



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

Dear Parents,

We hope that you had a restful half term break. This year seems to be whizzing by already! The children have been working so hard and progress is really showing in the children's learning - we have been so impressed!

We have a busy half term ahead of us as we approach Easter. Our new topic for this half term is called 'Fabulous Farming'. Geography and Science are key subjects for this topic and the children will be learning about where food comes from and why it matters. They will begin to consider the importance of farming to our locality and reflect on why locally sourced food and free-range production are considered environmentally friendly and more sustainable.

This half term we will pause our Forest School sessions. The Parks Plantation is currently unsafe for us to use due to damage caused by weather and livestock. We hope to resume sessions in the summer term, once the work has been completed and this will provide children with the opportunity to consolidate and further apply their knowledge.

Finally, if anyone has a spare hour in the week and would like to come in and listen to readers it is always very much appreciated.

As always, if you have any questions or think you may have some skills to share which will support our topic work, please do not hesitate to let us know.




Kind regards,

Mrs Green, Ms Jones and Miss Partridge

Additional Information

- Homework will be set for both Reception and Year 1 children this term. It will 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 3 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. Reading from phonics home learning sheets can also be included in this.
- 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 the class. 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.

Home Learning

	Maths and English
	All children in both Reception and Year 1 will receive homework on a Friday , and this should be handed in by Thursday . 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 or 20 minutes. Please do stop after this time.
	Individual extra tasks may be given from time to time to reinforce learning in class. Please encourage your child to practise counting on a daily basis, through rhymes or everyday activities such as coming downstairs or playing hide and seek; you can support them further by counting with them.
	Spelling/Phonics <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. <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.
	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.
	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 flashing cards.

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.

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"> • Length, Height and Time: Explore and describe length, Compare length, Explore and describe height, Compare height, Talk about time and Ordering and sequencing • Building 9 and 10: Find and explore different representations of 9 and 10, compare numbers to 10, find one more and one less for numbers to 10, explore partitioning numbers into smaller parts, develop understanding of pairs and doubles, combine groups and find how many altogether, explore odd and even. • 3-D shape: Recognise and name 3-D shapes, find 2-D shapes within 3-D shapes, describing, copy and make more complex patterns <p><u>Year 1 children will learn to:</u></p> <ul style="list-style-type: none"> • Place Value: To count to 50, to count in 10s, ordering them, representing and comparing numbers to 50 using 10s and 1s, 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. • Length and Height: To compare length and height, measure length using objects, measure in centimetres (cm) • Mass and Volume: Explore concepts of mass- comparing and measuring mass, Explore concepts measuring and comparing volume and capacity <p><i>You can help your child by...</i></p> <ul style="list-style-type: none"> ★ <i>Using the White Rose 1 Minute Maths app or playing Mathletics</i> ★ <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 (to 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>
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English	<p>Our English lessons will link with our learning themes covered this term. We will explore a range of narrative texts including: Jack and the Beanstalk, Jasper's Beanstalk, The Giant Jam Sandwich, Farmer Duck, The Magic Porridge Pot and The Odd Egg Children will be encouraged to write and develop their own ideas as part of our Drawing Club sessions.</p> <p>Children will learn to write using:</p> <ul style="list-style-type: none"> • Correct letter formation • Capital letters and full stops. • Finger spaces between words • Oral rehearsal - to say my sentence out loud before I write. • Spelling Common Exception Words (tricky words) correctly • Writing sentences through memory (dictated sentences) <p>In addition to this Year 1 children will learn to:</p> <ul style="list-style-type: none"> • Using 'and' as a conjunction • Use the -ed suffix when writing in the past tense • Add suffixes '-ing-', '-er' • Order some events using number/time indicators e.g. Then I had lunch. <p><i>You can help your child by...</i></p> <ul style="list-style-type: none"> ★ <i>Correct letter formation - ensure children are holding their pencils using a tripod grip and start their form their letters correctly.</i> ★ <i>Sharing and discussing stories</i> ★ <i>Supporting the learning of phonemes and tricky words (Phonics home learning sheets will help with this).</i> ★ <i>Encourage children to write for a range of different purposes at home (e.g. lists, letters, cards, labels and messages).</i>
Science	<p>This term we will look at the question 'What do plants need in order to grow?' This half term we will:</p> <ul style="list-style-type: none"> • Identify and label parts of a plant • Make observations of plants and how they grow • Sorting and classify seeds in different ways • Identify different plants using a key • Make predictions • Carry out a simple test • Communicate my findings to others <p><i>You can help your child by...</i></p> <ul style="list-style-type: none"> ★ <i>Describing and naming plants in your garden and local area.</i> ★ <i>Identify plants that we eat and naming which part we are eating (leaves, root, fruit, seed, stem)</i> ★ <i>Planting and caring for plants at home. Noticing how plants change over time.</i>

