



Trent Young's CE School

Curriculum information

Badger Class

Autumn 1 2024

Dear Parents/Guardians,

Welcome to Badger Class 2024-2025! We hope that you had a fun and restful summer break. Welcome back to those who are returning to Badger Class and a huge welcome to those children and parents who are new! We are really looking forward to a great year ahead and have lots of exciting things planned.

This September, Miss Morgan is joining the school, and she is looking forward to teaching the children and becoming part of the Trent team and teaching Badger Class. Miss Baker will also be teaching on a Wednesday morning. Mrs Partridge and Mrs Bevan will be our regular teaching assistants, and Miss Ackerman will be joining us in Badger Class two afternoons a week.

We will have high expectations of the children this year in Badger Class and will be supporting the children in developing their independent skills with their learning and organisation. The children need to come to school ready to learn every day by bringing in the following equipment: reading diary and book, a healthy snack, named water bottle and lunchbox (unless having a hot meal), named waterproof coat, named school uniform and PE kit. For PE, we will aim to go outside as much as possible so a warm PE hoodie and jogging bottoms in the PE bag are useful to have on the those colder days.

Like last year, you will receive a newsletter every half term which will outline any important information you may need, give you a clear overview of the learning intentions for the children in each subject area and give you some ideas for supporting your child's learning further at home.

We have an excellent and interesting curriculum ahead of us this half term. We will complete a local historic study on why King Charles II hid in Trent twice, including investigating reasons why he had to hide, based on historical sources of evidence. In art, children will become illustrators by designing and drawing comic strips, based on classic poetry, to tell a story. DT will give children the opportunity to design, make and test slingshot cars, focusing on forces to support their creations! We will also be visiting Gore Farm and Year 4 will be going to Salisbury Cathedral in October for the annual iSing Pop concert - we will begin practising songs and dances for this very soon!

Miss Morgan has been working on making the classroom a lovely calm space for learning, adding a comfy calm corner for reflection and reading, and she can't wait to see the children enjoying it. If any parents would like to pop into the classroom after school for a chat and to see the space their children will be learning in, Miss Morgan would love to meet you. Additionally, if you have any questions, queries or concerns, please do not hesitate to speak to any of us on the playground at the start or end of each day, or please email via badger@trentyoungs.dsat.org.uk.





Kind regards,

Miss Morgan, Mrs Partridge and Mrs Bevan

Additional Information

- Homework will be set weekly. All reading should be recorded your child's homework diary. Whilst a good proportion of our reading work in school will focus on comprehension, when your child is listened to in school, we will record this in their homework diary.
- Please ensure all uniform, including PE kit is named. Whilst our PE days are **Monday** and **Thursday**, PE kit should be in school every day. In addition to this, children will also need their trainers in school every day to allow them to complete our daily mile.
- Please encourage your child to reduce the number of belongings that they bring to school. The children only need their reading book and lunch/drink on a daily basis - no rucksacks please!

Home Learning

	<h3>Maths</h3> <p>Children will receive maths homework on a Friday, and this should be handed in by the following Wednesday. This work should take no longer than 15 minutes. These tasks will either be based on the coming week's learning to support comprehension in class or will be reinforcing learning from the previous week.</p> <p>Individual extra tasks may be given from time to time to reinforce learning in class. Times tables should be practised on a daily basis to ensure complete fluency.</p>
	<h3>English</h3> <p>Children will receive English homework on a Friday, and this should be handed in by the following Wednesday. This may focus on punctuation and grammar or a sentence-level writing task. This work should take no longer than 15 minutes.</p>
	<h3>Spelling</h3> <p>Your child will be given a new rule to learn every Monday. Details of the rule or pattern to be learnt, together with examples of words, will be sent home on Teams this day. Your child will be tested on some of the words in the list on Friday, and also other words that use the same pattern to ensure that children are learning to apply what they have learnt. It is very helpful to spot words that fit the week's rule or pattern with your child and discuss these, for example where the tricky parts might be.</p>
	<h3>Reading</h3> <p>Reading books and reading records should be brought to school and taken home every day. Ideally your child should read every day, including some time spent reading to an adult and discussing what has been read. All reading should be recorded in their homework diary, and we expect to see a minimum of four reading sessions at home every week. Reading records are checked on Mondays.</p>

Curriculum Coverage

Maths

Each year group will be taught separately within maths lessons to ensure coverage of age-appropriate objectives and skills.

