



Trent Young's CE School
Curriculum information
Badger Class
Autumn 2 2024

Dear Parents/Guardians,

What a fantastic (and very busy!) start to the Autumn Term. Thank you so much for supporting your children in their learning during the first half term of this academic year. The children have settled into Badger Class brilliantly, showing that they are ready, respectful and safe. It was lovely to be able to properly meet so many of you and discuss your children's learning at parents' evening.

The children have all shown impressive growth in their skills and understanding. From exploring exciting topics in science to developing new writing skills in English, they've truly embraced each challenge. Your support with reading at home, helping with homework, and encouraging their curiosity has been invaluable - thank you!

As you will see in the subject section below, we are doing a lot of exciting learning this half-term and I have suggested ways you can help you child in some of these areas. Please take the time to discuss upcoming learning with your child - so many of them were so engaged with our topics last half term and it was lovely to see some of the creative work they had been doing at home. This contributes so positively to their learning in class.

Homework information is also detailed below. Please do keep an eye on Teams, where all details will be posted. Please note, the children will also come home with red jotters to complete homework in when appropriate. Most vitally, please ensure you are listening to your child read at home, and that you are documenting these reads in their reading diaries.

As the weather cools over the coming months, it is really important that children have a warm, waterproof coat with them every day as we will endeavour to get them outside whenever we can. Likewise, please ensure that your child has their full PE kit in school every day, including tracksuit bottoms and a blue PE hoody. Please can girls also ensure they have a change of shorts, rather than just the shorts than many of them wear under their skirts every day.

Finally, we would like to thank you in anticipation of your support over this academic year. If you have any questions, please always speak to us or email badger@trentyoungs.dsat.org.uk.





Kind regards,

Miss Morgan, Mrs Partridge, Mrs Bevan and Miss Ackerman.

Additional Information

- Home learning and spellings will be set weekly, via Teams. All reading should be recorded your child's reading diary. When we listen to your child read at school, we will record this in their reading diary also.
- 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 diary/book, and lunch/drink on a daily basis.

Home Learning

	<h3>Maths</h3> <p>Children will receive maths home learning on a Friday, and this should be handed in by the following Wednesday. This will focus on a mixture of maths including Mathematics tasks and teacher-made activities. This learning should take no longer than 15 minutes.</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 home learning on a Friday, and this should be handed in by the following Wednesday. This will focus on a mixture of grammar and sentence-level work. 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 uploaded onto Teams as an assignment on 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 diaries should be brought to school and taken home every day.</p> <p>All reading should be recorded in their reading diary, and we expect to see a minimum of four reading sessions at home every week to receive team points. Ideally, we like to see children reading aloud to an adult at least once a week; please can an adult sign their children's reading diaries. Reading can be from a range of texts (e.g. comics, school reading book, newspapers, online). 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.					
	<table><tr><th>Year 3</th><th>Year 4</th></tr><tr><td><u>Addition and Subtraction</u><ul style="list-style-type: none">Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <u>Multiplication and Division</u><ul style="list-style-type: none">Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</td><td><u>Multiplication and Division</u><ul style="list-style-type: none">Recall multiplication and division facts for multiplication tables up to 12 x 12. (3x, 6x, 9x, 7x, 11x and 12x tables).Recognise and use factor pairs in mental calculations.Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. <u>Area</u><ul style="list-style-type: none">Find the area of rectilinear shapes by counting squares</td></tr></table>	Year 3	Year 4	<u>Addition and Subtraction</u> <ul style="list-style-type: none">Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <u>Multiplication and Division</u> <ul style="list-style-type: none">Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	<u>Multiplication and Division</u> <ul style="list-style-type: none">Recall multiplication and division facts for multiplication tables up to 12 x 12. (3x, 6x, 9x, 7x, 11x and 12x tables).Recognise and use factor pairs in mental calculations.Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. <u>Area</u> <ul style="list-style-type: none">Find the area of rectilinear shapes by counting squares	
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<p>You can help your child by...</p> <ul style="list-style-type: none">★ Y3 - Practise using the column addition method to add two 3-digit numbers, applying her place value knowledge. Practise counting in 2s, 5s and 10s and answer random times-table questions about these.★ Y4 - Identify what area is in everyday objects/places (e.g. a field); practice all times tables to 12x12 at speed - quick-fire practice is ideal (a great one for car journeys!)						
English	<p>This half term in English, our focus will be on non-fiction writing, where students will learn to explore and create various forms of informative and factual texts. We're especially excited about our cross-curricular approach with Geography, allowing students to develop their literacy skills while learning more about the world around them.</p> <p>We will be writing our own non-chronological reports, recounts and explanation texts.</p> <p>Through this, each year group will focus on the following areas:</p>					
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Non-Chronological Reports

