



Trent Young's CE School
Curriculum information
Badger Class
Spring 2 2025

Dear Parents/Guardians,

Welcome to Spring Term 2! We hope you had a lovely, restful break. It's hard to believe we're already halfway through the school year - it seems to be flying by! We are really looking forward to diving into another busy and engaging term, filled with plenty of exciting learning opportunities.

One of the key highlights is we are starting Forest School from next week! Our outdoor learning sessions will focus on building teamwork and developing communication skills, all while exploring the natural world around us. The children will have the chance to immerse themselves in outdoor activities that promote problem-solving, resilience, and creativity. Please ensure that your child brings warm outdoor clothes, coats and wellies to school on Mondays going forward. I will send further details in an email.

A gentle reminder that your child must have their full PE kit in school every day, including tracksuit bottoms and a blue PE hoody, to allow them to take a full part in our PE lessons. Please can girls also continue to ensure they have a change of shorts, rather than just the shorts than many of them wear under their skirts every day.

As always, Badger Class would appreciate volunteers to listen to children read. If you have any availability during the week and can spare an hour listening to lovely readers, please do contact me.

We continue to be SO proud of the children's progress so far this year. It's been a joy watching them develop both academically and socially. They've shown great enthusiasm and curiosity, and we can't wait to see how they continue to grow this term. They are all lovely to teach 😊

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





Best wishes,

Miss Morgan, Mrs Partridge, Mrs Bevan & 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 Mathletics tasks, TT Rockstars 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. They can practise by completing Soundcheck games on TT Rockstars.</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.	
	Year 3	Year 4
	<p>Length & Perimeter:</p> <ul style="list-style-type: none"> - Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - Measure the perimeter of simple 2-D shapes - Add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Fractions</p> <ul style="list-style-type: none"> - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 1 - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - Recognise and show, using diagrams, equivalent fractions with small denominators - Add and subtract fractions with the same denominator within one whole - Compare and order unit fractions, and fractions with the same denominators - Solve problems that involve all of the above. 	<p>Multiplication & Division (2):</p> <ul style="list-style-type: none"> - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout - Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <p>Fractions</p> <p>Year 3 Objectives PLUS:</p> <ul style="list-style-type: none"> - Recognise and show, using diagrams, families of common equivalent fractions - Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number - Add and subtract fractions with the same denominator - Recognise and write decimal equivalents of any number of tenths or hundredths - Recognise and write decimal equivalents to $\frac{1}{10}$, $\frac{1}{100}$ - Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths - Round decimals with one decimal place to the nearest whole number - Compare numbers with the same number of decimal places up to two decimal places - Solve simple measure and money problems Involving fractions and decimals to two decimal places.

You can help your child by...

YEAR 4

- ★ Spend time to learn and practice ALL of their times tables (up to 12x12) both orally and on Times Table Rockstars.

YEAR 3

- ★ Practise solving word problems involving sharing and grouping (division and multiplication).

This half of term we will be focusing on "The Tin Forest" by Helen Ward.
Through this, each year group will focus on the following areas:

Year 3	Year 4
<p>Across all writing</p> <ul style="list-style-type: none"> - To use paragraphs to group related sentences. - Use strategies used to create flow (e.g. pronouns, cohesive phrases and references back to previous points) - To include introductions/openings <p>Narratives, know that:</p> <ul style="list-style-type: none"> - Narratives and retellings are written in first or third person and past tense, occasionally present tense. - Events are sequenced to create chronological plots through the use of adverbials and prepositions. - Dialogue begins to be used to convey characters' thoughts and to move the narrative forward - Typical characters, settings and events are used in each genre. - 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. <p>Non-chronological reports:</p> <ul style="list-style-type: none"> - 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). - Use headings and subheadings to group ideas <p>Explanations:</p> <ul style="list-style-type: none"> - 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. 	<p>Across all writing</p> <ul style="list-style-type: none"> - To use paragraphs to organise ideas around a theme. - To start new paragraphs in narrative when there is a change of time, setting, theme or character. <p>Narratives, know that</p> <ul style="list-style-type: none"> - Narratives and retellings are written in first or third person and past tense, occasionally present tense. - Events are sequenced to create chronological plots through the use of adverbials and prepositions. - Dialogue begins to be used to convey characters' thoughts and to move the narrative forward - Typical characters, settings and events are used in each genre. - 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. - <p>Should also be able to:</p> <ul style="list-style-type: none"> - Builds excitement as the hero faces and overcomes a problem - Effectively blend action, dialogue and description - Uses dialogue to advance the action. "What was that noise? Did you hear it too?" <p>Non-chronological reports:</p> <ul style="list-style-type: none"> - 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). - Use headings and subheadings to group ideas <p>Explanations:</p> <ul style="list-style-type: none"> - 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.
- ★ Encouraging them to write responses to books, poems or stories, explaining her personal views and preferences and encouraging them to practise using a range of conjunctions (e.g. but, so, since, because, as) in their writing to link ideas within sentences.

