



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

Dear Parents/Carers,

A warm welcome back from us all in Otter Class! We hope that you had a restful and safe half-term with friends and family, and you are ready for those lighter mornings along with a busy term at Trent. It was lovely to see you all at parents evening and pass on the wonderful achievements that the children have already made this year. I am looking forward to see them progress even more over this next half term!

I cannot believe we are already starting the second part of the Spring Term, but this term is one of the best as the children really begin to show more progress and become more confident within themselves. Along with this, we have lots of exciting things planned for the next 6 weeks! Firstly, we have World Book Day on the horizon, please do make sure you keep an eye out for updates on what is happening across the week (3rd-7th March). In geography, we will begin to look at 'Food and Farming' by using the key question 'Why does it matter where my food comes from?'. Our art topic will see us look more closely at how we can be expressive through our painting and we will also have a visit from a local artist to help us with this. Within science, we will begin to look at plants and how we can look after them.

Our PE days will continue to be Tuesdays and Fridays again this term, however both sessions are planned to be outdoors! Please can we remind you to have PE kits in school with all the children's kit labelled and, with the unpredictable weather at the moment, ensuring the children have joggers and a blue PE hoody in their bags too (a change of socks would also be helpful please).

Across this term, I will also be needing extra adults to help support the children both inside and outside the classroom. As always, if anyone is able to come into school and listen to readers or help in the classroom - I would be extremely grateful! This can be for a whole morning or afternoon, or even just for an hour, any support is always appreciated. Along with this, we have our Spring Walk this term on the morning of Friday 28th March and we will need extra adults to enable us to partake in this. If you are able to help in the class or on the Spring walk please do let me know via the Otter email address below.

As always, I want to take this time to thank you for all your support throughout the year already; as I have previously mentioned, and will continue to do so, we couldn't do it without all your incredible help and support. 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.dsaf.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 continue to follow the Spelling programme this half term. They will continue to look more closely at different spelling rules and when children need to use them. Each week the children will bring home a selection of words that link to that week, to practice spelling. Every Friday , the children will have a short spelling test and these scores will be recorded in their blue Home Learning 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> • Mass and Volume: Children will look at objects and compare them using Heavier and Lighter. We will measure and compare different masses. Identify amounts of liquid that are full, empty and begin to compare different volumes. • Multiplication: Children will begin to count in 2s, 5s and 10s both forwards and backwards. Recognise equal groups and begin to add them. Make different arrays to show different groups. • Division: We recognise and make equal groups by grouping and sharing. Begin to use mathematical language to describe divisions. <u>Year 2</u> • Length and Height: Measure lengths and heights of objects in centimetres. Compare different lengths and heights by ordering them from shortest to longest. Use the four operations to answer length and height questions. • Mass, Capacity and Temperature: Compare different masses and identify more or less. Measure in grams and kilograms. Compare different volumes and capacities. Measure different volumes and capacities in millilitres and litres. Recognise and take different temperatures. Use the four operations to complete questions on, mass, volume and capacity. • Fractions: Look at parts, wholes, equal and unequal parts. Recognise and find half of an amount or object. Recognise and find a quarter of an amount or object. Recognise and find a third of an amount or object. <i>You can help your child by...</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. ★ Practice and learn the 2 5 and 10 times tables - not just by rote but also by quick recall and mixed up, e.g. 2×6; 4×10; 10×5; etc. ★ Using the White Rose 1 Minute Maths app, completing activities on Mathletics or playing 'Hit the Button'. ★ Measure different objects in cm's by using a ruler or tape measure. ★ Double and halve numbers ★ Comparing different lengths, heights, weights and temperatures.
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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, in Year 1, we will be continuing our work on simple sentences (naming part and action/being part). We will also begin to look at using more adjectives in our writing and consolidating our use of using 'and' to join simple sentences together. Adding to this, we will begin to look at the suffixes es/s and using time indicators to order events. As well as consolidating the above, Year 2 children will be also become familiar with the suffixes -ness and -ment and how they can change the meaning of root words. Along with this, we will look at using apostrophes for possession and how commas can be used to separate items in a list. <pre> graph TD A[Sentence] --> B[The naming part] A --> C[The action/being part] </pre> Please note: Year 2 will 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 'Spaghetti Hunters, Milo imagines the world and Leaf'. Through each text, we will look at the different text types (recount, non-chronological reports 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. You can help your child by... ★ Practicing our phonics each week ★ Practicing weekly spellings and trying to put these into sentences. ★ Correct letter formation - if you are unsure, please speak to me and I will be happy to discuss this with you. ★ Practice writing/reading tricky words ★ Practice writing for fun - postcards/letters to friends and family, lists for shopping, even short stories!
Science	This term we will look at the question 'What do plants need in order to grow? This half term we will: • 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 You can help your child by ★ Encouraging them to ask questions about the world around them (time for more 'why?' questions, sorry!) ★ Choose a plant to grow in the garden ★ Look at different plants. ★ Observe a plant over time, what do they notice?