Children will learn to:

- Begin with an opening statement, often a general classification sometimes followed by a more detailed or technical classification
- a description of whatever is the subject of the report
- Use technical vocabulary
- Grouped information linked to the subject of the report
- Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben).
- Description is usually an important feature, including the language of comparison and contrast.
- Use headings and subheadings to group ideas

Explanation Texts

- Begin with a statement to introduce the topic.
- Contain a series of logical steps explaining how or why something occurs.
- Use of temporal conjunctions or adverbs or adverbial phrases, e.g. first, then, after that, finally.
- Use of causal conjunctions, e.g. so, because of this

Non-Chronological Reports

Children will learn to:

- Begin with an opening statement, often a general classification sometimes followed by a more detailed or technical classification
- a description of whatever is the subject of the report
- Use technical vocabulary
- Description is used for precision rather than to create an emotional response (so imagery is not heavily used).
- grouped information linked to the subject of the report
- Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben).
- Description is usually an important feature, including the language of comparison and contrast.
- Use headings and subheadings to group ideas
- Sometimes written in the past tense, as in a historical / newspaper report. (although think carefully before choosing this complex genre)

Explanation Texts

- Begin with a statement to introduce the topic.
- Contain a series of logical steps explaining how or why something occurs.
- Use of causal conjunctions, e.g. so, because of this.

You can help your child by...

- ★ *Practising their weekly spellings with a focus on neat, joined handwriting.*
- ★ *Write simple sentences about things I have seen and done in my red jotter book, making sure I use capital letters and full stops consistently.*

The whole-class book for this half-term is *The Enchanted Wood* - by Enid Blyton.

You can help your child by purchasing the book for them so they have their own copy to access at school and home.

Science	<p>The Year 3s will learn all about rocks as part of the Science curriculum. They will:</p> <ul style="list-style-type: none"> • Compare and group different types of rocks based on their appearance and physical properties. • Explore how rocks are formed, including the three main types: igneous, sedimentary, and metamorphic rocks • Understand how fossils are formed and discover the process by which remains become preserved in rocks over millions of years. • Recognize the structure of soil and learn how it is made from different rock particles and organic material. • Conduct hands-on experiments to investigate rock properties, such as testing for hardness and permeability. <p><i>You can help your child by... Collecting and Examining Rocks: Go on a nature walk to collect different types of rocks. Encourage your child to observe their colours, textures, and shapes. Ask questions like, "What do you notice about this rock?" or "How do you think it was formed?"</i></p> <p>The Year 4s Science unit this half term is 'Sound'. The children will firstly identify how sound is made, associating some with something vibrating. They will then explore that vibrations travel through a medium to the ear, such as through string phones. The children will also find patterns between the pitch of a sound and features of the object that produced it, alongside the volume of a sound and strength of the vibrations that produced it. Finally, children will recognise that sounds can get fainter as distance from the sound source increases.</p> <p><i>You can help your child by... using an application on the phone to measure and compare the volume of sounds (such as through using Decibel X).</i></p>
Geography	<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. This half-term, we will focus on geography with the following key question: Why do some earthquakes cause more damage than others?</p> <p>We will begin the unit with a simple recap on locations around the world, including the 7 continents, 5 oceans and longitude and latitude. We will then home in on the impact that earthquakes have had in New Zealand and why the country has so many earthquakes too. We will link this to plate boundaries and Alpine Fault. Once children understand why earthquakes occur, we will move away from New Zealand to compare two contrasting countries who suffered major earthquakes: Haiti and Chile. We will look at reasons why the smaller earthquake in Haiti caused more destruction than the large one in Chile, linking it to human geography (including wealth, types of building and citizens' training). Finally, we will make a link between why earthquakes and volcanoes often occur in the same places by exploring a map of the Earth's plate boundaries.</p> <p><i>You can help your child by...</i></p> <ul style="list-style-type: none"> ★ <i>Exploring how earthquakes and volcanoes occur, focusing on plate boundaries.</i> ★ <i>Researching key facts about New Zealand, including its location, wealth and culture.</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 unit we will focus on this half-term is 'Exploring pattern' with a key focus on collage. Children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage.</p> <p>The unit also introduces them to the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people.</p> <p>By the end of the unit, children will have explored surface design and collage with artist Rachel Parker in order to create a piece of collage to repeat through digitally scanning and pasting repeatedly.</p>
RE	<p>This term we will focus on the concept of incarnation, with a focus on the question: 'What is the trinity?' Through this the children will:</p> <ul style="list-style-type: none"> • Learn to identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Explore what texts about baptism and Trinity might mean. • Find out what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.
Computing	<p>The theme for this half-term is Creating Media, with a focus on audio production. Children will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. They will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, children will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, they will evaluate their work and give feedback to their peers.</p>
PE	<p>Each half-term, we learn two different PE units. In Autumn 2, Badger Class will focus on Netball and Yoga. Children who are signed up for swimming will continue to go every Thursday afternoon.</p> <p>In Netball, we will learn the following skills:</p> <ul style="list-style-type: none"> • Pass a ball with precision and control • Perform a stop and pivot when receiving a ball with control • Dodge into a space and receive a ball • Mark a player, stop them getting the ball and attempt to intercept the pass • Flick my wrist and wave goodbye to the ball when I shoot • React quickly, keeping on my toes • React to snatch the ball in a 'toss up' <p>In Yoga, we will learn the following skills:</p> <ul style="list-style-type: none"> • attempt yoga poses when listening to yoga facts • move into and out of different poses and breathe in and out through my nose • show good flexibility when performing yoga poses • show good balance in all poses

