



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

Dear Parents/Guardians,

I hope that you have had a relaxing Easter break and that your child is prepared for our final and (as always) busy term! Summer 1 is quite a short term, however, we still have lots to squeeze in including trips and even more fun and new learning.

As we head into the summer term, we will be preparing for our Sports Day towards the end of May! Therefore, we will be spending a lot more time outside. Please continue to ensure your child comes to school with the correct PE kit every day. This still includes warm joggers and hoodies as the weather is still hit and miss. Please also ensure your child has a named water bottle in school every day to stay hydrated in the warmer days to come.

For Year 5, we will be holding auditions for our summer production of Matilda in the coming weeks and, once they are given out, it will be essential that the children bring their scripts with them to school every day.

Excitingly, Year 4 have their Farm to Food trip on 23rd April and Year 5 have their Tank Museum trip on 19th May. In addition, all of KS2 have a visit to Poole Lighthouse for the orchestra performance on 21st May. Since we have lots of upcoming trips, please let us know if you are available to volunteer for any of them!

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 - we'll keep this updated regularly.

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.					
	<table><tr><th>Year 4</th><th>Year 5</th></tr><tr><td> Decimals - Divide a 1 or 2-digit number by 10 and 100 - Recognise and write decimal equivalents of any number of tenths or hundredths - Solve measure and money problems involving decimals to 2dp. - Compare numbers with the same number of decimal places up to 2 decimal places - Round decimals with 1 decimal place to the nearest whole number - Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Money - Estimate, compare and calculate different measures, including money in pounds and pence Time - Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days - Read, write and convert time between analogue and digital 12- and 24-hour clocks </td><td> Statistics - Solve comparison, sum and difference problems using information presented in a line graph - Complete, read and interpret information in tables, including timetables Shape - Know angles are measured in degrees - Estimate and compare acute, obtuse and reflex angles - Draw given angles and measure them in degrees - Identify angles at a point and 1 whole turn (360 degrees) - Identify angles on a straight line and half a turn (180 degrees) - Use the properties of rectangles to deduce related facts and find missing lengths and angles - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles - Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Position and direction - Identify, describe and represent the position of a shape following a reflection or translation, using appropriate language and know that the shape has not changed </td></tr></table>	Year 4	Year 5	Decimals - Divide a 1 or 2-digit number by 10 and 100 - Recognise and write decimal equivalents of any number of tenths or hundredths - Solve measure and money problems involving decimals to 2dp. - Compare numbers with the same number of decimal places up to 2 decimal places - Round decimals with 1 decimal place to the nearest whole number - Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Money - Estimate, compare and calculate different measures, including money in pounds and pence Time - Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days - Read, write and convert time between analogue and digital 12- and 24-hour clocks	Statistics - Solve comparison, sum and difference problems using information presented in a line graph - Complete, read and interpret information in tables, including timetables Shape - Know angles are measured in degrees - Estimate and compare acute, obtuse and reflex angles - Draw given angles and measure them in degrees - Identify angles at a point and 1 whole turn (360 degrees) - Identify angles on a straight line and half a turn (180 degrees) - Use the properties of rectangles to deduce related facts and find missing lengths and angles - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles - Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Position and direction - Identify, describe and represent the position of a shape following a reflection or translation, using appropriate language and know that the shape has not changed	
	Year 4	Year 5				
Decimals - Divide a 1 or 2-digit number by 10 and 100 - Recognise and write decimal equivalents of any number of tenths or hundredths - Solve measure and money problems involving decimals to 2dp. - Compare numbers with the same number of decimal places up to 2 decimal places - Round decimals with 1 decimal place to the nearest whole number - Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Money - Estimate, compare and calculate different measures, including money in pounds and pence Time - Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days - Read, write and convert time between analogue and digital 12- and 24-hour clocks	Statistics - Solve comparison, sum and difference problems using information presented in a line graph - Complete, read and interpret information in tables, including timetables Shape - Know angles are measured in degrees - Estimate and compare acute, obtuse and reflex angles - Draw given angles and measure them in degrees - Identify angles at a point and 1 whole turn (360 degrees) - Identify angles on a straight line and half a turn (180 degrees) - Use the properties of rectangles to deduce related facts and find missing lengths and angles - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles - Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Position and direction - Identify, describe and represent the position of a shape following a reflection or translation, using appropriate language and know that the shape has not changed					
<i>You can help your child by...</i> ★ Year 4 - Spending time to learn and practice ALL of their times tables (up to 12x12) both orally and on Times Table Rockstars. ★ Year 5 - Find angles in and round your house and recognise them as either acute, obtuse or reflex angles. (e.g. an open door can be either acute or obtuse)						
English	This half term we will focus our English work around two main themes: - Adventure Narratives - Character Descriptions and Dialogue Year 5 will also join Owl Class to write explanation texts based around VE Day, as this links in nicely with their history unit. 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:					
	<table><tr><th>Year 4</th><th>Year 5</th></tr><tr><td> Adventure Narratives: - Mix short and long sentences to change, accelerate or show pace for reader. - 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> Adventure Narratives: - To use personification and imagery linked to senses. - To identify and use interesting and ambitious tier two and three words, in their own writing, from across the curriculum and from independent reading. </td></tr></table>	Year 4	Year 5	Adventure Narratives: - Mix short and long sentences to change, accelerate or show pace for reader. - 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.	Adventure Narratives: - To use personification and imagery linked to senses. - To identify and use interesting and ambitious tier two and three words, in their own writing, from across the curriculum and from independent reading.	
Year 4	Year 5					
Adventure Narratives: - Mix short and long sentences to change, accelerate or show pace for reader. - 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.	Adventure Narratives: - To use personification and imagery linked to senses. - To identify and use interesting and ambitious tier two and three words, in their own writing, from across the curriculum and from independent reading.					

