



Trent Young's CE School

Curriculum information

Otter Class - Autumn 1 2024

Dear Parents/Guardians,

We hope that you had a fantastic summer holiday and a much-needed rest! Welcome back to those who are returning to Otter Class and a huge welcome to those children and parents who are new to the class. We are really looking forward to a great year ahead and already have lots of exciting things planned. It has been so lovely to see all the children come back with such great enthusiasm and big smiles over the first few days - I am looking forward to seeing them grow over the course of the year!

We are very lucky in Otter Class as we have lots of adults who are here to help us. Mr Squibb is our teacher, and he will be supported by Miss Ackerman and Mrs Casey. Miss Ackerman will join us all day Mondays and Wednesday along with Tuesday and Friday mornings. Mrs Casey will be with us every Monday, Tuesday and Wednesday afternoons and all-day Thursday and Fridays. We are all very excited to be back working with the children and are looking forward to seeing them progress across the year.

The start of the year is always exciting, especially seeing the children looking smart in their uniform. We will be encouraging the children to keep themselves smart throughout the day (shirts tucked in, buttons done up, etc) as we feel this helps the children to have the appropriate frame of mind for learning readiness and for presenting their best work - we would appreciate your support with this and helping your child to learn to do this independently (especially with buttons!). Please also ensure that all the children's lovely new uniform and PE kits are clearly labelled as we do not want anyone losing any of their belongings.

Like last year, you will receive a newsletter every half term which will outline any important information you may need, give you a clear overview of the learning intentions for the children in each subject area and give you some ideas for supporting your child's learning further at home. Alongside this, I will aim to update the website weekly with pictures of all the wonderful things we get up to across each week. I will also use Teams to remind/update you with any information you may need across the year as well as setting the children's weekly home learning task.

If you have any questions or queries, please do not hesitate to speak to any of us, on the playground, at the start or end of each day or email via otter@trentyoungs.dsat.org.uk.

Kind regards,
Mr Squibb, Miss Ackerman and Mrs Casey

Additional Information

- Home learning will be set weekly on a **Friday** and will need to be handed in on the following **Wednesday** - this will mostly be completed on Teams or in the children's Home Learning book.
- **All** reading should be recorded in your child's reading record - this should happen at least **four times a week** at home. When your child is heard by an adult in school, this will be recorded in our school records.
- Please ensure all uniform, including PE kit is named. PE kit should be in school every day and should consist of a white P.E t-shirt, royal blue shorts, **white socks**, trainers/plimsoles and tracksuit bottoms and PE hoodie for the colder months.

Home Learning

All Home Learning tasks will be set on Teams weekly and any additional information for the tasks will be inside the children's Home Learning books.

	Maths
	Your child will receive a small Maths task each week that will be set on Mathletics to either help to consolidate learning from the week or prepare them for upcoming learning. These tasks should take no longer than 5 minutes.
	Occasionally we may set small project tasks to accompany special events or days within school i.e. World Book Day or Beep Beep day.

	Spelling
	Year 1 - Every Friday, you will be sent a 'Phonics Home Learning' sheet weekly, that will align with the phonic sounds that we have learnt for that week. We would really appreciate it if you could practice sounding out, reading and spelling these words with them. This could count towards a read for that week. We will also be asking the children to practice spelling the tricky words for that week and they will have a small test on them the following Friday. Year 2 - The children will be having Phonic Review session for the first half term, to ensure they are ready for the 'Bridge to Spelling' programme after half term. Alongside their weekly phonics sessions, they will be given a variety of tricky words to practice spelling. Every Friday, the children will have a short spelling test and these scores will be recorded in their reading books for you to see.

	Reading
	Reading books and reading records should be brought to school and taken home every day. This year, children will bring home 2 books - 1 that they have been using in our reading sessions and 1 to share with you to encourage reading for pleasure. 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 stickers and rewards, 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

