills and counter balances.

Year 2 will develop their reaction times through sending and receiving skills.

Year 3 will be developing their sending and receiving skills.

Year 4 will be completing a target games unit and developing their coordination and balancing.

Both Years 5 and 6 will be working on their jumping and landing skills.

Also, Year 5 will complete a badminton unit, whilst Year 6 will be learning the skills and rules associated with tennis.



## Religious Education (RE) - Mrs Jinks

	Spring	
	1	2
N	Celebrations and Me Hinduism (Sanatana Dharma)	Easter and Me Christianity (Salvation)
R	Celebrations in different Cultures and Worldviews Hinduism (Sanatana Dharma)	Easter Christianity (Salvation)
	Who is God to the Jews? Judaism	Salvation – God the Son Christianity
2	Who is God to Muslims? Islam	Easter – Resurrection of Jesus Christianity
3	Jesus' Miracles Christianity	Easter – Good Friday Christianity
4	How do Jewish beliefs, teachings and stories impact on daily life? Judaism	Is forgiveness always possible for Christians? Christianity
5	What is the best way for a Buddhist to live a good life? Buddhism	How significant is it for Christians to believe that God intended Jesus to die? Christianity
6	Is anything ever eternal? Christianity	For Christians, what was the impact of Pentecost? Christianity



## Personal, Social, Health Education (PSHE) - Mrs Jones

We are proud to be a part of the myHappyMind Family!

myHappyMind is a mental health and well-being programme to teach and support children in learning habits where they can support their own mental health. It does also cover all the mandatory objectives from the DfE Relationship Education Curriculum and has been tailored to meet most of the relevant PSHE objectives.

As a whole school program grounded in science and dedicated to building positive mental wellbeing, myHappyMind helps children understand how their brains work and creates a

culture that helps to build children's resilience, confidence, and self-esteem. myHappyMind also teaches the children how to self-regulate and manage their emotions in stressful times, allowing them to be their very best selves!

Learn more here: <https://myhappymind.org/>

During the Spring term, children from Nursery to Year 6 will cover the following modules:

**Spring 1: Appreciate** – This module teaches children the importance of gratitude and thankfulness, showing them how to notice and value good things in themselves, others, and their experiences, which boosts well-being and builds resilience by developing an "attitude of gratitude" through reflection and practice

**Spring 2: Relate** – This module is focused on teaching children the importance of being able to relate to and get along with others in order to have positive relationships. It uses Character Strengths to illustrate the need to be able to see other perspectives in order to build relationships. Through lots of examples and discussion, the children learn about two key skills that will serve them well in relationship building. These are Active Listening and Stop, Think and Consider.

Please note that Year 6 have an additional module: Engage, that teaches the children about the importance of goal setting.

There will be some additional modules across year groups as listed in the overviews below. There will also be the fantastic opportunity for Year 1 and Year 5 to take part in some practical first aid workshops. More information to follow. Year 2, Year 5 and Year 6 will also participate in an NSPCC workshop.

Beaconside Myhappymind		
	Spring 1	Spring 2
Nursery	Appreciate	Relate
Reception	Appreciate	Relate
Year 1	Appreciate	Relate
Year 2	Healthy lifestyles	Families and positive close relationships.
	Appreciate	Relate
	Keeping safe	Friendships
Year 3	Media literacy and digital resilience	Relate
	Appreciate	Relate
Year 4	Healthy lifestyles	Friendships
	Appreciate	Families and close positive relationships.
	First aid	Relate
Year 5	Media literacy and digital resilience	Safe relationships
	Appreciate	Relate
	Healthy lifestyles	Friendships
Year 6	Appreciate	Families and close positive relationships.
	First Aid	Engage
	Drugs, alcohol and Tobacco	Safe relationships
	Relate	



## Spanish - Mrs Jacques

### Half term 1:

In year 3, pupils will continue to build on their phonics knowledge. They will play games and sing songs as they learn Spanish nouns for days of the week and commands for use in the classroom.

In year 4, the focus is on memory and performance, ending with pupils acting in a role-play based on ordering food in a Spanish café. Children will learn nouns for snack foods, ask and answer 'What would you like?' and become familiar with common courtesies in Spanish.

In year 5, pupils will learn Spanish to say when they have breakfast, what they eat and what they like/dislike. They will explore the infinitive form of the verb, conjugation of AR verbs, and use of bilingual dictionaries to translate verbs. Pupils will also compare habits at breakfast in England to those in Spain.

In year 6, pupils will revisit and extend grammar learning on conjugating regular verbs in the present tense. AR verbs will be recalled, and IR and ER verbs explored. Sentences with a range of conjugated AR verbs will be constructed. Practise and application through songs, activities and games, form the basis of the learning.

### Half term 2:

Year 3 children will recognise and pronounce Spanish adjectives for different colours. They will revisit where Spanish is spoken and start to explore the country of Spain – its key cities, traditional dishes, past-times, climate and way of life.

Year 4 pupils will use bilingual dictionaries to translate words from the book 'La Oruga Muy Hambrienta' ('The Very Hungry Caterpillar'). Pupils will read this familiar story and end by developing their own version of the story in Spanish.

Year 5 pupils will create a glossary for family member nouns. They will construct a 'Who's Who' booklet, introducing family members. Children will write sentences about what members of their family eat for breakfast, using conjunctions and fronted adverbials to extend and combine sentences.

Year 6 pupils will draw from historic learning to plan, write and read a cohesive paragraph about themselves. They will include details such as their name, age, birthday, appearance, sports they enjoy, where they live and family members. Pupils will read their paragraphs and record them so they can reflect on and improve pronunciation.

