



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

Dear Parents/Guardians,

Thank you ever so much for all your support during our first half term this academic year. The children have returned to school life being ready, respectful and safe. It was also a delight to speak with so many of you at Parents' Evening. With the support we give your child in school and at home, they are bound to be letting their light shine!

As you will see in the subject section below, we are doing a lot of intriguing learning this half-term. I have suggested ways you can help your child in some of these areas. Please take the time to discuss upcoming learning with your child. In addition to these subjects, we will be taking part in some Forest School sessions this half-term. A separate letter containing information about this will be sent home soon.

We are looking forward to the upcoming Year 5/6 Lingleat trip on 29th November. If not already, please give permission and pay via Arbor. It will be a fun-filled day including a workshop on adaptations and evolution, safari bus tour and festival of lights!

The children have succeeded in using Teams for their homework this half term and have shown great independence. This saves a huge amount of paper and it is hopefully easier for you to keep an eye on what has been set/completed via Teams, compared to a homework book. We will often use the children's Office365 logins in school throughout this half term so it would be very helpful if they know this, along with their Mathletics and TT Rockstars login details.

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 that 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 fox@trentyoungs.dsat.org.uk.

Kind regards,

Miss Jagla and Mrs Harvey

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

	Maths Children will receive maths home learning on a Wednesday, and this should be handed in by the following Monday. 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. 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.
	English 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.
	Spelling 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.
	Reading Reading books and reading diaries should be brought to school and taken home every day. 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.

Curriculum Coverage

Maths

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

Year 4	Year 5
<u>Multiplication and Division</u> - Recall multiplication and division facts for multiplication tables up to 12×12. (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> - Find the area of rectilinear shapes by counting squares	<u>Multiplication and Division</u> - Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers - Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers - Establish whether a number up to 100 is prime and recall prime numbers up to 19 - Recognise and use square and cube numbers, and the notation for squared and cubed. - Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. - Multiply and divide by 10, 100 and 1,000 - Multiply and divide mentally, drawing upon known facts <u>Fractions</u> - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number - Compare and order fractions whose denominators are all multiples of the same number - Add and subtract fractions with the same denominator, and denominators that are multiples of the same number

You can help your child by...

- ★ Spend time to learn and practice ALL of their times tables (up to 12×12) both orally and on Times Table Rockstars.
- ★ Y4 - identifying what area is in everyday objects/places (e.g. a field)
- ★ Y5 - identify fractions of objects (e.g. a pizza cut into eighths)

This half term we will focus our English work around two different texts: The True Story of the 3 Little Pigs, by Jon Scieszka and poem F is for Fox, by Carol Ann Duffy.

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. Legible and joined handwriting at a good speed is essential by the end of Year 5. Once children prove that they can consistently write legibly and joined, they may receive a handwriting pen!

Through this, each year group will focus on the following areas:

Year 4	Year 5
The True Story of the 3 Little Pigs First person diary recount: - Mix short and long sentences to change, accelerate or show pace for reader. - To understand the difference between plural and possessive 's' - Indicate possession by using the possessive apostrophe with plural nouns The True Story of the 3 Little Pigs Newspaper report: - To use fronted adverbials to give more detail or link ideas across paragraphs. - Use WHERE adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls. - To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition - To identify, select and effectively use pronouns. - To use other punctuation to indicate direct (reported) speech. - To use a comma to separate the reporting clause. Poetry - F is for Fox - Use metaphor to create vivid images in the reader's mind. - Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary	The True Story of the 3 Little Pigs First person diary recount: - In fictional recounts, the recount can sometimes re-order the chronology of events in the narrative - using techniques such as flashbacks and moving the focus backwards and forwards in time. - Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby, and number e.g. secondly - Ensure the consistent and correct use of tense throughout a piece of writing The True Story of the 3 Little Pigs Newspaper report: - Remove overused subjects in a sentence by combining sentences - To know that parentheses are used to add extra information in to a sentence (when removed the sentence still makes sense on its own). - To use relative clauses, that begin with a relative pronoun (who, which, where, when, whose, that). - To use correct punctuation and text structure when adding the listener's reaction to direct speech. Poetry - F is for Fox - Use techniques and vocabulary choices for effect or emphasis e.g. personification, technical vocabulary, and imagery linked to senses. - Use a thesaurus - To identify and use interesting and ambitious tier two and three words, in their own writing, from across the curriculum and from independent reading.

You can help your child by...

- ★ Practising their weekly spellings with a focus on neat, joined handwriting.
- ★ Practising using subordinate clauses within writing, using the video link on Teams.

The whole-class book for this half-term is **A Christmas Carol**, by **Charles Dickens**.

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

Science	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. <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> The Year 5s Science unit this half term is 'Living things and their habitats' with a focus on life cycles. The children will observe and compare differences in life cycles of mammals, birds, insects and amphibians. They will dig into the process of metamorphosis in insects and research into the duck-billed platypus, explaining why they differ from other mammals. <i>You can help your child by... exploring the life cycles of different species, such as your child's favourite animal !</i>
Geography	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? 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. <i>You can help your child by...</i> ★ <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	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. 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. 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. 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.
RE	This half-term, we will learn about Incarnation within Christianity with the key question, 'Was Jesus the Messiah?' The children will explore the definition of a messiah and relate it to what Christians believe. They will look at Gospel texts which explains how and why Jesus was the Messiah as well as why Christians needed one. Finally, children will link Jesus as the Messiah to Christmas and explore how Christians put their beliefs into action at Christmas time.

Computing	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.
PE	Each half-term, we learn two different PE units. In Autumn 2, Fox Class will focus on Tag Rugby and Yoga. Children who are signed up for swimming will continue to go every Thursday afternoon. In Tag Rugby, we will learn the following skills: • tag a player whilst moving • move with speed in a variety of directions with the ball in my hand using the correct handling position • pass a ball backwards or sideways with some control and accuracy • avoid a defender to score a try In Yoga, we will learn the following skills: • 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	Our DT work this term will focus on the digital world through 'Monitoring Devices'. We will be applying our computing skills to program a Micro:bit animal monitor (such as thermometer) and using 3D CAD (computer aided design) tools in Tinkercad to design a case, housing or stand. Children will learn the following skills: • Researching (books or internet) for a particular animal's needs. • Developing design criteria based on research. • Generating multiple housing ideas using building bricks. • Understanding what a virtual model is and the pros and cons of traditional and CAD modelling. • Placing and manoeuvring 3D objects using CAD. • Changing the properties of or combining one or more 3D object using CAD. • Understanding the functional and aesthetic properties of plastics. • Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature moves out of a specified range. • Explaining key functions in their program (audible alert or visuals). • Explaining how the product's programmed features would be useful for an animal carer.
PSHE	This half-term, our focus in PSHE will be 'Valuing Differences'. We will discuss the following whilst also focusing on the 9 protected characteristics: • Identify different origins, national, regional, ethnic and religious backgrounds. • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. • Recognise potential consequences of aggressive behaviour. • Define the word respect. • Understand and identify stereotypes, including those promoted in the media.

French	French is taught by our French specialist, Madame Ferguson, every Wednesday. 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. Year 5: 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 start to learn how to conjugate verbs and 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.
Music	In Year 4, 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. Children will be able to: • 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. In Year 5, the children will be focusing on the unit 'Blues'. Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing. They will be able to: • Name 3 key features of blues music • Sing in tune, using vocal expression to convey meaning • Explain what a chord is and play the chord of C sixteen times • Play the 12-bar blues correctly • Play the notes of the blue scale in the correct order, ascending and descending.
Collective Worship	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