Trent Young's CE School

Curriculum information

Fox Class

Spring 1 2025

Dear Parents/Guardians,

We hope that you have had a wonderful Christmas and Happy New Year. Welcome to 2025 in Fox Class!

This half-term, we will be extremely busy (as usual!) in developing our knowledge and skills across the curriculum. Please read the below information to find out what units we will be focusing on throughout this half-term.

Whilst it is still winter, please ensure your child comes to school with the appropriate uniform and a warm coat every day. Alongside this, your child must have the correct PE kit, including warm jogging bottoms, school hoodie and trainers. Fox Class will have their PE lessons every Monday and Wednesday.

Home learning, via Teams, will continue to be set every week. Maths will be set on Wednesdays and is due the following Monday. English will be set on Fridays and is due the following Wednesday. Spellings will be uploaded every Monday for the week with a spelling test every Friday. Please also ensure your child comes to school with their reading diary every day – this will be checked every Monday. The expectation is for children to read at least 4 times per week and team points may be issued! If your child is not reading 4 or more times, they may be asked to make up for this with 5 minutes at break time instead.

As always, please refer to the school's weekly newsletters sent out on a Friday for upcoming information and events.

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 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 **Wednesday**, 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
Multiplication and Division: • Recognise and use factor pairs and commutativity in mental calculations • Recall multiplication facts up to 12x12 • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • 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. • Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout • 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 **Length and Perimeter** • Convert between different units of measure (e.g. kilometre to metre; hour to minute) • Measure and calculate the perimeter of rectilinear figures (including squares) in centimetres and metres • Find the perimeter of regular polygons (such as an equilateral triangle, octagon and hexagon)	**Multiplication and Division:** • Multiply numbers up to four digits by a 1 or 2-digit number using a formal written method, including long multiplication for 2-digit numbers • Divide up to four digits by a 1-digit number using short division and interpret remainders appropriately for the context • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes **Fractions** • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • Calculate a fraction of a quantity • 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

You can help your child by…

- ★ *Spend time to learn and practice ALL of their times tables (up to 12x12) both orally and on Times Table Rockstars.*
- ★ *Y4 – When out walking or traveling, observe distance in kilometres and convert them into metres.*
- ★ *Y5 – Practise using the long multiplication method when multiplying a 2-digit number by 1 digit (e.g. 72 x 5) using guidance on BBC Bitesize.*

English

This half term we will focus our English work around 'Frog' by Joffre White. Since Joffre visited our school last year and many of us bought his books, it will be fantastic to become inspired by his vocabulary and genres of writing. We will thoroughly dig into the first two chapters of 'Frog' and write our own setting and character descriptions, using ambitious vocabulary. After finishing our descriptions based on 'Frog', we will watch the Literacy Shed video 'A Cloudy Lesson'. This video clip will encourage children to think creatively as the main character can create clouds. We will use this video to help us produce our own clouds and write a persuasive text on why someone should buy their cloud. The children will use persuasive language, including modal verbs, similes and metaphors.

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
Frog, Joffre White – Setting Description: • To expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. • To know that 'the', 'a' and 'an' are determiners. • To know that a determiner comes before a noun or an adjective within an expanded noun phrase • Use WHERE adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls. **Frog, Joffre White – Character Description:** • To use a wider variety of adverbs and adverbial phrases to add detail, show cause or vary sentence structure • To use a comma after a subordinate clause if it comes at the start of a sentence **A Cloudy Lesson – Buy My Cloud! – Persuasive text:** • Use • the word 'as' to build a simile e.g. the train was as slow as a hearse. • Make language choices that are interesting and varied. • Use previously taught sentence punctuation (full stops, capital letters exclamation, question marks and commas for lists) with accuracy and consistency	**Frog, Joffre White – Setting Description:** • Using expanded noun phrases to convey complicated information concisely • Create multi-clause sentences by using coordinating and subordinating conjunctions and relative clauses. • Know that a multi-clause can be up to 3 clauses long. • Use techniques and vocabulary choices for effect or emphasis e.g. personification, technical vocabulary, and imagery linked to senses. (metaphors/personification) **Frog, Joffre White – Character Description:** • Use brackets, dashes or commas to indicate parenthesis • Write relative clauses to show extra information about a noun. • To know that commas are used to show where a relative clause starts and ends. **A Cloudy Lesson – Buy My Cloud! – Persuasive text:** • Use modal verbs to show possibility • Begin with an opening which states a position • Sequence arguments as points with some elaborations, using conjunctions • Convey a convincing viewpoint using the point of view of others and 'factual' data to support it • Close with reiteration as a summary and restatement of the opening position

You can help your child by…

- ★ *Practising their weekly spellings with a focus on neat, joined handwriting.*
- ★ *Recapping punctuation via the Crystal Explorers game on BBC Bitesize.*

The whole-class book for this half-term is **'Frog' by Joffre White.**

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

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:

- Know that teeth break down food into small swallowable pieces.
- Know the function of the molars is to grind food.
- Know the function of the canines is to rip food
- Know the function of the incisors is to cut food.
- Know the oesophagus transports chewed food and liquid to the stomach
- Know that the stomach breaks down the chewed food into a liquid
- Know that the small intestine allows nutrients to be absorbed into the body.
- Know that the function of the large intestine is to absorb water.
- Know that the anus allows the body to store and excrete waste

