



Trent Young's CE School
Curriculum information
Badger Class
Summer 1 2025

Dear Parents,

We hope you had a lovely, restful Easter break and are ready for the busy term ahead! There's lots to look forward to in Badger Class this half term.

To start the term, Year 4 will be heading off on their 'Field to Food' school trip, where they'll learn more about how food is grown and produced. We also have our next Gore Farm visit to look forward to where we'll continue learning about the animals, will start to plant some vegetables, and will explore seasonality and the changes in our local environment.

In PE, we'll be focusing on athletics as we begin preparing for Sports Day, and we'll also be developing our movement skills through dance. In music, we're starting a new topic on Samba music and our art sessions will continue to give everyone the chance to be creative and expressive.

We'll also be levelling up our learning and securing our times tables this half term as they play such an important part in maths across the curriculum. Any extra support with practising at home is always appreciated please!

We're hoping to make the most of the warmer weather with more opportunities to learn outside, but please make sure children continue to bring a waterproof coat, just in case.

Please keep an eye on our class website page <https://www.trentyoungs.dsat.org.uk/badger-class-1/> for updates about what we've been up to in class - we'll keep this updated regularly.

Thank you, as always, for your continued support—we really value it. We're looking forward to a great few weeks ahead. If you have any questions, as always, please 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. **Toys, stationary and notebooks do not need to be in school.**

