

Shiphay Learning Academy



Creativeness - Respecting - Aspiration - Contribution

Year 1/2 Curriculum Plan: Spring 2026

Our aim at Shiphay Learning Academy is to enable all children to reach out to their full potential in a safe, welcoming and happy environment. We will strive to serve our community and create responsible citizens, who are independent and confident lifelong learners, equipped to meet the challenges of a changing future. This is achieved within an inclusive and respecting environment that values every individual, encourages creativeness and celebrates the diversity of our community.

We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:

- supports pupils' personal development;
- develops a love of learning;
- prepares pupils for work and lifelong learning;
- develops children as global citizens.



Be ready, be respectful, be safe

OUR 3 GOLDEN RULES



Year 1/2: Spring 2026



READING from the Reading Spine

- Our core book at the start of this term is My Pet Goldfish
- To link to PSED we will also be reading the a range of Reading for Pleasure books at the end of each day.
- In addition to this, the children have the opportunity to read for pleasure. Children have access to their year group libraries and are encouraged to change their books regularly. The children also have the opportunity to talk about their reading and share recommendations with each other.

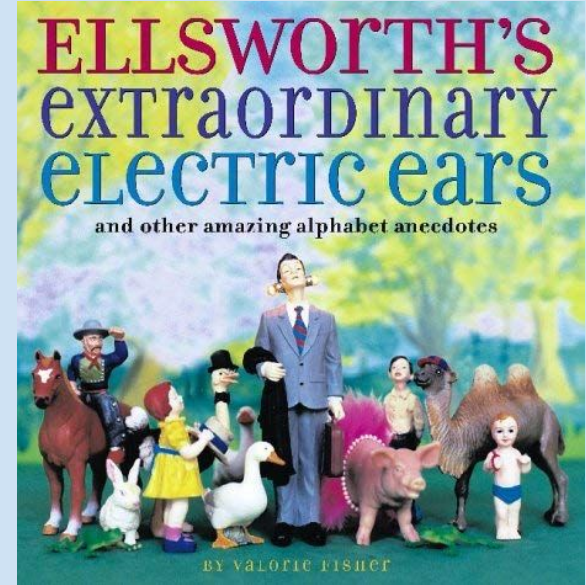
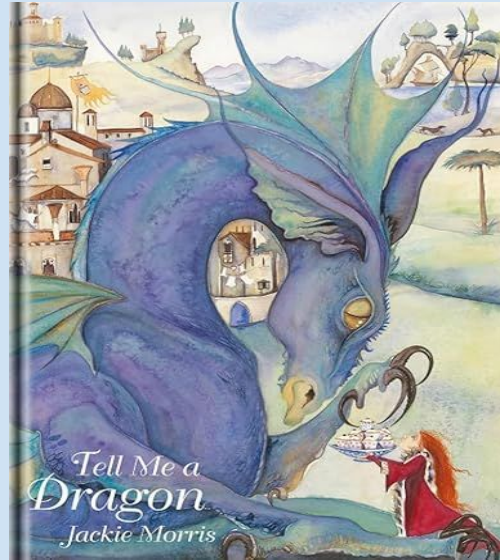
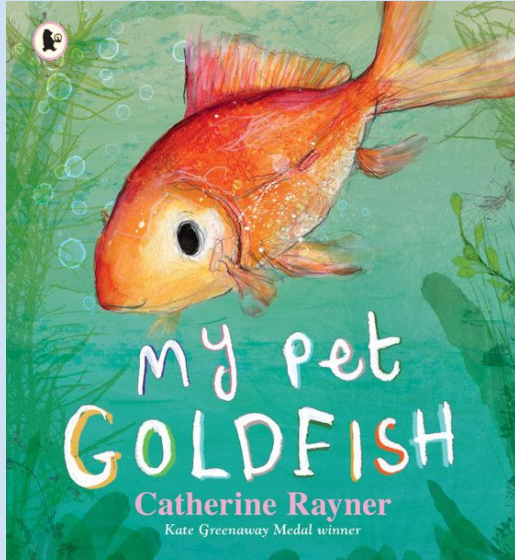
WRITING using BookWrites

- In the first half term, we will be continuing to develop our non-fiction writing through My Pet Goldfish.
- The children will be writing a recount about pets they have or know and include some useful facts about their chosen pets.
- They will create a poem about a mythical creature of their choice based on the beautiful poem by Jackie Morris- Tell Me a Dragon.
- We will also explore the alliterative poem - Ellsworth's Extraordinary Electric Ears to create their own alliterative writing.
- Y1 spellings are taught through Phonics Bug each week. For home learning, the children can practise these through games allocated on Bug Club.
- Y2 spellings are taught through Spelling Shed. Children will have Spelling Shed games allocated to them each week. Playing these games will enable them to consolidate their learning in class. The homework sheet from Spelling Shed will be send out on a weekly basis.
- Handwriting is taught using the Nelson scheme.

Y1/2 Reading Spine



Bookwrites



You can help by: Encouraging your child to practise spellings; by listening to and encouraging your child to read regularly; reminding them to change their reading book in the mornings; by discussing books they have read and by visiting the library.



