



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

Dear Parents,

We hope that you had a restful Easter 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, with lots of fun activities packed into the next few weeks. With this in mind, it is really important that all the children are in school on time and have everything they need whilst in school. This includes named PE kits, reading books and reading records. Along with this and with the weather getting warmer, we also ask that the children bring in a water bottle every day. All of this will ensure the children are ready to learn and are able to once again be successful as the term goes on.

Our new history topic this half term will focus on the key question 'Why is Mary Anning famous all over the world?' and to support the children's learning about this famous local figure, we will be visiting Lyme Regis Museum on Tuesday 20th May.

This half term we will resume our Forest School sessions. The Parks Plantation is back in action and we are excited to take the children here and explore nature together. More information on these sessions to follow.

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, Mr Walker-Arnott, 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. Sports certificates can be shared in Celebration Assembly on Fridays.
- Please ensure all uniform, including PE kit is named. PE kit should be in school every day.

## Home Learning

	<b>Maths and English</b>
	All children in both Reception and Year 1 will receive homework on a <b>Friday</b> , and this should be handed in by <b>Thursday</b> . 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.
	<b>Spelling/Phonics</b>  <u>Reception and Year 1</u> - Every <b>Friday</b> , 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 <b>Fridays</b> 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.
	<b>Reading</b>  Reading books and reading records should be <b>brought to school and taken home every day</b> . 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.

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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 style="text-align: center; transform: rotate(-90deg);">Maths</p>	<p>During the Summer 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"> <li>• <b>3-D shape:</b> Recognise and name 3-D shapes, find 2-D shapes within 3-D shapes, describing, copy and make more complex patterns</li> <li>• <b>20 and beyond:</b> Build and explores numbers beyond 10 (10-20), Verbal counting beyond 20, Counting patterns beyond 10.</li> <li>• <b>How many now?:</b> Explore addition and subtraction, Create and solve simple number stories 'First, Then and Now...</li> </ul> <p><u>Year 1 children will learn to:</u></p> <ul style="list-style-type: none"> <li>• <b>Multiplication and Division:</b> To count in 2s, 5s and 10s, To recognise equal groups and add together equal groups, To make equal groups by grouping and sharing, To make doubles an arrays (arranging or drawing a number as equal columns and rows)</li> <li>• <b>Fractions:</b> To recognise and find half of a shape or an object, To recognise and find half of a quantity, To recognise and find quarter of a shape or an object, To recognise and find quarter of a quantity.</li> <li>• <b>Geometry:</b> To describe turns, To describe position: left and right, forwards and backwards, above and below and ordinal numbers</li> </ul> <p><i>You can help your child by...</i></p> <ul style="list-style-type: none"> <li>★ <i>Using the White Rose 1 Minute Maths app or playing Mathletics</i></li> <li>★ <i>Playing number games and board games at home, including guessing games (show and then hide objects, then guess how many are there).</i></li> <li>★ <i>Counting larger groups of objects (to 20 and beyond).</i></li> <li>★ <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></li> <li>★ <i>Practicing number bonds making numbers up to 10, doubles and halving even numbers.</i></li> </ul>
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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: Stanley's Stick, Dear Dinosaur, On Sudden Hill.</p> <p>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"> <li>• Correct letter formation</li> <li>• Capital letters and full stops.</li> <li>• Finger spaces between words</li> <li>• Oral rehearsal - to say my sentence out loud before I write.</li> <li>• Spelling Common Exception Words (tricky words) correctly</li> <li>• Writing sentences through memory (dictated sentences)</li> </ul> <p>In addition to this Year 1 children will learn to:</p> <ul style="list-style-type: none"> <li>• Using 'and' as a conjunction</li> <li>• Use the -ed suffix when writing in the past tense</li> <li>• Add suffixes '-ing-', '-er'</li> <li>• Order some events using number/time indicators e.g. Then I had lunch.</li> </ul> <p>You can help your child by...</p> <ul style="list-style-type: none"> <li>★ <i>Correct letter formation - ensure children are holding their pencils using a tripod grip and start their form their letters correctly.</i></li> <li>★ <i>Sharing and discussing stories</i></li> <li>★ <i>Supporting the learning of phonemes and tricky words (Phonics home learning sheets will help with this).</i></li> <li>★ <i>Encourage children to write for a range of different purposes at home (e.g. lists, letters, cards, labels and messages).</i></li> </ul>
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"> <li>• Identify and label parts of a plant</li> <li>• Make observations of plants and how they grow</li> <li>• Sorting and classify seeds in different ways</li> <li>• Identify different plants using a key</li> <li>• Make predictions</li> <li>• Carry out a simple test</li> <li>• Communicate my findings to others</li> </ul> <p>You can help your child by...</p> <ul style="list-style-type: none"> <li>★ <i>Describing and naming plants in your garden and local area.</i></li> <li>★ <i>Identify plants that we eat and naming which part we are eating (leaves, root, fruit, seed, stem)</i></li> <li>★ <i>Planting and caring for plants at home. Noticing how plants change over time.</i></li> </ul>

