



## Trent Young's CE School

### Curriculum information

Badger Class

Spring 1 2025

Dear Parents,

Happy New Year, and welcome to the Spring Term! We hope you had a restful and enjoyable holiday and are ready for an exciting term ahead. The children have already settled back into our classroom routine wonderfully, and I'm thrilled to share some highlights of what we'll be exploring together in the coming weeks.

This term promises to be filled with fascinating topics and engaging learning opportunities. In history, we will delve into the captivating world of the Ancient Maya civilization, uncovering the mysteries of this advanced society and learning about their culture, achievements, and way of life. In science, our focus will be on the human body, specifically the digestive system. The children will learn about the journey of food through the body, the role of different organs, and some fun facts along the way. In DT we will be focusing on cooking and nutrition where the children will learn how to adapt a recipe, exploring how ingredients can be changed to suit different tastes and dietary needs. We're sure this will inspire some budding chefs!

For English, we are kicking off our learning with the beautifully illustrated text, 'Cinderella of the Nile' by Beverley Naidoo. The children have already had a thrilling start to their studies discovering a mysterious message in a bottle at the beginning of the week which has sparked their imagination and creativity.

The children will also continue to enjoy a rich and varied curriculum in maths, music, art, RE, computing, PSHE and French, which provide wonderful opportunities for creativity, critical thinking, and cultural exploration. I hope the children are as excited to get stuck into all of this as I am!

As this term's weather can be unpredictable (and very cold!) it is vital that the children have a warm, waterproof coat to keep them warm and dry at break and lunchtimes. We will also endeavour to get outside for PE in most weathers so please ensure that your child has their full PE kit in school everyday, including tracksuit bottoms and a blue PE hoody. Please can girls also ensure they have a change of shorts, rather than just the shorts that many of them wear under their skirts everyday.

As set out in the section below, we will set homework on Fridays (due in the following Wednesday) via teams and spellings will be set on Teams on Mondays ready for Friday's spelling test. We will often use the children's Office365 logins in school throughout the year so it would be very helpful if they know this, along with their Athletics and TT Rockstars login details.

We are excited about the adventures this term holds and look forward to working together to make it a memorable and enriching experience for the children. If you have any questions or would like to discuss anything, please don't hesitate to get in touch.





Warm 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 <b>Friday</b>, and this should be handed in by the following <b>Wednesday</b>. This will focus on a mixture of maths including Mathletics tasks, TT Rockstars and teacher-made activities. This learning should take no longer than <b>15</b> 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. They can practise by completing Soundcheck games on TT Rockstars.</p>
	<h3>English</h3> <p>Children will receive English home learning on a <b>Friday</b>, and this should be handed in by the following <b>Wednesday</b>. This will focus on a mixture of grammar and sentence-level work. This work should take no longer than <b>15</b> minutes.</p>
	<h3>Spelling</h3> <p>Your child will be given a new rule to learn every <b>Monday</b>. Details of the rule or pattern to be learnt, together with examples of words, will be uploaded onto <b>Teams</b> as an assignment on this day. Your child will be tested on some of the words in the list on <b>Friday</b>, 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 <b>every day</b>.</p> <p>All reading should be recorded in their reading diary, and we expect to see a <b>minimum of four</b> reading sessions at home every week to receive team points, these should all be signed off by an adult at home. 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 <b>Mondays</b>.</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><p><b>Multiplication and Division:</b></p><ul style="list-style-type: none"><li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li><li>Multiply a 2-digit number by a 1-digit number - no exchange</li><li>Multiply a 2-digit number by a 1-digit number - with exchange</li><li>Divide a 2-digit number by a 1-digit number - no exchange</li><li>Divide a 2-digit number by a 1-digit number - flexible partitioning</li><li>Divide a 2-digit number by a 1-digit number - with remainders</li></ul><p><b>Length and Perimeter</b></p><ul style="list-style-type: none"><li>Equivalent lengths (metres and centimetres)</li><li>Equivalent lengths (centimetres and millimetres)</li><li>Compare, Add and subtract lengths</li><li>Measure and calculate perimeter</li></ul></td><td><p><b>Multiplication and Division:</b></p><ul style="list-style-type: none"><li>Recognise and use factor pairs and commutativity in mental calculations</li><li>Recall multiplication facts up to 12x12</li><li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</li><li>Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as 'x' objects are connected to 'y' objects.</li><li>Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout</li><li>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiply together 3 numbers</li></ul><p><b>Length and Perimeter</b></p><ul style="list-style-type: none"><li>Convert between different units of measure (e.g. kilometre to metre; hour to minute)</li><li>Measure and calculate the perimeter of rectilinear figures (including squares) in centimetres and metres</li><li>Find the perimeter of regular polygons (such as an equilateral triangle, octagon and hexagon)</li></ul></td></tr></table>	Year 3	Year 4	<p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"><li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li><li>Multiply a 2-digit number by a 1-digit number - no exchange</li><li>Multiply a 2-digit number by a 1-digit number - with exchange</li><li>Divide a 2-digit number by a 1-digit number - no exchange</li><li>Divide a 2-digit number by a 1-digit number - flexible partitioning</li><li>Divide a 2-digit number by a 1-digit number - with remainders</li></ul> <p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"><li>Equivalent lengths (metres and centimetres)</li><li>Equivalent lengths (centimetres and millimetres)</li><li>Compare, Add and subtract lengths</li><li>Measure and calculate perimeter</li></ul>	<p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"><li>Recognise and use factor pairs and commutativity in mental calculations</li><li>Recall multiplication facts up to 12x12</li><li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</li><li>Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as 'x' objects are connected to 'y' objects.</li><li>Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout</li><li>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiply together 3 numbers</li></ul> <p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"><li>Convert between different units of measure (e.g. kilometre to metre; hour to minute)</li><li>Measure and calculate the perimeter of rectilinear figures (including squares) in centimetres and metres</li><li>Find the perimeter of regular polygons (such as an equilateral triangle, octagon and hexagon)</li></ul>
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English	<p>In English, we will be studying the beautifully illustrated text, "Cinderella of the Nile" by Beverley Naidoo.</p> <p>This book offers an engaging way for the children to explore both narrative writing and recounts, key elements of the National Curriculum. Through this text, the children will analyse the structure of traditional tales, develop their storytelling skills, and engage in writing tasks that include retelling events and creating their own narratives. This work is designed to enhance their understanding of story elements and foster creativity while strengthening essential literacy skills.</p>				