Be ready, be respectful, be safe

OUR 3 GOLDEN RULES

Education
Trust

Year 1/2: Spring 2026



MATHS

- In Maths for Y1, we will begin the term with looking at numbers to 20. They will look at ordering numbers on a numberline, estimating numbers on a number line, one more and one less as well as comparing numbers.
- Moving forward, the children will build on their learning about numbers to 20 by looking at addition and subtraction with numbers up to 20. They will using doubles, near doubles, counting back as well as word and picture problems.
- In Maths for Y2, we will begin the term by revisiting our knowledge of shapes in Year 1 by looking at the properties of shapes. They will look at identifying different shapes, symmetrical shapes, ordering them in terms of faces and edges.
- Moving forward, the children will be looking at money. They will be looking at notes, coins, comparing coins, making different amounts of money and finding change.

You can help by: Practising numbers between 1-20 with Y1 children.
Identifying 2D and 3D shapes as well as their properties.
Completing numbots with your child.

Maths - models and images

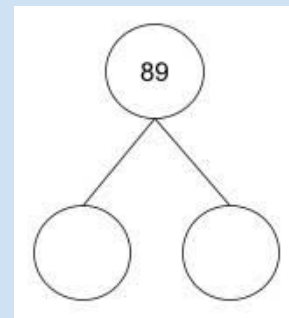
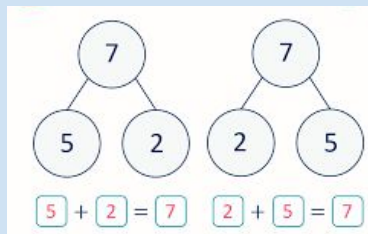
Place Value

Base 10 Equipment

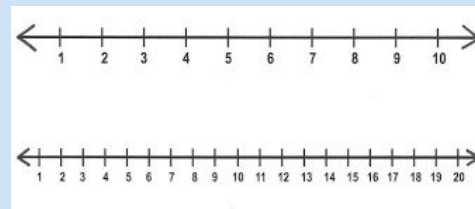


Tens	Ones

Part-Whole Models



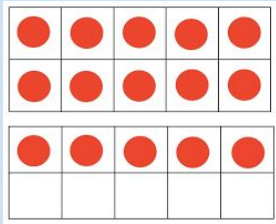
Number Lines



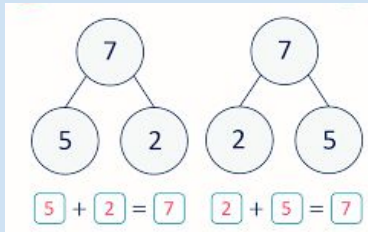
Maths - models and images

Addition and Subtraction

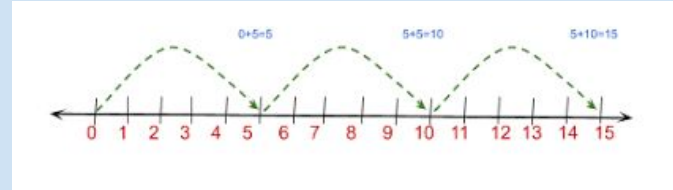
Tens frames



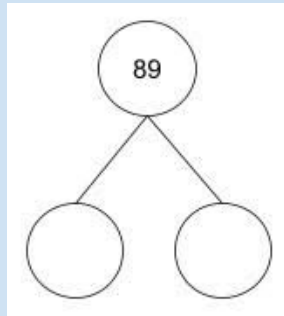
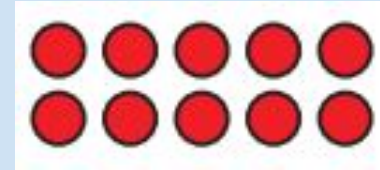
Part-Whole Models



Multiplication and Division



Arrays





Be ready, be respectful, be safe

OUR 3 GOLDEN RULES



Homelearning



Reading

In Year 1 and Year 2, children should be reading at least five times per week for at least 15 minutes (ideally, daily). Please encourage your child to read as frequently as possible at home; this can have a huge impact on *all* areas of their learning.

Spellings

Y1 spellings are taught through Phonics Bug each week. For home learning, the children can practise these through games allocated on Bug Club.

Y2 Children will have Spelling Shed games allocated to them each week. Playing these games will enable them to consolidate their learning in class. The homework sheet from Spelling Shed will be send out on a weekly basis.

Maths

Children should use Numbots to practise numeracy skills.

Handwriting

Children will bring home a practice sheet to consolidate skills taught in class.



Be ready, be respectful, be safe

OUR 3 GOLDEN RULES



Positive Relationships and Behaviour



- The School takes a trauma-informed approach to managing behaviour. We continue to work across the curriculum to develop co-operative learning and social skills. Pupils are encouraged to discuss matters relevant to them, their behaviour and their relationships with others.
- The school operates a Positive Behaviour Policy. Rewards take the form of verbal praise, House points, certificates and stickers for effort and attainment across the whole range of school activities. Rewards are linked to Shiphay's Values. Certificates are presented to the children in Celebration Assembly and children's achievements are celebrated on the recognition board in their classroom. Children who go above and beyond by continuously make good choices will receive a Praise Postcard and others may receive a 'Golden Phone Call' from the Headteacher.
- Consequences vary according to the seriousness of the incident and/or behaviour. On occasion, children are required to finish class activities at playtime or at home if lesson time has been missed due to their poor behaviour choices in class. Missed break time or lunchtime operates as a sanction when things go 'more wrong'. During this time, children will be able to take part in a restorative conversation, reflecting on how to improve their behaviour and deciding 'how to make things right'. When poor or inappropriate behaviour is persistent, parents are contacted and are invited to discuss concerns with a member of the leadership team.
- When there are questions or concerns, your first point of contact should be the class teacher, who knows your child best. In addition, Mrs Emma Gorman (Assistant Head and Team Leader) is also available to give assistance.