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.					
	<table><tr><th>Year 3</th><th>Year 4</th></tr><tr><td><p>Fractions</p><ul style="list-style-type: none">Add and subtract fractions with the same denominator within one wholeCompare and order unit fractions, and fractions with the same denominatorsSolve problems that involve all of the above.<p>Measurement</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<p>Money</p><ul style="list-style-type: none">Add and subtract amounts of money to give change, using both £ and p in practical contexts.</td><td><p>Decimals</p><ul style="list-style-type: none">Divide a 1 or 2-digit number by 10 and 100Recognise and write decimal equivalents of any number of tenths or hundredthsSolve measure and money problems involving decimals to 2dp.Compare numbers with the same number of decimal places up to 2 decimal placesRound decimals with 1 decimal place to the nearest whole numberRecognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$<p>Money</p><ul style="list-style-type: none">Estimate, compare and calculate different measures, including money in pounds and pence<p>Time</p><ul style="list-style-type: none">Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days<p>Read, write and convert time between analogue and digital 12- and 24-hour clocks</p></td></tr></table>	Year 3	Year 4	<p>Fractions</p> <ul style="list-style-type: none">Add and subtract fractions with the same denominator within one wholeCompare and order unit fractions, and fractions with the same denominatorsSolve problems that involve all of the above. <p>Measurement</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 <p>Money</p> <ul style="list-style-type: none">Add and subtract amounts of money to give change, using both £ and p in practical contexts.	<p>Decimals</p> <ul style="list-style-type: none">Divide a 1 or 2-digit number by 10 and 100Recognise and write decimal equivalents of any number of tenths or hundredthsSolve measure and money problems involving decimals to 2dp.Compare numbers with the same number of decimal places up to 2 decimal placesRound decimals with 1 decimal place to the nearest whole numberRecognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ <p>Money</p> <ul style="list-style-type: none">Estimate, compare and calculate different measures, including money in pounds and pence <p>Time</p> <ul style="list-style-type: none">Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks</p>	
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<p>You can help your child by...</p> <ul style="list-style-type: none">★ Spending time to learn and practice ALL of their times tables (up to 12x12) both orally and on Times Table Rockstars.						
English	<p>This half term we will focus our English work around two main themes:</p> <ul style="list-style-type: none">- Explanation Texts- Character Descriptions, Setting Descriptions and Dialogue <p>Once children prove that they can consistently write legibly and joined, they may receive a handwriting pen!</p> <p>Through this, each year group will focus on the following areas:</p>					
	<table><tr><th>Year 3</th><th>Year 4</th></tr><tr><td><p><u>Narratives:</u></p><ul style="list-style-type: none">Mix short and long sentences to change, accelerate or show pace for reader.To combine sentences, using a wider range of subordinating and co-ordinating conjunctions.To know that a comma is used to separate clauses.To use the word 'as' to build a simile (e.g. the train was as slow as a hearse.)To use metaphors to create vivid images in the reader's mind.</td><td><p><u>Narratives:</u></p><ul style="list-style-type: none">Mix short and long sentences to change, accelerate or show pace for reader.To combine sentences, using a wider range of subordinating and co-ordinating conjunctions.To know that a comma is used to separate clauses.To use the word 'as' to build a simile (e.g. the train was as slow as a hearse.)To use metaphors to create vivid images in the reader's mind.To identify, select and effectively use pronouns.To know that 'the', 'a' and 'an' are determiners.To know that a determiner comes before a noun or an adjective (within a noun phrase).</td></tr></table>	Year 3	Year 4	<p><u>Narratives:</u></p> <ul style="list-style-type: none">Mix short and long sentences to change, accelerate or show pace for reader.To combine sentences, using a wider range of subordinating and co-ordinating conjunctions.To know that a comma is used to separate clauses.To use the word 'as' to build a simile (e.g. the train was as slow as a hearse.)To use metaphors to create vivid images in the reader's mind.	<p><u>Narratives:</u></p> <ul style="list-style-type: none">Mix short and long sentences to change, accelerate or show pace for reader.To combine sentences, using a wider range of subordinating and co-ordinating conjunctions.To know that a comma is used to separate clauses.To use the word 'as' to build a simile (e.g. the train was as slow as a hearse.)To use metaphors to create vivid images in the reader's mind.To identify, select and effectively use pronouns.To know that 'the', 'a' and 'an' are determiners.To know that a determiner comes before a noun or an adjective (within a noun phrase).	
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	<p><u>Character Description and Dialogue:</u></p> <ul style="list-style-type: none"> To give more detail about what a character is doing while speaking. To begin to use dialogue to convey characters' thoughts and to move the narrative forward To use other punctuation to indicate direct (reported) speech. 	<ul style="list-style-type: none"> Use a widening range of co-ordinating and subordinating conjunctions including those that set up a contrast of relationships, e.g. despite To use phrases linked to subordination, e.g. so that, even though. <p><u>Character Description and Dialogue:</u></p> <ul style="list-style-type: none"> To give more detail about what a character is doing while speaking. To begin to use dialogue to convey characters' thoughts and to move the narrative forward To use other punctuation to indicate direct (reported) speech..
	<p>Explanations, know that:</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 temporal conjunctions or adverbs or adverbial phrases, e.g. first, then, after that, finally. Use of causal conjunctions, e.g. so, because of this 	<p>Explanations, know that:</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 temporal conjunctions or adverbs or adverbial phrases, e.g. first, then, after that, finally. <p>Use of causal conjunctions, e.g. so, because of this</p>
	<p>You can help your child by...</p> <p>★ Practising weekly spellings with a focus on neat, joined handwriting.</p>	
	<p>The whole-class book for this half-term is "A Different Kind Of Freedom" by Richard O'Neill.</p> <p>You can help your child by purchasing the book for them to bring to school during our whole-class reads and comprehension tasks.</p>	
Science	<p>In Year 3, children will be focusing on answering the following key question in science: "How do flowering plants reproduce?"</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"> Know that plants mature and create flowers and seeds Know that the flower attracts pollinators. Know that pollinators carry pollen from one plant to another causing pollination to occur. Know that a seed forms as a result of pollination Know that seeds disperse by wind, explosion, animals and water. Know that seeds disperse to find room to grow new plants. Plants have different parts (structure) which enables the function of reproduction. This allows the species to continue. <p>In Year 4, children will be focusing on answering the following key question in science: 'Why are food chains important?'</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"> Know that a food chain starts with a producer (plant) Know that a food chain includes predators who feed on prey Construct a food chain containing producers, predators and prey Know that environmental changes can endanger living things in a habitat (e.g. global warming) 	