★ *You can help your child by researching the human skeleton and creating a fun song to encourage them in remembering!*

Science	In Year 5, children will be focusing on answering the following key question in science: 'How do planets orbit the sun?' The children will explore the solar system, including earth, moon and sun as spherical bodies. They will also mathematically measure and compare all planets in the solar system, including their sizes and distances from the sun. By the end of the unit, children will know the following: • Know that gravity is an attractive force which causes unsupported objects fall to earth. • Know that sun is the centre of our solar system. • Know that the sun's gravitational force cause the planets to orbit it. • Know that the moon orbits the earth. • Know that the moon appears differently in the night sky at different points in its orbit. • Know that the time between two full moons is an orbit cycle. • Know that sun is a star. • Name the eight planets in the solar system. • Know that the sun, earth and moon are approximately spheres. • Know that earth spins on its axis. • Know that one spin is 24 hours • Know that this causes the surface of the earth to face towards the sun in the day time and away from the sun at night. • Know that the Earth rotation makes it appear as if the sun is moving across the sky. ★ *You can help your child by exploring the solar system, including facts on the 8 planets.*
History	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 relevance of oracle bones within the Shang Dynasty. Our work will begin by examining what we can learn from the 'dragon bones' which were being sold in a Chinese market in 1899. This will allow us to find out what it would have been like to have lived during the Shang Dynasty, including how experiences would have differed for people at different levels of the social hierarchy. We will also learn how hieroglyphs were used to create questions/messages on the oracle bones. The second part of our inquiry will then allow us to explore what we can learn from the contents of Shang tombs. This will lead to us considering what the characteristics of a good ruler is and how we can work out what sort of a person had been buried from the contents of their tomb. ★ *You can help your child by helping them to think about how they know about events that happened in the past. E.g. how do we know about events in different stages of history i.e. WWII, reign of Henry VIII, building of Stonehenge?*
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 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.
RE	This half-term, we will focus on Islam, focusing on incarnation. By the end of the unit, the children will learn the following: • Muslims believe that Islam is a spiritual state of submission to Allah • The idea of willing obedience • How submission and obedience link to Muslim stories in the Qur'an • How Muslims show submission and obedience through ritual prayers

Computing	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: • Program a computer by typing commands • Create a code snippet for a given purpose • Use a template to draw what I want my program to do • Test my algorithm in a text-based language • Identify repetition in everyday tasks • Use a count-controlled loop to produce a given outcome • Decompose a task into small steps • Create a program that used count-controlled loops to produce a given outcome
PE	Each half-term, we learn two different PE units. In Spring 1, Fox Class will be partaking in Gymnastics and Football. In Gymnastics, we will learn the following skills: • Perform a scissor kick with body tension, pointed toes and link onto apparatus • Perform a T-roll with good control • Perform a symmetrical and asymmetrical balance sequence • Perform a cartwheel with straight legs • Perform a hurdle step on a springboard • Perform a squat on, squat off onto a box top, with a short run up In Football, we will learn the following skills: • Stopping the ball using both the sole and inside of my feet when moving • Play a longer pass off the ground with some accuracy • Dribble a ball using my feet and perform a turn with control and some speed • Show a good body position when defending in a 2v2 • Kick a moving ball past a goalkeeper with accuracy
DT	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: • Describe features of biscuits using taste, texture and appearance • Follow a recipe with support • Use a budget to plan a recipe • Adapt a recipe using additional ingredients 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.
PSHE	This half-term, our focus in PSHE in '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: • Recognise key qualities of friendship and how to make one last • Demonstrate respectfulness in responding to others • Develop an understanding of discrimination and its injustice • Empathise with people who have been subjected to injustice, such as through racism • Identify and describe different groups that make up their wider community • Describe benefits of living in a diverse society • Understand that the information we see online is not always true nor accurate • Recognise that some people can get bullied due to the way they express their gender

French	**Year 4** 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. **Year 5** We will kick off this term by recapping our number learning (Y5 1-100). In addition, we will consolidate our learning about masculine, feminine, plural nouns and adjectives. We will continue our French *phoniques* to explore time, food, verbs and dictionary skills. The Year 5s will tackle sentence building as we continue to use our speaking, listening, reading and writing to explore a variety of language structures. Spelling, punctuation and grammar will receive increasing focus.
Music	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! Year 5 will be focusing on dynamics, pitch and texture within music. We will start by exploring the work of Mendelssohn as we consider the scene that could accompany his Hebrides Overture (Fingal's Cave). We will then continue with the theme of water as we represent 'waves' in different ways using different levels of pitch, dynamics and texture before recording this using a graphic score. Finally, we will combine these ideas to create our own wave-based recording which focuses on building pitch, dynamics and texture.
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 developing our understanding of spirituality with a focus on 'self'. Through this we will explore: • What spirituality is and what it means to us – John 10:10 (value: joy) • Awareness of our uniqueness, e.g. I am loved and special - John 15:9-10 (value: love) • Our hopes and dreams – John 10:10 (value: hope) • Curiosity and discovery of our own faith - Colossians 2:3 (value: peace) • Being open to new ideas and experiences – 1 Peter 5-7 (value: hope and dignity) • Gratefulness for the things we have and the person I am - Revelation 11:17 (value: joy and wisdom)