DT	<p>This term we will focus on the unit: Digital world: Mindful moments timer. Through this the children will learn to:</p> <ul style="list-style-type: none"> • State and/or describe the advantages and disadvantages of existing products (timers). • Understand how virtual micro:bit features could be used as part of a design idea. • Use research to inform design criteria. • Write a program that displays a timer on the virtual micro:bit based on their chosen seconds/minutes. • Suggest where the errors are, if testing is unsuccessful, by comparing the correct code to their own. • State key functions in the program editor (e.g. loops). • Evaluate the immediate appeal of the virtual micro:bit timer and how it might function. • Express which stages of the project they enjoyed or found more challenging. • Explain the need for a company to stand out against competition and/or state the importance of logos in business. • Recall and describe the name and use of key tools used in Sketchpad (CAD) software. • Fulfil the design requirements of the logo. • Evaluate the product using feedback from the user.
PSHE	<p>This half-term, our focus in PSHE will be 'Rights and Respect'.</p> <ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe.
French	<p>French is taught by our French specialist, Madame Ferguson, every Wednesday.</p> <p>Year 3: In French the emphasis is on speaking and listening as we continue to explore new language structures and sounds. Grammar, particularly masculine and feminine nouns, and phonics will receive increasing focus. We will build on prior knowledge to learn about Halloween and the Jour du Souvenir (Remembrance Day), in France. Towards the end of term, we will focus on the traditions connected to St. Nicolas and Noël.</p> <p>Year 4: In French we will use our speaking, listening, reading and writing to explore a variety of language structures. Grammar, particularly masculine and feminine nouns, adjectives and phonics will receive increasing focus. We will build on prior knowledge to learn about Halloween and the Jour du Souvenir (Remembrance Day), in France. Towards the end of term, we will focus on the traditions connected to St. Nicolas and Noël.</p>
Music	<p>In music, the children will be focusing on the unit 'Haiku, music and performance' linked to the Hanami Festival. This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. • Recognise, name and describe the effect of the interrelated dimensions of music. • Select instruments and sounds which match their vocabulary. • Work as a group to create and perform a piece of music.

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.

This half-term we are looking at wisdom under the theme 'learning from others so we can help to make our world a better place', with particular emphasis on faithfulness, love, peace, kindness and goodness, patience, and joy.

- Who am I? - 1 Samuel 16-17
- Remembrance - Matthew 5:9
- Positive relationships: we all need friends - 1 Samuel 19:1-10
- Leaders of God - Psalm 78:72
- Advent: the one to come - Isaiah 9:2 and Isaiah 9:6
- Christmas joy - Luke 2:10