	<u>Character Description and Dialogue:</u> - 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. <u>Character Description and Dialogue:</u> - To use correct punctuation and text structure when adding the listener's reaction to direct speech. <u>Explanation Texts:</u> - 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 - To use relative clauses both at the end of sentences and embedded within. You can help your child by... ★ Practising weekly spellings with a focus on neat, joined handwriting. The whole-class book for this half-term is 'The Explorer' by Katherine Rundell. ★ You can help your child by purchasing the book for them to bring to school during our whole-class reads and comprehension tasks.
Science	In Year 4, children will be focusing on answering the following key question in science: 'Why are food chains important?' 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 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) ★ You can help your child by recapping the types of teeth and how these link to animals' diets (e.g. herbivore, omnivore and carnivores). In Year 5, children will be focusing on answering the following key question in science: 'How do different types of animals reproduce?' 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 mammals require a sperm to fertilize an egg - Know that a bird's embryo is grown outside of the female within a protective egg, until it is ready to hatch - Know that an amphibian's embryo is laid as soft spawn in water until they are ready to hatch - Know that insects have four stages within a life cycle (egg, larva, pupa and adult) ★ You can help your child by observing the life cycle of different animals (e.g. human, bird, frog and butterfly).

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. During this half term, Year 4 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. <i>You can help your child by exploring Horrible Histories videos based on the 'Vicious Vikings'</i> This half term, Year 5 will join Owl Class as they focus on VE Day 80 and how World War 2 drew to a close. This will build on previous learning which took children up to the Battle of Britain and Dunkirk. Children will begin by examining D Day/Operation Overlord in more detail as we learn about why an invasion was necessary, how it happened and the impact it had on those fighting. This will also link closely to our English work as we will focus on a description of the scene that would meet a soldier fighting on one of the beaches. Our work will then turn towards the end of the war as we make a judgement about the main reasons that WWII came to an end before learning about VE Day itself. We look forward to supplementing our learning here with our trip to Bovington Tank Museum. <i>You can help your child by directing them to anyone around them who may have stories about the end of WWII and how it felt for them to be celebrating VE Day.</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 '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.
RE	This half-term, we will learn about Sikhism with a focus on worship. The big question we will be answering is 'How does the teaching of the gurus move Sikhs from dark to light?' By the end of the unit, the children will do the following: • Enquire into the idea of Nanak as a guru • Explore how Nanak became a guru • Explore how the Granth is a living guru • Explore how Sikhs focus on listening to the true guru • Evaluate pupils' learning about how the Guru's teaching takes Sikhs from dark to light
Computing	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. During the unit, children will obtain the following skills: • 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	This half-term, we will be focusing on Athletics in preparation for Sports Day as well as Rounders. In Athletics, children will learn the following skills: • 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 In Rounders, children will learn the following skills: • Throw the ball to others and make good decisions in a game situation • Perform a donkey drop and an underarm bowl with control • Bat with confidence and hit it in a variety of directions • Field by using the run and scoop technique
DT	This half-term, the unit is textiles. We will be using a variety of sewing techniques to create a book sleeve. By the end of this unit, the children will be able to: • 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	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. The children will obtain the following skills: • 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	French is taught by our French specialist, Madame Ferguson. 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 phonics 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 Our music learning this half term will develop singing technique with the theme of the Vikings, which links in well with our history unit. We will begin by learning to sing in time with others to 'Here come the Vikings!' before moving onto notation by recognising simple rhythmic notation by ear and sight. They will then use this to compose a Viking battle song before performing it with confidence and discipline, like a Viking! Year 5 Our music learning this half term will explore the music of South and West Africa. We will begin by learning to sing the Shosholozza which is a song often sung at weddings to bring good fortune. We will focus on performing this acapella using a call and response style before then developing this into a full piece by learning how to play this used tuned percussion and then combining this into an ensemble piece. The second half of our unit will then focus on untuned percussion as we use woodblocks, maracas and Djembes to play traditional music.

Collective Worship is based on our vision of 'Let your light shine' taken from Matthew 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 will continue to develop our understanding of spirituality with a focus on the 'world'.

Through this we will explore:

- 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)