



Trent Young's CE School
Curriculum information
Hedgehog Class
Autumn 1 2024

Dear Parents,

Welcome to a new year in Hedgehog Class!

We are very excited to welcome the newest additions to our school as the Reception children join us, and we are equally pleased to welcome back the Year 1 children after a fantastic summer holiday. This first term has already started brilliantly with children happily coming into school and selecting an activity of their choice. We hope all the children in Hedgehog Class will really enjoy their time in school and are ready to 'let their light shine'.

You will receive a newsletter every half term, which will outline any important information you may need, giving you a clear overview of the learning intentions for the children in each subject area and some ideas for supporting your child's learning further at home. We will be regularly sharing your child's learning journey via Tapestry and keeping you updated on what is going on in Hedgehog Class.

We have three key adults working in Hedgehog Class over the course of each week: Mrs Green will be teaching every day. Miss Jones and Miss Partridge will be supporting the children in the classroom each day too. In addition to this: Mr Squibb will be teaching Year 1 during their phonics, reading and Number Sense sessions.

At the start of the year it is always exciting to see the children looking smart in their new uniform. We will be encouraging the children to keep themselves smart throughout the day (shirts tucked in, etc) as we feel this helps the children to have an appropriate frame of mind for learning readiness and for presenting their best work. We would also like to remind children that no nail varnish should be worn in school and long hair should be neatly tied back at all times.

Our first topic for the first part of the Autumn Term is **'Let's be Friends'** where we will be learning about what makes us unique as individuals, how we can be fantastic friends and ways to work together co-operatively. Later in the term we will explore our history topic **'How do we know so much about where Sappho used to live?'** and Reception will be thinking about their own personal history and how we can remember events from the past.



If you have any questions or queries, please do not hesitate to speak to any of us at the start or end of each day, as we are always happy to discuss your child's learning and wellbeing.

Kind regards,
Katherine Green, Louise Jones and Chelsea Partridge

Additional Information

- Homework will be set weekly (this will be for just Year 1 children to begin with).
- All home reading should be recorded in your child's reading record. Your child will read at least 3 times per week in school as part of their guided reading sessions and this is recorded in our class records. You may find comments from time to time on areas where you can support your child at home.
- We encourage children to read as often as possible, so please note any reading you do at home - this will be rewarded in school with team points and certificates.
- Show and Tell sacks - There are 6 'Show and Tell Sacks' that rotate around the class to encourage all children to talk about their own likes and interests in front of their peers. In addition to this, your child may wish to bring in a certificate or something that links to our class learning.
- Please ensure all uniform, including PE kit is named. PE kit should be in school every day and should consist of a white t-shirt, royal blue shorts, white socks, trainers/plimsoles and tracksuit bottoms and PE hoody for the colder days.

Home Learning

	<p style="text-align: center;">Maths and English</p> <p><u>Year 1 children</u> will receive homework on a Friday, and this should be handed in by the following Wednesday. These tasks will take the form of a short activity or game reinforcing learning from the previous week. Tasks should not take longer than 15 minutes. Individual extra tasks may be given from time to time to reinforce learning in class.</p>
	<p style="text-align: center;">Spelling</p> <p>Every Friday, you will be sent a 'Phonics Home Learning' sheet that will align with the phonic sounds that we have learnt over that week. We would really appreciate it if you could practice sounding out, reading and spelling these words with your child. This could also count towards a read for that week.</p> <p>We know that some weeks are busier than others so please do not panic about having to squeeze this in everyday but a little is better than none (any additional support/practice will hugely benefit your children going forwards). On Fridays we will have a phonics review and recap session to help embed and secure learning from the week.</p> <p><u>Reception children</u> will not receive spellings or any testing but they will need support with learning their letter sounds and learning how to form their letters correctly.</p> <p><u>Year 1 children</u> will be given new words every Friday, in their phonics session. Repeated practice of the sounds and spelling helps children move their new learning into their long-term memory, it is important to try to find time to practise and embed spelling outside of the phonics lessons.</p> <ul style="list-style-type: none"> • Read the words. • Add the sound buttons • For tricky words - circle or highlight the tricky part (the part of the word that isn't decodable) • Write the words into their spelling books. • Play games with the words or try putting them into a sentence. <p>Your child will review and revisit the words in the list on the Friday of the following week. If you require any further tips for supporting your child with spelling please get in touch.</p>



Reading

Reading books and reading records should be brought to school and taken home every day. Children will bring home 2 books each week - 1 that they have been using in our reading sessions and 1 to share with you to encourage reading for pleasure. Reading activities could also include the phonics home learning activities for the week and reviewing sounds using sound mats or flash cards.