Year 3	Year 4
We will begin our Maths learning this term by looking at ' Place Value ' and ' Addition and Subtraction '. We will learn to:	
<u>Number and place value</u> <ul style="list-style-type: none"> Represent and partition numbers up to 100. Represent and partition numbers up to 1000. Identify place value of each digit in 3-digit numbers. Find 1, 10 or 100 more or less than a given number. Flexible partitioning of numbers to 1000 Estimate on a number line to 1000 Order and compare numbers to 1000 Count in 50s <u>Addition and Subtraction</u> <ul style="list-style-type: none"> Add and subtract 1s, 10s and 100s Add 1s across 10s Add 10s across 100s Add and subtract numbers with up to three digits using formal written methods of column addition and subtraction. 	<u>Number and place value</u> <ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1,000 find 1,000 more or less than a given number count backwards through 0 to include negative numbers recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) order and compare numbers beyond 1,000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1,000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value <u>Addition and Subtraction</u> <ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

You can help your child by...

Year 3:

- ★ Asking them to identify what each number represents in 2 and 3-digit numbers (hundreds, tens, ones)
- ★ Adding 2 and 3-digit numbers together in real-life e.g., money or weights.
- ★ Practice ordering numbers from 0 up to 100: use <, > and = signs.
- ★ Practice number recall using number bonds 10 to 20.
- ★ Spend time to learn and practice 2, 3, 4, 8, 10 times tables on Times Table Rockstar.

Year 4:

- ★ Asking them to identify what each number represents in 4-6 digit numbers.
- ★ Adding and subtracting 4 and 5-digit numbers together in real-life e.g., money or weights.
- ★ Practice rounding 4 and 5-digit numbers to the nearest 10, 100 or 1,000.
- ★ Spend time to learn and practice ALL of their times tables (up to 12x12) on Times Table Rockstars.

This half term we will focus our English work around the following themes:

- **Non-Fiction** - explanation texts
- **Narrative** - setting descriptions

Through each genre, we will look at the different text type features and consider how we can incorporate them into our writing. We will also look at sentence structure, remembering to punctuate correctly using a range of punctuation, and the use of language to describe and add information.

Year 3 will focus on the following areas:

Year 3	Year 4
<ul style="list-style-type: none"> • Review and secure understanding that a subject/naming part of a sentence can be a person, place or thing; a verb is a 'being' or 'action' word. • To use adjectives to describe and specify. • Know an adverb is a word that adds more detail to a verb (how or when) • The subject in a sentence is the noun that is doing the verb. • Add detail into descriptions through precise words choice and descriptive noun phrases • Words and phrases that describe why something happens are adverbial phrases. • Use adverbs and adverbial phrases to add detail, show cause or vary sentence structure • To use adverbs and adverbial phrases to show how, when and where something happened • Use the word 'like' to build a simile e.g. Her eyes were like deep pools • Use previously taught sentence punctuation (full stops, capital letters exclamation, question marks and commas for lists) with accuracy and consistency • Use a wider range of subordinating and co-ordinating conjunctions to combine simple sentences 	<ul style="list-style-type: none"> • Review and secure understanding in a sentence is the noun that is doing the verb. • Add detail into descriptions through precise words choice and descriptive noun phrases • Words and phrases that describe why something happens are adverbial phrases. • Use adverbs and adverbial phrases to add detail, show cause or vary sentence structure • To use adverbs and adverbial phrases to show how, when and where something happened • Use the word 'like' to build a simile e.g. Her eyes were like deep pools • Use previously taught sentence punctuation (full stops, capital letters exclamation, question marks and commas for lists) with accuracy and consistency • Use a wider range of subordinating and co-ordinating conjunctions to combine simple sentences • To use a wider variety of adverbs and adverbial phrases to add detail, show cause or vary sentence structure • Use a wider range of subordinating and coordinating conjunctions to combine simple sentences • To expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. • To use a comma to mark fronted adverbials. • Use previously taught sentence punctuation (full stops, capital letters exclamation, question marks and commas for lists) with accuracy and consistency

Year 2 Common Exception Words

after	class	floor	most	pretty
again	climb	gold	move	again
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	door	half	old	sugar
because	even	hold	only	sure
behind	everybody	hour	parents	told
both	eye	improve	pass	water
break	fast	kind	past	whole
busy	father	last	path	who
child	find	many	people	wild
children		mind	plant	would
Christmas		money	poor	



Year 3 and 4 Common Exception Words

Aa	about	consider	enough	generous	interest	Nn	perhaps	question	surprise
accident	breathe	continue	exercise	group	island	natural	popular	Rr	surprise
actually	build	Dd	experience	guard	Kk	naughty	position	round	Tt
actual	busy	decide	experiment	guide	knowledge	notice	person	regular	therefore
actually	business	describe	extreme	Hh	Ll	Oo	possession	sign	through
address	Cc	different	Ff	heart	learn	occasion	possible	remember	thought
although	calendar	difficult	famous	heart	length	occasionally	potatoes	Ss	through
answer	caught	disappear	favourite	light	library	often	pressure	sentence	Vv
appear	centre	Ee	February	history	Mm	opposite	probably	separate	various
arrive	century	early	forward	Ii	material	ordinary	promise	special	Ww
Bb	contact	earth	fourth	imagine	medicine	Pp	prepare	straight	wright
between	circle	eight	fact	increase	reaction	particular	Qq	strange	woman
begin	complete	eight	Gg	important	minute	peculiar	quarter	strength	women