Year 3	Year 4
<p><u>Across all writing:</u></p> <ul style="list-style-type: none"> <li>To use paragraphs to group related sentences.</li> <li>Use strategies used to create flow (e.g. pronouns, cohesive phrases and references back to previous points)</li> <li>To include introductions/openings</li> </ul> <p><u>Narratives:</u></p> <ul style="list-style-type: none"> <li>Narratives and retellings are written in first or third person and past tense, occasionally present tense.</li> <li>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>Dialogue begins to be used to convey characters' thoughts and to move the narrative forward</li> <li>Typical characters, settings and events are used in each genre.</li> <li>Conjunctions, adverbs and adverbial phrases are widely used to: move the narrative along, signal time (later that day, once) or move the setting to surprise or create suspense.</li> </ul> <p><u>Recounts:</u></p> <ul style="list-style-type: none"> <li>Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine - I'm in the park and I suddenly see a giant bat flying towards me!).</li> <li>Follow chronological order using temporal conjunctions, adverbs and adverbial phrases are common (then, next, first, afterwards, just before that, at last, meanwhile).</li> <li>Contain some reader orientation such as scene-setting or establishing context</li> <li>Include re-orientation, e.g. a closing statement that may include elaboration.</li> <li>Make take the form of a diary in which case there may be more emotional responses, thoughts and personal perspectives.</li> </ul>	<p><u>Across all writing:</u></p> <ul style="list-style-type: none"> <li>To use paragraphs to organise ideas around a theme.</li> <li>To start new paragraphs - in narrative when there is a change of time, setting, theme or character.</li> </ul> <p><u>Narratives:</u></p> <ul style="list-style-type: none"> <li>Narratives and retellings are written in first or third person and past tense, occasionally present tense.</li> <li>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>Dialogue begins to be used to convey characters' thoughts and to move the narrative forward</li> <li>Typical characters, settings and events are used in each genre.</li> <li>Conjunctions, adverbs and adverbial phrases are widely used to: move the narrative along, signal time (later that day, once) or move the setting to surprise or create suspense.</li> </ul> <p><u>Should also be able to:</u></p> <ul style="list-style-type: none"> <li>Build excitement as the hero faces and overcomes a problem</li> <li>Effectively blend action, dialogue and description.</li> <li>Uses dialogue to advance the action. "What was that noise? Did you hear it too?"</li> </ul> <p><u>Recounts:</u></p> <ul style="list-style-type: none"> <li>Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine - I'm in the park and I suddenly see a giant bat flying towards me!).</li> <li>Follow chronological order using temporal conjunctions, adverbs and adverbial phrases are common (then, next, first, afterwards, just before that, at last, meanwhile).</li> <li>Contain some reader orientation such as scene-setting or establishing context</li> <li>Include re-orientation, e.g. a closing statement that may include elaboration.</li> <li>Make take the form of a diary in which case there may be more emotional responses, thoughts and personal perspectives.</li> </ul>