Topic	<p>Over this half term we will looking closely at the enquiry question 'Why does it matter where my food comes from?'</p> <p>Through this unit of work we will:</p> <ul style="list-style-type: none"> • Recognise where dairy products come from • Identify and describe the main geographical features of Dorset and compare and contrast these with humans features. • Describe how some foods are manufactured and how they are imported • Identify the top ten most popular fruits in the UK and understand why these are imported. • Identify and label countries where foods are from. <p><i>You can help your child by</i></p> <ul style="list-style-type: none"> ★ <i>Talking to them about where their food comes from</i> ★ <i>Look at packets of food to see where their food might have come from.</i> ★ <i>When shopping look at where food comes from and spot these places on maps.</i>
RE	<p>This term we will focus on the concept of Salvation and answer the question: Why does Easter matter to Christians?</p> <p>Through our learning we will...</p> <ul style="list-style-type: none"> • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter, e.g. candles, flowers, the cross • Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.
Art	<p>This half term our art will focus on 'Expressive Painting'.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • Explore expressive painting and understand that it can be representational or more abstract. • Use loose, gestural brush marks to create expressive painting. • Use impasto and sgraffito to give texture to the painting. • Use colour intuitively and in an exploratory manner. • Enjoy and respond to, the way paint and colour exist on the page.

DT	<p>During this term the children will learn about Mechanisms</p> <p>Year 1 children will learn to make a Fairground wheel</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • Describe how axles help wheels move a vehicle and design and label a working fairground wheel. • Describe the properties of different materials and select appropriate materials for the wheel. • Build a stable structure, test elements of the design and adapt the design as necessary. • Make the wheel rotate, evaluate a wheel mechanism and adapt it as necessary. • Recall that a survey is used to find out what people like, tally results and use the results to inform the design. • Add pods for the correct number of people and ensure that the pods stay upright when rotating around a fixed point. • Explain the decisions for the pod design. <p>Reception children will learn to:</p> <ul style="list-style-type: none"> • To create a textiles product (bookmark) following their own design. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Design and create a hanging Easter egg decoration.
Computing	<p>Pictograms - We will continue to explore this theme during our computing sessions this half term.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • Recognise that we can count and compare objects using tally charts • Recognise that objects can be represented as pictures • Create a pictogram • Select objects by attribute and make comparisons • Recognise that people can be described by attributes • Explain that we can present information using a computer
PE	<p>During our PE sessions this term we will be developing our ball skills and playing tag rugby.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • Stop a ball using either the sole or inside of their foot • Pass a ball using the inside of their foot • Dribble a ball using their feet with some control • Roll a ball at a target with some success • Underarm throw a ball at a target with some success • Pass a ball with some success • Play a simple game of tag and begin to call 'tag' when taking a bib or belt • Hold the ball with two hands • Hand over the Rugby ball sideways • Attempt to get past a defender 1v1 • Scoring a try in a modified drill using correct technique- using 2 hands to place ball down • Begin to develop tactics for attacking and defending

PSHE	<p>In PSHE this term we will be exploring how to stay safe.</p> <ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe. • Name ways to stay safe around medicines. • Know how to stay safe in their home, classroom and outside. • Know age-appropriate ways to stay safe online. • Name adults in their lives and those in their community who keep them safe.
French	<p>RECEPTION</p> <p>We will continue to practise our listening, speaking and reading skills as we continue to focus on how to say our names, colours and numbers in French. 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. We will focus on vowel sounds with songs and games as we enjoy making different sounds in French. The children are encouraged to notice these differences and similarities with English.</p> <p>Year 1</p> <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>Musical learning focus: Musical Vocabulary (Theme - Under the Sea)</p> <p>In our music sessions we will be:</p> <ul style="list-style-type: none"> • Learn the musical vocabulary: pulse and tempo. • Selecting an appropriate timbre for a piece of music. • Changing the dynamic of my playing. • Changing the pitch of my voice to show movement up and down. • Starting and stopping at the right time during a performance.
Collective Worship	<p>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.</p> <p>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.</p> <p>Through this we will explore:</p> <ul style="list-style-type: none"> • 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)