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>During this half term, we will work on a history unit as we explore the big question: 'What did the Vikings want and how did Alfred help to stop them getting it?' We will begin by discovering the 'terror' that appeared in Britain on June 8th 793 AD, when Vikings first invaded Britain by entering the Holy Island (Lindisfarne). We will explore why and how they invaded Britain as well as investigate the power they seemed to have over Britain. Next, children will analyse longships that Vikings used to travel to Britain including how they were well-built and why they were so important. By the end of the unit, the children will have learnt about why King Alfred was called 'the Great' as well as how he stopped Vikings invading all of Britain, linked to religion and Christianity.</p> <p><i>You can help your child by exploring Horrible Histories videos based on the 'Vicious Vikings'</i></p>
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 'Sculpture, Structure, Inventiveness and Determination' and it focuses on 3D art. We will begin by exploring the work of artists (such as Marcus Coates) who explore parallels between us and other beings; what we can learn from birds! The children will analyse 3D art linked to birds and ask questions about the artwork. For the remaining lessons, children will sketch bird nests, inspired by Marcus Coates, using a variety of materials such as hard/soft pencils, wax, watercolour. Once their nests are designed and drawn, they will make a 3D sculpture of it by using felt, straws and cardboard. They will consider what birds put in their nests for it to look realistic.</p>
RE	<p>This half-term, we will thinking about the question: 'What symbols and stories help Jewish people remember their covenant with God?'</p> <p>By the end of the unit we will be able to:</p> <ul style="list-style-type: none"> Recall the story of Noah (Genesis) and describe what a Jewish person might learn from them. Listen to stories of Abraham and discuss what they mean in how Jewish people believe they should live. Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations. Describe how Jewish people show the importance of remembering their covenant with God when they fix a mezuzah and touch it. Explain how Jewish and Christian people both read and discuss Bible stories to know about God.
Computing	<p>The theme for this half-term is 'photo editing'. The children will use software called Paint.net to edit photographs provided to them, based around nature.</p> <p>During the unit, children will obtain the following skills:</p> <ul style="list-style-type: none"> Explain that the composition of digital images can be changed Explain that colours can be changed in digital images Explain how cloning can be used in photo editing Explain that images can be combined Combine images for a purpose
PE	<p>This half-term, we will be focusing on Athletics in preparation for Sports Day as well as dance.</p> <p>In Athletics, children will learn the following skills:</p> <ul style="list-style-type: none"> Accelerate quickly with speed and control Throw a javelin with height and distance Pace myself when running longer distances Throw a tennis ball with height and distance Pass and receive a relay baton with control and timing <p>In dance, children will learn the following skills:</p> <ul style="list-style-type: none"> Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

DT	<p>This half-term, the unit is textiles. We will be using a variety of sewing techniques to create a book sleeve.</p> <p>By the end of this unit, the children will be able to:</p> <ul style="list-style-type: none"> Identify features, benefits and disadvantages of a range of fastening types Write a design criteria and design a sleeve that satisfies the criteria Make a template for a book sleeve Assemble a case using any stitch they are comfortable with
PSHE	<p>This half-term, our focus in PSHE is 'Being my Best'. The key theme for this is for children to grow independence and take responsibility.</p> <p>The children will obtain the following skills:</p> <ul style="list-style-type: none"> Explain how one organ functions and how it contributes to the health of my body Explain how choices relating to smoking and drinking can affect a person's health Think of ways to improve a skill and the strategies that will help me do this Name several qualities that make people approachable, based on how they behave
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>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>Our music learning this half term will focused on Samba: Carnival sounds and instruments. Our theme is South America.</p> <p>By the end of the unit we will know that:</p> <ul style="list-style-type: none"> Samba music originated in Brazil, South America and its main musical feature is syncopated duration/rhythms. The 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. A duration/rhythmic break is a place in the music where some of the instruments play a new duration/rhythm before going back to the original duration/rhythms.
Collective Worship	<p>Collective Worship is based on our vision of 'Let your light shine' taken from Matthew 5:14-16, and out Christians Values, which are taken from Galatians 5:22-23: "But the fruit of the sprit 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 will continue to develop our understanding of spirituality with a focus on the 'world'.</p> <p>Through this we will explore:</p> <ul style="list-style-type: none"> Connecting with nature - Psalm 104: 24-25 (value: peace) Looking after our world - Genesis 2:15 (value: kindness and goodness) Notice: what a world! - Psalm 8:1 and 8:3-4 (value: joy) Life in other parts of our world - Psalm 24:1 (value: love) Celebrating diversity - Genesis 1:26-27 (value: dignity)