



Trent Young's CE School
Curriculum information
Hedgehog Class
Spring 1 2025

Dear Parents / Guardians,

Firstly, we hope that you have had a wonderful Christmas break and we would like to wish you all a very happy new year. We hope that you have enjoyed the magic of Christmas with your children and managed to spend some valuable time as a family. All the children have come back to school eager to share the fun they have had over the Christmas break.

It was a busy term at the end of last year but we have been impressed at how well the children have settled into school life and the positive attitude to learning the children have shown so far this school year.

Our topic for this half term is 'The Great Fire of London'. Children will develop their skills and knowledge in History by exploring the key question 'How did the Great Fire of London change peoples' lives? - they will explore some of the ways the world has changed since this historic event. We have an exciting visit planned from the Trunk Theatre who will bring this event to life and the children will be able to take part in a fun interactive workshop. Our DT topic will see us learn some sewing and the Year 1 children will be making small pouches to bring home - any keen sewers out there, please do let us know as any help would be greatly appreciated!

Our learning this term will be enriched by our weekly Forest School sessions which will start on Monday 20th January. You should shortly receive a letter with further information about this activity. Please ensure that you have updated any changes to your child's medical information on Arbor or by contacting the school office asap. Forest School will run weekly for the WHOLE term for Hedgehog Class on Monday mornings. We are hoping for some parent volunteers and would love to hear from you if you are able to help even if you are unable to commit to every week.

As the weather gets even colder this term, please do ensure that hats, gloves, scarves (along with any existing or new uniform) are all named.

We will continue to change the children's reading books each Friday, so please continue to send in reading books, reading record and the protective plastic wallet.

As ever, if you have any questions or concerns you would like to discuss with us, do please let us know.




Kind regards,

Mrs Green, Miss Jones and Miss Partridge

Additional Information

- Homework will be set for both Reception and Year 1 children this term. It will now be set weekly each Friday and should be returned by Thursday of the following week. Please remember to check the back of the homework books, which is where we will pass on information regarding additional areas on which you could work with your child.
- All home reading should be recorded in your child's reading record. Your child will read at least 4 times per week 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.
- Please ensure all uniform, including PE kit is named. PE kit should be in school every day.

Home Learning

	<h3>Maths and English</h3> <p>This term reception and year 1 children will receive a small task each week that will consolidate learning for that week. Tasks will either be Maths or English based. This might include Mathletics - you can find your child's login in their reading record. These tasks should take between 5 and 10 minutes.</p> <p>Occasionally we may set small project tasks to accompany special events or days within school i.e. World Book Day or Beep Beep day.</p>
	<h3>Spelling/Phonics</h3> <p><u>Reception and Year 1</u> - Every Friday, you will be sent a Phonics Home Learning sheet weekly, via your child's book bag, which will align with the phonic sounds they have learnt that week. We would really appreciate it if you could practice sounding out, reading and spelling these words with your children This could count towards a read for that week if you note it in your reading child's reading record. 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 child going forwards). On Fridays we will have a review and recap session to help embed and secure learning from the week.</p> <p><u>Year 1</u> will also be asked to practice spellings for that week and they will have a small 'spelling check' to review them the following Friday. This will include tricky words and GPCs covered during the week.</p>
	<h3>Reading</h3> <p>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.</p> <p>Ideally your child should read every day, including some time spent reading to an adult and discussing what has been read as well as an adult reading to the child. All reading should be recorded in the reading record, and we expect to see at least four reading sessions at home every week. Reading logs are checked on Fridays and books will be changed once the next book has been shared in the phonic sessions. Your child's reading is celebrated in class with team points and stickers, so please do encourage them to read a minimum of four times a week. Please note, to make it fair for all, a maximum of seven reads will be counted each week.</p>