All children in key stage 2 will participate in a culture-rich ‘Spanish Activity Afternoon’. The children may explore Spanish dance, cooking, tasting traditional Spanish food or craft-making.



## Music - Miss Sheen

This term, Year 4 will continue to develop their musical skills in their weekly ukulele lessons.

The rest of the school will continue to build upon their musical knowledge through Charanga. Charanga (a scheme of work) exposes the children to a range of music genres across the year to help them develop their musical skills. Here are the units of work that will be studied this term:

Spring	
Year 1	In The Groove Blues, Latin, Folk, Funk, Baroque, Bhangra
Year 2	I Wanna Play In A Band Rock
Year 3	Three Little Birds Reggae
Year 5	The Fresh Prince Of Bel Air Hip-Hop
Year 6	Happy Pop/Motown



## Computing - Mr Stone

During the spring term in Computing...

Year 6 will be using Microsoft Excel to learn about using spreadsheets and how formulae can be used to calculate totals and produce graphs and charts. They will also start learning about Artificial Intelligence, and how AI systems are trained using machine learning and the importance of high quality in this training.

Year 5 will be exploring how the worldwide web works, using basic HTML code, and will also be using graphical modelling software to create 3D models.

Year 4 will be learning about the benefits of sharing information online but also about the safety and security risks of sharing certain types of information. They will learn about what is safe to share online, what is private and unsafe to share. They will also experiment with internet keyword searches and learn to refine these to be more effective.

Year 3 will be exploring how computer simulations can be used to explore real life problems and will be exploring real world examples of computer networks and how digital devices are connected together.

Year 2 will be researching a topic of interest and then presenting their knowledge through a multimedia presentation. They will also be learning to create and contribute to a class blog.

Finally, Year 1 will start to learn about programming and inputting instructions onto an electronic device. They will also begin to use word processing software to enter, save and load work.



## Early Years (EYFS) - Mrs Coleby

### Reception

#### Reception- Out Of This World

This term in Reception, we are thrilled to embark on an exciting space-themed learning journey that will engage our children through a series of rich texts and hands-on experiences. Our exploration begins with the delightful story *Whatever Next?*, where children will have the opportunity to imagine their own trip to the moon. They will engage in various activities, including writing a shopping list for a space picnic, making moon rice cakes, and creating junk-model rockets. Additionally, they will explore constellation patterns, investigate the roles of astrophysicists, and conduct experiments with magnetic and non-magnetic moon rocks, all while learning about the importance of healthy eating.

Following this, we will delve into *The Way Back Home*, where children will write postcards home from space and create moving space pictures using split pins. They will also design blow-paint aliens and explore the concept of gravity through simple investigations linked to splatter art, helping them understand how objects fall to the ground.

As we progress, the story *Look Up* will guide our learning, allowing children to label items they would pack for a journey to the moon and create textured space collages. They will explore the night sky through engaging activities provided by the Ogden Trust, while also learning about the remarkable achievements of Neil Armstrong, the solar system, and the history of flights through the ages.

Finally, inspired by the book *Astro Girl*, the children will write simple non-fiction phrases about Mae Jemison, the first African American woman in space. They will create foil-printed moons and participate in rocket-launching investigations, including balloon rockets. Throughout the term, we will continue to explore space through Ogden Trust activities, culminating in imaginative choices inspired by *You Choose in Space*.

We look forward to an enriching term filled with discovery and creativity, and we appreciate your support in encouraging your child's learning journey.

### Nursery

#### Spring 1

This half term our topic is called 'Once Upon a Time'.

In Maths we will be looking at familiar routines and using language such as today, tomorrow and this morning to describe those routines. We will also be learning about length, height, and capacity

In English and Communication and Language we will listen to a range of texts including 'Little Red Riding Hood' and 'Rapunzel'. We will be sequencing these stories, thinking about what the characters are saying and developing our story language.

In Physical Development we will be playing lots of throwing and catching games. The children will have the opportunity to develop their balancing, climbing and jumping skills when using the apparatus.

In Understanding The World we are going to be learning all about Chinese New Year. We will be tasting food and learning all about how people celebrate Chinese New Year.

In Expressive Art and Design the children will have the opportunity to create and design a range of things linked to the stories. Some of those things include designing castles and paintings of story characters.

## Spring 2

This term our topic 'Once Upon a Time' continues.

In Maths we will be practising counting to 10, and working on quick recognition of numbers to 5.

In English and Communication and Language we will listen to a range of texts including 'Mr Wolf's Pancakes'. We will be working on our pencil control and mark making skills and focus on name writing. The children will also be answering how and what questions as they develop their story sequencing skills.

In Physical Development we will be learning how to move in different ways on the apparatus.

In Understanding The World we will start looking at different types of weather, we are also going to be learning about Easter and how Easter is celebrated. The children will have lots of fun taking part in an Easter Bonnet Parade.

In Expressive Art and Design the children will have the opportunity to create and design a range of things linked to the stories. Some of those things include paper plate pancakes and Easter biscuits.

**Development** can only  
**take place** when **children** are  
**actively involved**,  
when they are **occupied** with a  
high, **non-stop degree** of concentration,  
when they are **interested**, when they  
**GIVE THEMSELVES completely**,  
when they use all their  
*(mental)*  
**abilities**  
to **invent** and  
**MAKE new things**  
and when this **gives** them a high **degree** of  
*satisfaction* and **pleasure**.

*Ferre Laevers*