	<p><i>You can help your child by...</i></p> <ul style="list-style-type: none"> ★ <i>Ensuring that any work produced at home is written neatly and that they have proof-read their work for spelling and punctuation errors.</i> ★ <i>Challenging them to complete a 'word hunt' to identify new vocabulary. Using them in a sentence helps to reinforce their understanding.</i> ★ <i>Support your child to read widely surrounding these three themes. Book recommendations are always encouraged in our class.</i> ★ <i>Practicing some of these objectives in any independent writing at home.</i> ★ <i>Explore using a range of conjunctions and noun phrases through creative writing - this could be linked to our topic, our class story or any other ideas you might have.</i> <p>Much of our guided reading this year will be based around class books. The first book that we will share will be <i>An Owl Called Star</i> by Helen Peters.</p> <p><i>You can help your child by... asking questions about books that they are reading and checking that they are understanding and 'taking in' the information that they are reading (this is as important as the skill of reading itself!)</i></p>
Science	<p>Year 3: in Science this half term we will focus on forces and magnets. Through this we will:</p> <ul style="list-style-type: none"> • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing • notice that some forces need contact between 2 objects • compare how things move on different surfaces <p><i>You can help your child by...</i></p> <ul style="list-style-type: none"> • Finding magnets that are used in everyday life at home - maybe draw and label these and bring this in to share in class • Draw a diagram including explanations to show the forces at work in a tug of war • Create a poster showing what forces you can see in your everyday life e.g. swings, door handles (push and pull), chair, tables standing still (gravity). <p>Year 4s Science unit this half term is 'Changing State'. We will begin by learning about the three main states of matter: solids, liquids and gas. We will then conduct investigations to see how the states of matter can be interchangeable (such as through melting and freezing). At the end of the unit, we will study the water cycle and how evaporation and condensation occurs here.</p> <p><i>You can help your child by...</i></p> <ul style="list-style-type: none"> ★ <i>Investigate different states of matter. Look around your house and make a list of different solids, liquids and gases that you can find.</i> ★ <i>Describe materials that are solids and liquids. What do they feel like?</i> ★ <i>Explore solids, liquids at home! Maybe do some cooking together and discuss how ingredients can change.</i>

History	<p>Each half-term, our learning will alternate between history and geography to allow us to fully explore the area of learning we are focusing on.</p> <p>This half-term, we will focus on history with the key question: Why did King Charles II hide in Trent Manor twice?</p> <p>The children will begin by learning about the monarchy, especially the Stuarts. They will analyse portraits of past monarchs including Elizabeth I, Charles I and Charles II. The children will begin to describe who Charles II was and link it with the only English Civil War. They will learn why England had the civil war and be introduced to Royalists and Parliamentarians. They will recognise that Charles II lost the Battle of Worcester and had to escape the country. This is when and why he had to hide in Trent Manor twice! They will walk the Monarch's Way to Trent Manor to gain a real-life experience into where Charles II travelled and stayed. The children will become true historians by observing and analysing images of Charles II on the run, figuring out how he did it without being caught and who helped him. By the end of this unit, the children will be able to answer the key question by using secondary sources of evidence to back up their reasons.</p> <p><i>You can help your child by...</i></p> <ul style="list-style-type: none"> ★ <i>exploring Monarch's Way in Trent on a map</i> ★ <i>researching who Oliver Cromwell was</i>
Art and Design	<p>During each half-term this year, we will endeavour to learn about a different area of art and design whilst embedding previously learned skills within the new context.</p> <p>The first area that we will explore this year is Storytelling through Drawing. The children will begin by exploring the work of artists who tell stories through imagery, such as illustration: Laura Carlin & Shaun Tan. They will be inspired by such artists to then use line, shape and colour to record ideas based on a piece of poetry. Once they have generated ideas, the children will illustrate a narrative, which contains sequenced images, by using composition, sequencing and mark making in drawings.</p>
RE	<p>This half term we will focus on Christianity and the concept of Creation to answer the question: what do Christians learn from the Creation story?</p> <p>Through this the children will:</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.
Computing	<p>To start this year, we will focus on Computer Systems and Networks as we learn about the internet. Children will apply their knowledge and understanding of networks to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet and will get opportunities to explore it for themselves in order to learn about who owns content and what they can access, add and create. Finally, they will evaluate online content to decide how honest, accurate or reliable it is and understand the consequences of false information.</p>
PE	<p>Each half-term, we learn two different PE units. This term we will focus on Gymnastics and Kwik Cricket.</p> <p>In Gymnastics the children will:</p> <ul style="list-style-type: none"> • Perform a variety of shapes with good control when performing various skills • Perform various jumps and develop travelling across the mat • Teddy bear roll with a partner/group in sequence with pointed toes • Perform matching and mirroring balance routines on apparatus • Perform a bunny hop onto a variety of apparatus with control • Perform a short sequence on mats and apparatus showing levels, unison and pointed toes