Maths	<u>Year 1</u> • 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. <u>Year 2</u> • Numbers to 20 and 100: Children will concentrate on various aspects of numbers to 20 and 100. Children will be able to count to 20 and 100 through different steps, including counting up in tens. Place value will have a major role throughout the unit and will also look at comparing numbers using their place-value knowledge and their number bonds. Children will then explore numbers to see patterns within 100. • Place Value: Children will be looking the 'value' of each digit in numbers within 100 and will learn how to represent this value in different ways • Addition and Subtraction: Children will look at addition and subtraction using number bond diagrams as well as the standard column method. Children will be taken through each lesson with slight variations in the learning objects so that they can reach a level of mastery. • Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forwards and backwards: Children explore problems in the abstract by drawing jumps on number lines, completing number tracks or using a hundred square to support them in counting and spotting patterns. <i>You can help your child by...</i> ★ <i>Recall of number facts; these should be quick fire type activities to enable rapid recall e.g. number bonds to 10 and 20, 1-digit addition and subtraction calculations.</i> ★ <i>Practice and learn the 2 and 10 times tables - not just by rote but also by quick recall and mixed up, e.g. 2x6; 4x10; 10x5; etc.</i> ★ <i>Using the White Rose 1 Minute Maths app, completing activities on Mathletics or playing 'Hit the Button'.</i> ★ <i>Counting items at home or when you are out and about.</i>
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English	Our English lessons will link with our topic wherever possible, and within that we will be discovering new stories and discussing ones we already know. This half term will be hugely focusing on 'What is a sentence?' and getting the children to spot the different parts. <table> <tr> <td colspan="2">Sentence</td></tr> <tr> <td>The naming part</td><td>The action/being part</td></tr> </table> Please note: Year 2 will begin to know these as <u>noun phrases</u> (the naming part) and <u>verb phrases</u> (the action/being part). We will then transfer these skills into writing accurate sentences based on the stories we read and share. This half term we will focus on 'Shark in the Park', 'Rapunzel' and 'Confetti'. Through each story, we will look at the different text types (recount, letter, instructions and narrative) and their features and consider how we can incorporate them into our writing, where appropriate. We will also continually focus on oral rehearsal of sentences, finger spaces, letter formation/handwriting, and basic punctuation (full stops and capital letters), embedding our learning of what a sentence is. <i>You can help your child by...</i> ★ <i>Practicing our phonics each week</i> ★ <i>Correct letter formation - if you are unsure, please speak to me and I will be happy to discuss this with you.</i> ★ <i>Practice writing/reading tricky words</i> ★ <i>Practice writing for fun - postcards/letters to friends and family, lists for shopping, even short stories!</i>	Sentence		The naming part	The action/being part
Sentence					
The naming part	The action/being part				
Science	This term we will complete a unit entitled 'Animals, Humans and Staying Healthy' - this will be a focus until Christmas. This half term we will: • Identify, name, draw and label basic parts of the human body • To understand what sense goes with each part of the body • To use our sense to classify different foods. • Identify different types of animals • Classify animals into different groups • To understand and explain the differences between omnivores, carnivores and herbivores <i>You can help your child by</i> ★ <i>Encouraging them to ask questions about the world around them (time for more 'why?' questions, sorry!)</i> ★ <i>Find out facts about their favourite animals.</i> ★ <i>Draw and label pictures of animals or humans</i>				

History	Over this half term we will looking closely at the enquiry question 'How do we know so much about where Sappho used to live?' Through this unit of work we will: • 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. <i>You can help your child by</i> ★ <i>Talking to them about the past</i> ★ <i>Sequence events that have happened in their lifetime</i> ★ <i>Look at pictures from when they were younger and discuss differences they can see.</i>
RE	Our RE learning will start with a focus on Judaism and the concept of salvation. Through our learning we will explore ideas further to answer the question: 'Why do Jewish families talk about repentance at New Year?' In our lessons we will: • Retell the story of Jonah and explain what we can learn from it. • Describe what a Jewish person might learn from the Jonah story about repentance, forgiveness and God. • Describe some ways Jewish people show beliefs about God and repentance at Yom Kippur, using religious terms, e.g. no work, fasting, ask God for forgiveness for sins, wear white to show purity, giving to charity. • Talk about something Jewish people do together as part of their celebration / worship at Rosh Hashanah, e.g. pray, eat. • Talk about what is important to others, including Jewish people, about repentance and 'putting things right', asking respectfully why.
Computing	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. The children will: • 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	This half term our art will focus on 'Explore and Draw'. Through this the children will: • 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.
Design Technology	Our focus for DT this half term is on Mechanisms: making a moving monster. The children will: • Analyse popular toys with the correct terminology. • To explore different design options. • Design monsters suitable for children. • Select and assemble materials to create their planned monster features. • Evaluate my design and take on board what other people say.
PE	Our PE days this term are Tuesdays and Fridays. This half term we will complete units on Ball skills and Dance. In our skills sessions we will learn to: • Introduce a various passes (hands/ feet/object) continuing to develop control of pass • Adapted games - developing thought process of footwork rule e.g. superhero ball e.g. no running with the ball • Move into a space to catch/receive a ball. Pass the ball to someone in a space • Follow/mark an opponent and trying to win (intercept) the ball • Scoring in a variety of ways and begin to use in a game situation • Develop tactics for attacking and defending • Play adapted games-learning different rules. Encouraging fair play and respect In Dance we will learn to: • Perform basic actions with increasing control. • Move in different directions and high and low. • Travel rhythmically on feet, hopping and skipping. • Begin to work with others to create a dance and begin to suggest ways to improve. • Create and perform simple movement patterns. • Copy and perform simple movements and rhythmic patterns. • Work with others to create a dance and change and vary their actions. • Suggest ways to improve their performance. • Understand that dance is active and changes will occur to their body.
PSHE	Our focus for PSHE this half term will be: 'Me and My Relationships'. In our learning we will: • Recognise that people have different ways expressing their feelings. • Identify different ways to respond the feelings of others. • To recognise the difference between unkind behaviour or teasing.

	• Learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. • Recognise a healthy friendship and its qualities.
French	Our French lessons are taught by our specialist teacher, Madam Ferguson. Our key focus will be on speaking and listening to explore new language structures and sounds. 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. Year 2: Our key focus in French is on speaking and listening to explore new language structures and sounds. We will recap our previous French learning with songs and games, find out about simple introductions, numbers and key sounds in French as well as what it is like to go to school in France. In addition the Year 2s will start to master simple classroom instructions and numbers 1-30. Later in the term we will find out how the French celebrate Halloween too.
Music	This half term our focus is on Musical Vocabulary with a theme of 'Under the Sea'. In our music lessons the children will learn to: • Begin to recognise and understand the difference between pulse and duration/rhythm. • Recognising basic tempo, dynamic and pitch changes • Describing the differences between two pieces of music. • Listening and responding to other performers by playing as part of a group. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Responding to simple musical instructions • Performing from graphic notation
Collective Worship	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. 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. • 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