Curriculum Coverage

<p>Maths</p>	<p>During the Spring Term we will continue to investigate number, using games, challenges and a range of materials to support children with number recognition, writing and use.</p> <p><u>Reception children will learn to:</u></p> <ul style="list-style-type: none"> • Alive in 5: Understand and recognise zero, find 0 to 5 matching amounts and numerals, subitise 0 to 5 (recognise without counting), represent 0 to 5, find 1 more and 1 less within 5, composition of numbers to 5 (understand numbers are made by smaller numbers by combining groups or amounts) • Mass and Capacity: Compare mass, find a balance, explore and compare capacity • Growing 6, 7 and 8: Find and explore different representations of 6, 7 and 8, find one more and one less for numbers to 8, explore partitioning numbers into smaller parts, develop understanding of pairs and doubles, combine groups and find how many altogether. <p><u>Year 1 children will learn to:</u></p> <ul style="list-style-type: none"> • Place Value: Look closely at numbers between 10 and 20, ordering them, comparing them, and identifying one more and one less. Represent numbers to 20 in different ways i.e. using cubes, dienes, Numicon. We will also be using number lines to help the children understand the order of numbers and to help them to make estimates of where numbers could be. • Addition: Add numbers within 20 by counting on, using their number bonds to 10 to add and begin to find and make number bonds to 20. Explore doubles and near doubles to help the children with their addition skills. • Subtraction: To count backwards using number bonds, finding the difference between numbers, and identifying related facts within addition to help with our subtraction. • Mixed problems: Solve missing number problems where they will need to identify whether they need to use addition or subtraction. <p><i>You can help your child by...</i></p> <ul style="list-style-type: none"> ★ <i>Playing number games and board games at home, including guessing games (show and then hide objects, then guess how many are there).</i> ★ <i>Counting larger groups of objects (20 and beyond).</i> ★ <i>It would also help children if in general conversation you use mathematical language, such as talking about adding more of an item, or giving directions when out on a walk.</i> ★ <i>Practicing number bonds making numbers up to 10, doubles and halving even numbers.</i>
<p>English</p>	<p>Our English lessons will link with our learning themes covered this term. We will explore a range of narrative texts including: The Hundred Decker Bus, The Three Little Pigs, A Walk in the Woods, The Gingerbread Man and Beegu. Children will be encouraged to write daily as part of our Drawing Club sessions. Reception children will attempt to read and write simple captions and phrases and Year One children will continue to develop their confidence in writing accurate sentences. We will focus on the importance of applying our phonic knowledge when writing and using finger spaces in between our words.</p> <div data-bbox="746 1760 1002 1906" data-label="Diagram"> <pre> graph TD Sentence[Sentence] Naming[The naming part] Action[The action/being part] Sentence --- Naming Sentence --- Action </pre> </div> <p><i>You can help your child by...</i></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 letter sounds and tricky words.</i>

Science	<p>Seasons: What changes do you notice in the environment in winter? Reproduction: What do you notice about animal adults and their offspring?</p> <p>The children will learn:</p> <ul style="list-style-type: none"> • How different types of weather can be measured. • Use a class weather station to observe, measure and record the weather across the seasons. • Observe changes across the seasons by exploring the signs of winter through nature and wildlife. • Understand that animals including humans have offspring which grow into adults. • Identify and match a variety of animals to their offspring. • Look at the lifecycle of different animals • Sort lifecycles so they are in the correct order • Describe different features of lifecycles • Communicate findings using correct scientific language and illustrations. <p>You can help your child by...</p> <ul style="list-style-type: none"> ★ Encouraging children to ask questions about the world around them (time for more 'why?' questions, sorry!) ★ Find out what their favourite animals are called when they are a baby or an adult. ★ Talking about what you are eating. ★ Draw a lifecycle for their favourite animal. <p>During our Forest School sessions we will have the opportunity to learn about plants and animals within a woodland environment, as well as the seasons and weather. Forest School will take place each Monday morning up until the end of the Spring Term.</p>
Topic - History	<p>This term our topic will be: The Great Fire of London.</p> <p><u>Reception children will learn to:</u></p> <ul style="list-style-type: none"> • Locate the city of London and begin to understand its significance • Begin to understand words like 'king' and 'queen' • Know that we have a king in Britain. • Know that we have a Prime minister. • Be able to talk about the events of the Great Fire. • Listen to accounts from the past. • Identify some similarities and differences between household objects in the past and now. <p><u>Year 1 children will learn to:</u></p> <ul style="list-style-type: none"> • Sequence events of the Great Fire • Describe change over time during the period of the Great Fire • Use evidence to explain how the Great Fire started. • Place date on timeline, and relate to other events studied. • Suggest reasons why most people survived the Great Fire, even though it destroyed a quarter of the city. • Know what happened as a result of the Great Fire. • Suggest who was most responsible for the fire doing so much damage, and begin to understand the concept of a scapegoat. <p>You can help your child by...</p> <ul style="list-style-type: none"> ★ Sequence events in familiar stories and understand how past events influence what follows ★ Visit historical places of interest and learn about some of the way life was different in the past ★ Look at books set in the past and encourage children to ask questions about the illustrations

