



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

Dear Parents/Guardians,

We hope that you had a restful week and that the children are ready for another busy but fun half-term ahead!

The children really proved themselves as fantastic role models during the first half of the spring term and deservedly earned their 50 class merits and reward of Nerf gun competitions and games! We do hope that the children enjoyed this treat and believe they are more than capable at earning another 50 class merits before the summer holiday begins! To continue to be ready for school, please ensure your child brings their reading diary to school every day (especially Mondays) so that we can check that they are reading at home at least 4 times a week. Please remind your child that they are responsible for recording their home reads but can an adult sign it occasionally as well. Please can your child also continue to bring their full PE kit to school every day, including trainers, 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 blue shorts, rather than just the shorts than many of them wear under their skirts.

Excitingly, we are off to We the Curious in Bristol on Friday 14th March. If not already, please can you give permission for your child to come and pay the trip's cost via Arbor by Friday 7th March. A huge thank you to the adult volunteers who have got in touch to join us on the trip; we do not require any more now and can enjoy the trip with a suitable number of adult support!

As always, Fox 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.

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

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
	Fractions - Recognise and use fractions as numbers: unit and non-unit fractions with small denominators - Understand improper fractions and convert between mixed numbers and improper fractions - Recognise and show, using diagrams, families of common equivalent fractions - Add and subtract fractions with the same denominator Decimals - Count up and down in tenths, recognising that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers by 10 - Recognise and write decimal equivalents of any number of tenths or hundredths - Compare numbers with the same amount of decimal places, up to 2 decimal places - Divide a 1- or 2-digit number by 10 and 100 - Count up and down in hundredths, recognising that hundredths arise when dividing ones by 100 and dividing tenths by 10	Decimals and Percentages - Read, write, order and compare numbers with up to 3 decimal places - Read and write decimals as fractions - Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths - Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25 - Recognise and use thousandths, and relate them to tenths, hundredths and decimal equivalents - Solve problems involving numbers up to 3 decimal places - Round decimals with 2 decimal places to the nearest whole and to 1 decimal place - Recognise the per cent symbol % and understand that per cent relates to 'numbers of parts per 100' - Write percentages as a fraction with denominator 100 and as a decimal Perimeter and Area - Measure and calculate the perimeter of rectilinear shapes in cm and m - Calculate and compare the area of rectangles and squares - Estimate the area of irregular shapes Statistics - Solve comparison, sum and difference problems using information presented in a line graph - Complete, read and interpret information in tables, including timetables

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.
- ★ Investigate place value, including decimals (tenths, hundredths and thousandths).

This half term we will firstly focus our English around sentence structure, including compound and complex sentences which includes relative clauses for Year 5. The children will learn all about solo percussionist Evelyn Glennie through her non-fiction book 'Listen - How Evelyn Glennie, a deaf girl, changed percussion'. They will then write a mini biography about Evelyn, using subordinate clauses accurately. Once the children have understood Evelyn's story, they will then become Evelyn through writing a diary entry as her, first discovering that she had become deaf.

After this, we will explore explanation texts relating to our geography unit 'Why are mountains so important?'. The children will use a model explanation text on the water cycle; at this point, the children will have learnt about mountains and will have extensive knowledge to produce an explanation text on how mountains are formed. 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
Biography: • To use a wider range of subordinate conjunctions, e.g. although, as, since. • To use phrases linked to subordination, e.g. so that, even though. • To use subordinate clauses at the start and end of sentences. Diary entry: • To use a wider variety of adverbs and adverbial phrases to add detail, show cause or vary sentence structure Explanation text: • 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	Biography: • Use a wider range of subordinating and co-ordinating conjunctions to create multi-clause sentences • Use verbs ending in 'ed' or 'ing' to start clauses to build multi-clause sentences • Understand a sentence can contain 3 clauses but no more. Diary entry: • To use relative clauses, that begin with a relative pronoun (who, which, where, when, whose, that). • To know that a relative clause is a type of subordinate clause. • To know that commas are used to show where a relative clause starts and ends. Explanation text: • To know that parentheses are used to add extra information in to a sentence (when removed the sentence still makes sense on its own). • Use brackets, dashes or commas to indicate parenthesis

You can help your child by...

- ★ Practising their weekly spellings with a focus on neat, joined handwriting.
- ★ Year 4 - Spot and discuss subordinate clauses in books you read at home.
- ★ Year 5 - Spot and discuss relative pronouns (who, which, where, when whose, that) in books you read at home.
- ★

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: 'How can we classify different plants and animals?' They will answer the question through acquiring new knowledge and by completing scientific enquiries around the area. By the end of the unit, children will: • 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 ★ <i>You can help your child by exploring living things in your local area, classifying their species and key features</i> In Year 5, children will be focusing on answering the following key question in science: 'How do animals change as they grow?' They will answer the question through acquiring new knowledge and by completing scientific enquiries around the area. By the end of the unit, children will: • Know that babies are dependent upon an adult • Know that a toddler can move around their world. • Know that children grow rapidly • Know that adolescents experience puberty which enables them to reproduce • Know that adults are fully grown human • Know as humans age, their bodies begin to change ★ <i>You can help your child by exploring the life cycle of a human.</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. During this half term, we will work on a geography unit as we explore why mountains are so important. Our work here will begin by defining what we actually mean by a mountain and where we might find these around the world. We will then build upon this as we learn about how fold mountains are created by the movement of tectonic plates and how this led to fossils being found at the top of Mount Everest. Our work will then come closer to home as we look at the Cambrian mountains and how the climate of this area is affected by the landscape. Finally, we will explore how and why reservoirs are build and how we can utilise these for hydroelectric power stations. ★ <i>You can help your child by helping them to think where they may have been in the UK or abroad where the terrain may have been mountainous. When thinking about this, ask them to consider what it might be like to live in these areas and how people may earn a living in these areas.</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 called 'Exploring Still Life'. By the end of the unit, children will learn the following skills: • 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	This half-term, we will focus on Salvation within Christianity, with the key question 'Why do Christians call the day Jesus died 'Good Friday'?' By the end of the unit, the children will do the following: • Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. • Give examples of what the texts studied mean to some Christians • Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. • Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. • Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.
Computing	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.
PE	This half-term, we will begin our outdoor PE work by learning the different skills needed to play handball. This will be a new sport for many children but has many similarities to other invasion games such as netball, basketball and football. Our work will focus on learning some of the key rules and skills, including passing and shooting. In our other PE sessions, we are lucky to be joined by Dorset Cricket Board to lead some cricket sessions throughout Spring 2. We look forward to sharing pictures of this as the term progresses.
DT	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: • 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	This half-term, our focus in PSHE is 'Keeping Myself Safe'. By the end of the unit, children will have the following skills: • 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	French is taught by our French specialist, Madame Ferguson. Year 4 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 <i>phoniques</i> 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 composing music to represent the Holi festival. We will start by looking at the concept of synaesthesia and how we may be able to link colours to music pieces and sounds. We will then compose using colours as a starting point with a focus on the dynamics and texture of pieces to build on last half term's work. Finally, we will use percussion to build a composition linking to various colours and helping us to represent the Holi festival.
Collective Worship	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. 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: • 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)