*You can help your child by...*

- ★ *Practising their weekly spellings with a focus on neat, joined handwriting.*

The whole-class book for this half-term is **'The Nothing To See Here Hotel'** by **Steven Butler**.

*You can help your child by purchasing the book for them (if you haven't already done so) so they have their own copy to access at school and home.*

Science	<p>In Year 3, the children will be focusing on answering the following key question in science: 'How does the human skeleton and muscles support function?'</p> <p>The children will know the following by the end of the unit that humans and animals have skeletons to:</p> <ul style="list-style-type: none"> <li>• Protect their vital organs</li> <li>• Support the structure of their body</li> <li>• Allow movement</li> <li>• Know that humans and animals have muscles which work in pairs to allow movement</li> </ul> <p>In Year 4, children will be focusing on answering the following key question in science: 'What happens to the food I eat?' The children will explore the humans' digestive system and teeth. By the end of the unit, children will know the following:</p> <ul style="list-style-type: none"> <li>• Know that teeth break down food into small swallowable pieces.</li> <li>• Know the function of the molars is to grind food.</li> <li>• Know the function of the canines is to rip food</li> <li>• Know the function of the incisors is to cut food.</li> <li>• Know the oesophagus transports chewed food and liquid to the stomach</li> <li>• Know that the stomach breaks down the chewed food into a liquid</li> <li>• Know that the small intestine allows nutrients to be absorbed into the body.</li> <li>• Know that the function of the large intestine is to absorb water.</li> <li>• Know that the anus allows the body to store and excrete waste</li> </ul> <p><i>You can help your child by...</i></p> <ul style="list-style-type: none"> <li>• <i>researching the human skeleton and creating a fun song to encourage them in remembering!</i></li> </ul>
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. For our next history unit this year, we will be exploring the question; Why did the ancient Maya change the way they lived?</p> <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>• Locate the Ancient Maya on a timeline, and compare with other periods/civilizations around the world at that time.</li> <li>• Know that whilst the ancient city-based Mayan societies disappeared between 900 and 1100, the Maya culture still exists today.</li> <li>• Explain who the ancient Maya were and evaluate some of their achievements.</li> <li>• Use primary written evidence and drawings to suggest what the Mayan cities might have been like, and the purpose of some of the buildings.</li> <li>• Understand that historians have been able to find out so much about the ancient Maya through the study of artefacts.</li> <li>• Infer using reasoning and informed judgement the purpose of a range of ancient Maya artefacts and justify conclusions.</li> </ul>
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 called 'Art of Display' linked with 3D art. The children will explore what a plinth is and the importance of one for a sculptural object. They will then experiment with clay to produce mini figures. After they are familiar with 3D modelling, they will produce 'plinth people' using modelling wire and fabric to produce mini people upon a plinth.</p>
RE	<p>This half term we will be learning about Hinduism, focusing on the Hindu concept of 'karma'.</p> <p>We will be considering three key areas:</p> <ul style="list-style-type: none"> <li>• Hindu Narrative</li> <li>• Hindu Community Practice</li> <li>• Hindu Living</li> </ul> <p>By the end of the unit, we will be able to:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about which actions in life are like snakes/ladders and compare ideas with others, including Hindu views.</li> <li>• Describe some different ways Hindus show their beliefs about reincarnation, e.g. through good or bad karma from their life.</li> </ul>