RE	<p>What makes people special?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> To describe their families and what makes their relationships special and unique. To understand that we all have special friends and that everyone is special for different reasons. To name and describe positive role-models in their life. How Jesus is a role-model for Christians. That the Bible contains stories about the life of Jesus, including stories of miracles. About how Moses is a role-model for Jews who they believe was given 10 rules from God to show them how to live their lives well.
Computing	<p>Grouping Data: This unit introduces children to data and information: labelling, grouping, and searching are important aspects of data and information.</p> <p>This term we will be learning:</p> <ul style="list-style-type: none"> To label and match objects to groups. To group and count objects. To describe a property of an object and find objects with similar properties. To group objects in more than one way. To decide how to group objects to answer a question.
PE	<p>In our PE lessons this half term, we will be participating in yoga and social dodgeball activities.</p> <p>In the <u>social dodgeball</u> unit the children will:</p> <ul style="list-style-type: none"> learn the rules of a game play as part of a team change direction and position of my body quickly with good control throw and catch successfully with co-ordination and control change direction and position of my body when running with control <p>Through the <u>yoga</u> unit the children will:</p> <ul style="list-style-type: none"> perform the yoga poses, trying to keep their tummy strong (core strength) lie down, close their eyes and begin to focus on their breathing when relaxing challenge self to try some of the harder yoga poses perform the yoga poses with control work with a partner and use most of the poses to make up a story
PSHE	<p>This term we will continue to learn about valuing difference.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them Explain the difference between unkindness, teasing and bullying Explain some of their school rules and how those rules help to keep everybody safe. Recognise and explain what is fair and unfair, kind and unkind Recognise and name some of the qualities that make a person special to them Recognise that they belong to various groups and communities such as their family
French	<p>We will kick off this term by recapping our French numbers (1-10), Greetings and colours with some French <i>lotto</i>, bingo. We will touch on Easter in France before we take a very well-known story, "The Very Hungry Caterpillar" and consider it from a French perspective to learn the days of the week. The Year 1s will focus on vowel sounds by using our listening, speaking and reading skills.</p>
Music	<p>Our music theme is: Transport</p> <ul style="list-style-type: none"> To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow'. To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument.

Art	<p>This term in our Art learning we will explore architecture and creating architectural models in our art unit 'Be an Architect'.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
DT	<p>Our focus for DT this half term is textiles</p> <p>Reception children will be making bookmarks. They will:</p> <ul style="list-style-type: none"> • Develop threading and weaving skills. • Practise and apply weaving skills to a specific material e.g. paper. • Practise and apply threading skills with specific materials e.g. hessian and wool. • Use threading or sewing to design a product (bookmark). • Create a textiles product (bookmark) following their own design. <p>Year 1 children will be making pouches. They will:</p> <ul style="list-style-type: none"> • Learn to thread a needle • Sew a running stitch • Use a template to sew a running stitch. • Join fabrics together with a running stitch. • Decorate a pouch using fabric glue or stitching
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 developing our understanding of spirituality with a focus on 'self'. Through this we will explore:</p> <ul style="list-style-type: none"> • 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)