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, children will be focusing on answering the following key question in science: "How does nutrition allow plants and animals to thrive and survive?"</p> <p>By the end of the unit, children will:</p> <ul style="list-style-type: none"> • Know the role of carbohydrate, protein, fats and vegetables in maintaining a balanced diet. • Know that nutrition provides the body with energy. • Know that animals need to source food from another animals or plants. • Know that plants need nutrients from the soil and room to grow • Know that different plants need different conditions • Know that water is transported in plants from the roots to the stem and excreted through the leaves. <p>In Year 4, children will be focusing on answering the following key question in science: 'How can we classify different plants and animals?'</p> <p>They will answer the question through acquiring new knowledge and by completing scientific enquiries around the area.</p> <p>By the end of the unit, children will:</p> <ul style="list-style-type: none"> • Classify plants in flowering and non-flowering plants • Classify vertebrates into fish, amphibians, birds, fish and mammals • Classify non-vertebrates into insects, arachnids, molluscs. • Know invertebrates are animals which do not have a backbone, vertebrates do. • Know that a classification key is a tool for identifying and grouping based on differences
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. During this half term, we will be considering the important question "How can we live more sustainably?"</p> <p>Our learning will include:</p> <ul style="list-style-type: none"> - Carrying out an environmental review of our school - Know why solar and wind generated power are green energy sources, and how they generate electricity - Explain some of the changes being made to enable people to live more sustainably, and why this is necessary. - Know some of the ways that people are using the natural environment to generate power - Know the impact of burning coal on the environment - Understand that sustainability is to minimise our impact on the environment so that everyone in the future has the same opportunity to live well, wherever they are in the world. - Know how human activity can impact negatively on wildlife (lapwings) and how carefully planned sustainable development can reverse effects. - Know how solar energy can help people live more sustainably
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 'Exploring Still Life'. By the end of the unit, children will learn the following skills:</p> <ul style="list-style-type: none"> • explore the work of contemporary and more traditional artists who work within the still life genre • express thoughts about other artists' work and talk about the meanings of objects as artists present them • use a sketchbook to make visual notes • draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting • present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece

RE	<p>This half-term, we will focus on Salvation, exploring the question: "Why do Christians call the day Jesus died 'Good Friday'?"</p> <p>We will be trying to answer this question by exploring the following areas:</p> <p>Meaning of text:</p> <ul style="list-style-type: none"> - Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. - Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. - Give examples of what the texts studied mean to some Christians. <p>Understanding impact</p> <ul style="list-style-type: none"> - Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. - Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. <p>Responding / making connections:</p> <ul style="list-style-type: none"> - Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.
Computing	<p>The theme for this half-term is 'Data logging'. In this unit, children will consider how and why data is collected over time. They will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Children will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>
PE	<p>This half-term, on Thursdays, we will be learning how to play Basketball, focusing on the following skills:</p> <ul style="list-style-type: none"> - Ball Awareness-moving ball around different parts of the body with control - Dribbling and bouncing a ball with control and using either hand - Pass and receive, stepping into the pass (chest and bounce pass) - Scoring into a net/hoop in a small sided 3v3 basketball game - Perform a jump and stride stop with a pivot - Dodging around a player with the ball, focus on dodging into a space - Protecting the ball - using the pivot to protect the ball. Begin to apply basic principles suitable for defending - Introduce 4v4 or adapted game. Begin to use some additional rules e.g double dribble, travelling. <p>On Mondays we will be focusing on Forest School, building teamwork and developing communication skills.</p>
DT	<p>This half-term, the children will be learning about building structures, with a focus on pavilions. By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • Produce a range of free-standing frame structures of different shapes and sizes. • Design a pavilion that is strong, stable and aesthetically pleasing. • Select appropriate materials and construction techniques to create a stable, free-standing frame structure. • Select appropriate materials and techniques to add cladding to their pavilion.
PSHE	<p>This half-term, our focus in PSHE is 'Keeping Myself Safe'. By the end of the unit, children will have the following skills:</p> <ul style="list-style-type: none"> • Demonstrate strategies for dealing with a risky situation • Give examples of people or things that might influence them in making decisions • Give reasons for why people choose not to smoke or drink too much alcohol • Explain what might happen if people take unsafe risks • Identify images that are safe or unsafe to share online

French	<p>French is taught by our French specialist, Madame Ferguson.</p> <p>Year 3</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>Year 4</p> <p>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>Year 3 will be discussing the stylistic features of different genres (ballads - structure as below, tells a story, usually rhymes) styles and traditions of music using musical vocabulary tempo, dynamics, duration/rhythm, timbre, pitch, structure (mainly solo, verse, chorus), texture.</p> <ul style="list-style-type: none"> - Recognising and explaining the changes within a piece of music using musical vocabulary (as above). - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to show an awareness of metre / time signature. - Beginning to use musical vocabulary (related to the inter-dimensions of music as above) when discussing improvements to their own and others' work. - Use musical vocabulary (tempo, dynamics,) to describe music - Begin to tell the difference between music written in 3 / 4 time and 4 / 4 time - Listen to and describe structure of a ballad (see above) <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 of 'Let your light shine' taken from Matthew 5:14-16, and our Christians 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>The half term we will continue to develop our understanding of spirituality with a focus on 'others', alongside the build-up to the Easter season. Through this we will explore:</p> <ul style="list-style-type: none"> • Loving others as love ourselves - Mark 12:31 (value: love) • Shrove Tuesday - Proverbs 15:28 (value: self-control / patience) • Being a good neighbour - Luke 10:25-37 (value: kindness and goodness) • Saint Patrick - Lamentations 3:23 (value: faithfulness) • Compassion for others - Colossians 3:12 (value: kindness and goodness) • Holy week - Psalm 28:7 (value: joy and wisdom)