Geography	Over this half term we will looking closely at the enquiry question 'Why does it matter where my food comes from?' Through this unit of work we will: • 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. <i>You can help your child by</i> ★ <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	Our RE learning will focus on Christianity and the concept of salvation. Through our learning we will explore ideas further to answer the question: 'Why does Easter matter to Christians?' In our lessons we will: • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • 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 examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter, e.g. candles, flowers, partaking in communion (Eucharist). • 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.
Computing	This half term our computing work will focus on 'Pictograms'. Through this unit we will develop our understanding of how to draw a picture using a computing. The children will: • Record and compare data in a tally chart • Enter data into a computer • View data in different formats • Explain what a pictogram shows • Create a pictogram from data collected • Give examples of why information should not be shared
Art	This half term our art will focus on 'Expressive Painting. Through this the children will: • 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 graffito 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. <i>You can help your child by</i> ★ <i>Looking at different pictures/paintings - what do they notice? What do they like about it?</i> ★ <i>Mixing colours to find out how to make different colours and shades.</i> ★ <i>Show different emotions through colour and drawings.</i>

Design Technology	During this term the children will learn about Mechanisms: Fairground wheel Children will learn to: - 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.
PE	Our PE days this term are Tuesdays and Fridays. This half term we will complete units on Ball games and Rugby. In our Ball Games sessions we will learn to: - Catch/receive a ball safely. Pass a ball with some control (using either hands, feet or object) - Introducing footwork e.g. stopping and freezing in adapted games, landing on spots with two feet - Move into a space in a game, looking to throw/pass the ball to someone in a space - Follow an opponent in a game/adapted game - Scoring in a variety of ways- into hoops, goals or targets - Begin to develop tactics for attacking and defending. In Rugby we will learn to: - 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 - Play Small-sided adapted games. - Begin to develop tactics for attacking and defending
PSHE	Our focus for PSHE this half term will be: 'Keeping Safe'. In our learning we will: - To explain simple issues of safety and responsibility about medicines and their use. - To identify situations in which they would feel safe or unsafe - To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation - To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. - To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.
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 We are going to travel to France "en vacances" – on holiday and with Le Tour de France. We will also touch on France's national holiday, Bastille Day, as we practise our listening and speaking skills to focus on greetings, months, days, colours, instructions and numbers in French. We are reading and writing more in French and getting used to the intricacies of the French language, accents for example. We will have a go at learning a French song about going "en vacances" oh la la! Year 2 We are going to travel to France "en vacances" – on holiday and with Le Tour de France. We will also touch on France's national holiday, Bastille Day, as we practise our listening and speaking skills to focus on greetings, months, days, colours, instructions and numbers in French. We are reading and writing more in French and getting used to the intricacies of the French language, accents for example. We will have a go at learning a French song about going "en vacances" oh la la!
Music	This half term our focus is on African Call and Responses songs with a theme of 'Animals'. In our music lessons the children will learn to: • Use dynamics when creating sound. • Play in time with a group. • Experiment with different sounds on the same instrument. • Clap the animal sound patterns mostly accurately. • Clap the sound patterns in time with the pulse of the backing track. • Demonstrate both a call and response. • Copy a sound pattern using an instrument. • Playing either a call and/or response role in time with another pupil. • Perform a composition.
Collective Worship	Collective Worship is based on our vision of 'Let your light shine' taken from Matthew 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. 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. Through this we will explore: • 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)