Ideally your child should read (or enjoy books with you) every day, including some time spent reading to an adult and discussing what has been read. All reading should be recorded in the reading record, and we expect to see a **minimum of four** reading sessions at home every week. Reading logs are checked on Fridays and team points awarded.

To begin with, Reception children will need lots of support learning their sounds and you will receive a sound mat to share with your child each day. The letter sounds will be in the same order in which they are taught. The first individual reading books are books without words but these books help to support and develop the skills they need during their reading sessions.

As part of our phonics scheme 'Little Wandle - Letters and Sounds Revised' reading will be organised so that children will bring home a reading book they are familiar with.

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) - their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home - but they should be able to do this on their own.

In addition to their individual reading book, children will have a story book to share at home and we will help them change this in school. Books will be changed weekly as we encourage you to listen to your child re-read familiar books as this helps to build confidence and fluency.

Curriculum Coverage

<p>Maths</p>	<p><u>Reception</u></p> <ul style="list-style-type: none"> • Match, sort and compare: Children will explore matching, sorting and identifying sets. They will begin to compare small amounts of objects. • Talk about measure and patterns: Children will the size, mass and capacity of everyday objects. Children will copy, continue and create simple patterns. • It's me 1, 2, 3: Children will find, subitise (recognise amounts without counting) and represent numbers within 3. They will find the numbers one more and one less. Children will begin to explore the composition of numbers within 3. <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Numbers to 10: Children will explore numbers to 10 - they will be counting using one-to-one correspondence and using ten frames to represent numbers. They will then be writing numbers using both numerals and words. Children will be introduced to the concept of 0 by counting backwards from numbers below 10 and will compare numbers using the terms greater than, less than and as many as. Children will explore which numbers are greatest and smallest in a series, and order numbers to show value. • Number bonds: Children will explore the building blocks of numbers. Children will explore different ways of making numbers using the number bond diagrams and then use their understanding of number bonds to create number stories using pictorial representations. • Addition within 10: Children will come across different ways of adding to 10. They will encounter the part-whole diagram and begin to lay the foundations of the inverse of addition. They will also begin to make their own addition equation in order to support the deeper understanding of the processes of addition. <p><i>You can help your child by...</i></p> <ul style="list-style-type: none"> • <i>Sorting groups of objects in different ways (buttons, toys, coins)</i> • <i>Counting and ordering numbers</i> • <i>Writing numbers and ensuring correct number formation</i> • <i>Playing number games and board games at home with them</i> • <i>Involving children in practical everyday activities will also help them in their learning, such as counting out the money with you on a shopping trip and helping measure liquids and solids when cooking</i>
<p>English</p>	<p>During our English lessons we will be introducing 'Drawing Club', and within that we will be discovering new stories and tales we already know. We will be exploring vocabulary, characters, settings and adventures. We will also be writing labels and making posters in line with our topic.</p> <p>We will explore key texts:</p> <ul style="list-style-type: none"> ○ The Tiger Who Came To Tea ○ Peace At Last ○ The Colour Monster ○ Would You Rather ○ Circles All Around Us ○ Funnybones

	<p>Year 1 children will focus their learning on the concept of sentence and identifying the different parts of a sentence.</p> <div data-bbox="355 224 639 385" data-label="Diagram"> <pre> graph TD S[Sentence] NP[The naming part] AP[The action/being part] S --- NP S --- AP </pre> </div> <p>You can help your child by...</p> <ul style="list-style-type: none"> ★ <i>Correct letter formation - if you are unsure, please speak to us and we will be happy to discuss this with you!</i> ★ <i>Sharing and discussing stories</i> ★ <i>Supporting learning of their first sounds and tricky words. More information will be shared on this over the coming weeks.</i> ★ <i>Year 1 - Practice spellings each week</i>
Science	<p>All About Me</p> <p>In this unit, children learn about the human body and consider similarities and differences between them. Children engage in a variety of activities including drawing and labelling the body, using their senses to conduct an investigation and order human lifecycle from birth to old age.</p> <p>You can help your child by...</p> <ul style="list-style-type: none"> • <i>The BBC Bitesize website has a huge range of material on human and animal bodies.</i> • <i>Go on a Sensory Walk to explore how the senses are used in different ways every day.</i>
Topic	<p>Let's Be Friends</p> <p>As we settle into (or back into) the routine of school life our first topic will have a PHSE focus on exploring friendships. Children will learn about people who help us, including the people who help us in school. How can they help in our classroom? Children will begin to take on classroom jobs. We will be sharing the things that we like and what their friends like and noticing differences. They will learn about their own identity, describe self in positive terms and talk about abilities. They will learn about turn taking and team work.</p> <p>Later this half term will we explore the key question in History 'How do we know so much about where Sappho used to live?'</p> <p>Through this unit of work Year 1 children will:</p> <ul style="list-style-type: none"> • Place '2000 years ago' on a timeline and understand this is around the time that Jesus was born. • Sequence events which occurred during the eruption. • Begin to understand the meaning of 'empire' and look at the countries that made up the Roman Empire in Sappho's time. • Find out some differences between poor and rich people in Pompeii • Understand that some evidence historians used comes from people who were there, but some comes from people who have used first-hand evidence. • Begin to know some of the evidence historians find out about the past: archaeology; eye-witness accounts; pictures/paintings. • Find out what happened at Pompeii when the volcano erupted. <p>Reception children will:</p> <ul style="list-style-type: none"> • Say one thing that has changed about me over time after looking at photographs.