Topic	<p>Over this half term we will be looking closely at the famous historical figure: Mary Anning fossil hunter</p> <p>Through this unit of work we will:</p> <ul style="list-style-type: none"> <li>• Use picture clues to deduce that something is in the past</li> <li>• Develop a sense of period (200 years ago) through looking at everyday objects from that time and now</li> <li>• Sequence events in Mary Anning's life</li> <li>• Talk about some changes in the role of women in Mary Anning's time and today.</li> <li>• Give some reasons why Mary Anning is famous and should be remembered</li> <li>• Begin to make deductions from picture evidence</li> </ul> <p><i>You can help your child by</i></p> <ul style="list-style-type: none"> <li>★ <i>Looking at artefacts from the past and talking about what they can teach us about the past.</i></li> <li>★ <i>Look for fossils and shells on a beach walk.</i></li> <li>★ <i>Find out about other famous people from the past.</i></li> </ul>
RE	<p>This term we will focus on the concept of worship and answer the question: What makes places special?</p> <p>Through our learning we will...</p> <ul style="list-style-type: none"> <li>• Explore and describe homes around the world</li> <li>• To identify what makes a place special and give reasons for own special place</li> <li>• To know a church is a Christian place of worship and identify some parts a church and talk about how they are used.</li> <li>• To talk about why religious building are is important to people (e.g. church, mosque and synagogue).</li> </ul>
Art	<p>This half term our art will focus on 3D art 'Stick Transformation'.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Take a familiar object like a stick, and use my imagination to think about what it might become.</li> <li>• Use my sketchbook to generate ideas and to test ideas.</li> <li>• Use a variety of materials to transform my object thinking about form and colour.</li> <li>• Cut materials with simple tools and fasten materials together to construct my sculpture.</li> </ul>
Computing	<p>This half term our computing work will focus on 'Programming animations'. Through this unit we will develop our understanding of how to use Scratch and programming an animation.</p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• Use commands to move a sprite</li> <li>• Show a series of commands by joining them together</li> <li>• Change the value of blocks</li> <li>• Add a range of blocks to different sprites</li> <li>• Create an algorithm for each sprite</li> <li>• To use my algorithm to create a program.</li> </ul>

PE	<p>This half term we will be developing our Athletics skills in running, jumping and throwing.</p> <p>In our Athletics we will learn to:</p> <ul style="list-style-type: none"> <li>• Begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing and catching, kicking, rolling and passing.</li> <li>• Begin to use a bat in different ways to strike, push and roll a ball.</li> <li>• Begin to use these skills to observe, copy and play games individually and with a partner.</li> <li>• Begin to understand the concept of rules and learn to change the rules of a game to make it harder.</li> <li>• Aim at a range of targets.</li> <li>• Move safely and actively around a space.</li> <li>• Show my partner how to do a simple skill in PE</li> </ul> <p>We will also begin to get ready for Sports Day by practicing all of the different events that we will do on the day.</p>
PSHE	<p>In PSHE this term we will be exploring how to Be My Best. Through this we will:</p> <ul style="list-style-type: none"> <li>• Explain the stages of the learning line showing an understanding of the learning process</li> <li>• Understand the importance of good hand and dental hygiene.</li> <li>• Recognise what the body needs to have energy and stay well.</li> <li>• Identify parts of the body that process food and create energy.</li> </ul>
French	<p><b>Reception</b></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><b>Year 1</b></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: Pulse (Theme - Snail and Mouse)</p> <p>In our music sessions we will:</p> <ul style="list-style-type: none"> <li>• Demonstrate slow and fast with our bodies and voices</li> <li>• Demonstrate slow and fast beats while saying a rhyme and using an instrument</li> <li>• Perform a song using a singing voice</li> <li>• Perform with an instrument</li> <li>• Observe others and move, speak, sing and play appropriately</li> <li>• Sing in time from memory, with some accuracy</li> <li>• Keep a steady pulse</li> <li>• Move, speak, sing and play demonstrating slow and fast beats</li> </ul>

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.

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)