Computing	<p>The theme for this half-term is 'Repetition in shapes'. The children will create programs by planning, modifying and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. By the end of the unit, children will develop the following skills:</p> <ul style="list-style-type: none"> <li>• Program a computer by typing commands</li> <li>• Create a code snippet for a given purpose</li> <li>• Use a template to draw what I want my program to do</li> <li>• Test my algorithm in a text-based language</li> <li>• Identify repetition in everyday tasks</li> <li>• Use a count-controlled loop to produce a given outcome</li> <li>• Decompose a task into small steps</li> <li>• Create a program that used count-controlled loops to produce a given outcome</li> </ul>
PE	<p>Each half-term, we learn two different PE units. In Spring 1, Badger Class will be partaking in Fitness and Football.</p> <p>In Fitness, we will learn the following skills:</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation.</li> <li>• Develop flexibility control and balance.</li> <li>• Communicate with others during physical activities.</li> <li>• Compare performances with previous ones.</li> <li>• Recognise own success.</li> </ul> <p>In Football, we will learn the following skills:</p> <ul style="list-style-type: none"> <li>• Stopping the ball using both the sole and inside of my feet when moving</li> <li>• Play a longer pass off the ground with some accuracy</li> <li>• Dribble a ball using my feet and perform a turn with control and some speed</li> <li>• Show a good body position when defending in a 2v2</li> <li>• Kick a moving ball past a goalkeeper with accuracy</li> </ul>
DT	<p>This half-term, the children will be focusing on Cooking and Nutrition, with a focus on adapting a recipe. By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Describe features of biscuits using taste, texture and appearance</li> <li>• Follow a recipe with support</li> <li>• Use a budget to plan a recipe</li> <li>• Adapt a recipe using additional ingredients</li> </ul> <p>Please be aware that we may ask for small donations towards the ingredients. These requests will be sent out via email closer to the time.</p>
PSHE	<p>This half-term, our focus in PSHE is 'Valuing Differences'. We will often link back to the 9 protected characteristics to ensure we value everyone's differences. By the end of the unit, children will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise key qualities of friendship and how to make one last</li> <li>• Demonstrate respectfulness in responding to others</li> <li>• Develop an understanding of discrimination and its injustice</li> <li>• Empathise with people who have been subjected to injustice, such as through racism</li> <li>• Identify and describe different groups that make up their wider community</li> <li>• Describe benefits of living in a diverse society</li> <li>• Understand that the information we see online is not always true nor accurate</li> <li>• Recognise that some people can get bullied due to the way they express their gender</li> </ul>



French	<p><b>Year 3</b></p> <p>In French, for Year 3, the emphasis is on speaking and listening but we are starting to read and write more as we explore language structures and sounds via songs, stories and games. We will kick off this term by recapping our French numbers (Y3 1-30) and les Animaux. In addition, we will consolidate our learning about masculine, feminine, plural nouns and adjectives. We will continue our French phoniques.</p> <p><b>Year 4</b></p> <p>In French we will continue to use our speaking, listening, reading and writing to explore a variety of language structures. Spelling, punctuation and grammar will receive increasing focus. Phonics continue to be our main focus in Year 4 and the children will learn more about adjectives, how to apply them to create descriptions of shapes and different people. We are also starting to learn about verbs and how to conjugate them.</p>
Music	<p>By the end of this half of term, Year 3 will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the stylistic features of Night on a Bare Mountain - Mussorgsky using musical vocabulary. tempo, dynamics, timbre, pitch, texture.</li> <li>• Understand that music from different parts of the world, and different times, has different features.</li> <li>• Recognise and explain the changes within a piece of music using musical vocabulary.</li> <li>• Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</li> <li>• Begin to show an awareness of metre / time signature.</li> <li>• Begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> </ul> <p>Year 4 will be learning keyboard as a class and by the end of the unit should be able to use the vocabulary for interrelated dimensions of music (pitch; duration/rhythm; dynamics; tempo; texture; structure; timbre) with little or no prompting, as well as developing skills in playing the instrument!</p>
Collective Worship	<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 <b>love, joy, peace, patience, kindness, goodness, and faithfulness</b>. The Church of England's values of <b>wisdom, hope, community and dignity</b> are also explored and developed through our Worship.</p> <p>This half-term we are looking at developing our understanding of spirituality with a focus on 'self'. Through this we will explore:</p> <ul style="list-style-type: none"> <li>• What spirituality is and what it means to us - John 10:10 (value: joy)</li> <li>• Awareness of our uniqueness, e.g. I am loved and special - John 15:9-10 (value: love)</li> <li>• Our hopes and dreams - John 10:10 (value: hope)</li> <li>• Curiosity and discovery of our own faith - Colossians 2:3 (value: peace)</li> <li>• Being open to new ideas and experiences - 1 Peter 5-7 (value: hope and dignity)</li> <li>• Gratefulness for the things we have and the person I am - Revelation 11:17 (value: joy and wisdom)</li> </ul>