	<ul style="list-style-type: none"> • Know one thing that I can do now that I couldn't do when I was a baby. • Understand that photos are a way of showing what happened in the past. • Know that event come in sequence and tell my teacher what comes next in the school day or a familiar story. • Talk about some sequences of things in their own life. • Know words /phrases like yesterday, last week, last year relate to different amounts of time. • Know we do different things at different times of the day and different times of the year e.g. Christmas. • Know that they belong to the school community of Trent Young's Primary. • Talk about who makes up their family and describe them. • To talk about things that have happened.
RE	<p>This term we will engage with the idea of a wonderful world which needs care. We will try to answer the question 'How can we care for our wonderful world?'</p> <ul style="list-style-type: none"> • ENQUIRE into the Christian idea of humans being called to be caretakers in the world God made • EXPLORE how Christians learn about their role of caring for the world in Biblical Narrative • Explore how Christians respond to the role of caring for the world in Christian Community • Explore how Christians respond to the role of caring for the world in Christian Living
Computing	<p>This half term our computing work will focus on 'Digital Painting'. Through this unit we will develop our understanding of how to draw a picture using a computing.</p> <p>The children will:</p> <ul style="list-style-type: none"> • Use tools to make marks on a screen • Use paint tools to draw a picture • Use shape tools • Change the colour and size of tools used • Explain how they have created an image on a computer
Art	<p>This half term our art will focus will be on drawing and the introduction of sketchbooks for Year 1 children through the theme 'Explore and Draw'.</p> <p>The children will:</p> <ul style="list-style-type: none"> • See how some artists explore the world around them to help them find inspiration. • Explore my local environment (school, home, etc) and collect things which catch my eye. • Explore composition by arranging the things that I have collected. • Hold an object and make a drawing thinking about the way the object <i>feels</i>. • Combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. • Work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. • Talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.
PHSE	<p>In our PHSE this term we will be exploring the theme Me and My relationships.</p> <p>The children will:</p> <ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.

	<ul style="list-style-type: none"> • Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. • Identify simple qualities of friendship; • Suggest simple strategies for making up.
PE	<p>First PE - In this unit, children will experiment with different ways of moving around a given area, and learn how to negotiate space and to be safe when moving. They will be introduced to basic co-ordination skills with a ball and also begin balancing objects on their body.</p> <p>Olympic Dance - In this unit, children will experiment with different ways of moving to music. Children will learn through dance to negotiate space, move around in various directions and to look out for their friends. They will begin to create dances on their own and in pairs.</p>
French	<p>Each Wednesday Hedgehog Class will have a French lesson with our specialist teacher Madam Fergusson.</p> <p>We will begin to learn French by practising our listening and speaking skills as we focus on greetings, introductions and numbers. We will be finding out about France and what it is like to go back to school there. Later in the term we will find out how the French celebrate Halloween too.</p> <p>Year 1: Our key focus in French is on speaking and listening to explore new language structures and sounds. Year 1s will recap their Reception learning with songs and games, find out more about greetings, introductions and numbers in French and share their learning with partners and in groups. We will find out what it is like to go back to school in France and how is it different. Later in the term we will find out how the French celebrate Halloween too.</p>
Music	<p>This term in our music learning we will explore Music and Movement. Children will come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.</p>
Collective Worship	<p>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.</p> <p>This half-term we are looking at wisdom under the theme 'knowing a God who helps us to be wis'', with particular emphasis on joy, patience, self-control, faithfulness, gentleness and love.</p> <ul style="list-style-type: none"> • Thankfulness - Luke 17:11-19 • The words of Jesus - Matthew 7:24-29 • Wisdom for life - Proverbs: 4.13, 19.27 • Wisdom for life - Proverbs 20.11, Matt 7. 16-20 • Harvest gifts - Deuteronomy 8:10 • What's in a name? (<i>Elohim; the names used to describe Jesus</i>) - Genesis 1:1-27 • What's in a name? (<i>El Roi; The God who sees everyone and everything</i>) - Genesis 16:13; Psalm 121: 3-8 • What's in a name? (<i>El Shaddi; God Almighty- for whom nothing is impossible</i>) - Genesis 15: 5 -7