	<ul style="list-style-type: none"> Hopscotch across the floor to develop hurdle step onto low apparatus <p>In Kwik Cricket the children will:</p> <ul style="list-style-type: none"> Roll the ball with one hand and stop the ball from different directions using the long barrier method Throw and catch under pressure in modified games Bowl at a wicket underarm/overarm with accuracy and control Control with a bat (holding it correctly) hitting a ball off a tee and moving (Y4: Hit a drop fed and/or moving ball with a bat) Communicate and collaborate as a team to beat an opponent Play adapted games, Children encouraged to think of tactics when striking and fielding Develop tactics for striking and fielding. E.g. Working as a team, supporting each other
DT	<p>Our DT work this term will focus on mechanical systems, including making a slingshot car! The children will become familiar with forces, including air resistance to design and then make a slingshot car.</p> <p>Children will be able to become successful in the following areas:</p> <ul style="list-style-type: none"> Independently produce an accurate, functioning car chassis Designing a shape suitable for the product demanded, including reducing air resistance Producing panels that will fit the chassis and can be assembled effectively using the tabs they designed Constructing car bodies effectively Conducting a trial accurately and draw conclusions and improvements from results
PSHE	<p>This half-term, our focus in PSHE will be 'Me and My Relationships'. Through this the children will:</p> <ul style="list-style-type: none"> Learn and define successful qualities of teamwork and collaboration Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend; Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Recognise that different people can have different feelings in the same situation; Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
French	<p>French is taught by our French specialist, Madame Ferguson.</p> <p>Year 3: In French the emphasis is on speaking and listening as we continue to build on and explore new language structures and sounds. We will introduce written tasks as we focus on similarities and differences between English and French. We will build on prior sounds knowledge to learn French phonics and consider masculine and feminine nouns. We will find out about starting school in France and, later in the term, we will learn how the French celebrate Halloween too.</p> <p>Year 4: In French the emphasis is on speaking, listening, reading and writing as we continue to explore new language structures and sounds. Grammar will receive increasing focus in our written tasks as we identify the similarities and differences between English and French. We will build on prior knowledge to master French phonics and sounds, numbers, masculine and feminine nouns and adjectival agreements. We will find out about starting school in France and, later in the term, we will learn about Halloween and other celebrations.</p>
Music	<p>The children will be focusing on the unit 'Rock and Roll'. Children will learn about the origin and features of rock and roll music, learning how to play the Hand Jive and Rock Around the Clock, looking at a walking bass line.</p> <p>Throughout the unit, they will learn the following:</p> <ul style="list-style-type: none"> the history of rock and roll music perform the hand jive actions in sequence and in time with music sing in tune and perform their actions in time play the notes of the walking bass in the correct sequence independently play their part with awareness of other performers

<p>Collective Worship</p>	<p>Collective Worship is based on our vision 'Let your light shine' taken from Mathew 5:14-16, and our Christian Values, which are taken from Galatians 5: 22-23: " But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, and faithfulness. The Church of England's values of wisdom, hope, community and dignity are also explored and developed through our Worship.</p> <p>This half-term we are looking at wisdom under the theme 'knowing a God who helps us to be wis'', with particular emphasis on joy, patience, self-control, faithfulness, gentleness and love.</p> <ul style="list-style-type: none"> • Thankfulness - Luke 17:11-19 • The words of Jesus - Matthew 7:24-29 • Wisdom for life - Proverbs: 4.13, 19.27 • Wisdom for life - Proverbs 20.11, Matt 7. 16-20 • Harvest gifts - Deuteronomy 8:10 • What's in a name? (<i>Elohim; the names used to describe Jesus</i>) - Genesis 1:1-27 • What's in a name? (<i>El Roi; The God who sees everyone and everything</i>) - Genesis 16:13; Psalm 121: 3-8 • What's in a name? (<i>El Shaddi; God Almighty- for whom nothing is impossible</i>) - Genesis 15: 5 -7
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