



Trent Young's CE School
Curriculum information
Otter Class - Summer 1 2025

Dear Parents/Carers,

Isn't it wonderful to wake up to sunshine once again?! We hope you all had a brilliant Easter Holidays and enjoyed some quality time with friends and family. The Spring Term was very enjoyable and I was so proud to be Otters' class teacher. As we enter the final term of the year, I am very much looking forward to seeing the children grow once more and to create some life-long memories for them all - bring on the Summer Term!

As normal the terms at Trent are super busy and Summer 1 is no different, with only 5 weeks in the term we have lots to fit in and enjoy before half term is upon us. Therefore, 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. A small change we have made going into the summer term is that we will be setting all homework through the children's blue 'Home Learning' books so please make sure that these come into school every Friday to be checked and new home learning can be stuck in.

We already have lots planned and lots to look forward to across this term: a trip to Lyme Regis to support our History question 'Why is Mary Anning famous all over the world?', an extra forest school session on Monday 12th May in the afternoon, sports day on the last day of term (Friday 23rd May) and many more wonderful activities as the term goes on. Across this term, we will also need extra adults to help support the children both inside and outside the classroom. This can be for a whole morning or afternoon, or even just for an hour; any support is always appreciated. As always, if anyone is able to come into school and listen to readers, help in the classroom, help with the trip or the Forest School session, please do let me know via the Otter email address below - we will be extremely grateful!

Our PE days will continue to be Tuesday and Fridays this term, and we will begin looking at athletics and practicing for sports day., while finishing our ball skills unit too. 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).

As always, I want to take this time to thank you for all your support throughout the year already; as a 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.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 **Friday** - this will mostly be completed on 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 inside their Home Learning books every Friday. The children will have a small checklist to tick each week to encourage independency. Please ensure your children bring their Home Learning book in every Friday to have their homework checked and their new pieces stuck into their books. Any questions please do let me know.



Maths

Your child will receive a small Maths task each week that will be set in their home learning books - this should take no longer than 5 minutes. If your child wishes to complete more maths tasks, they are always welcome to complete activities/quizzes on mathletics.

Occasionally we may set small project tasks to accompany special events or days within school.



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> • Fractions: Recognise and find half of an object or a shape, recognise and find half of a quantity. We will begin to look at quarters by recognising and finding a quarter of a shape, object and quantity. • Position and direction: Describe turns and position by using the words - left, right, forwards, backwards, above, below. We will finish this topic by using ordinal numbers and comparing them. • Place Value within 100: We will begin by counting from 50-100 and looking at tens to 100. Following this, we will look at the number line to 100 and partition numbers into tens and ones. Next, we will look at one more and one less and begin to compare numbers with the same number of tens. We will finish this topic by comparing any two numbers between 0-100. <u>Year 2</u> • Fractions: We will continue to look at fractions and begin with finding the whole. We will then look at both unit fractions and non-unit fractions. The children will then look at the equivalence of a half and two quarters, before recognizing and finding three-quarters. Our final step in this topic is to count in fractions up to a whole. • Time: We will begin by looking at o'clock and half past before looking at quarter past and quarter to. This will then allow us to tell the time past the hour and telling the time to the hour. Finally, we will look at telling the time to 5 minutes and solving time problems using minutes and hours. <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 5 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>Telling the time when you are doing different things i.e. it is now 12 o'clock</i> ★ <i>Use time language i.e. in 5 minutes we are going to, in 1 hour it will be bedtime.</i> ★ <i>Describe where things are in the house/garden - the ball is below the shelf, your clothes are to the left of the basket.</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, in Year 1, we will be continuing our work on simple sentences (naming part and action/being part). We will also continue 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 how we use different sentence starters to make our writing even better. As well as consolidating the above, Year 2 children will be also become familiar with the suffixes -ful and -less and how they can change the meaning of root words. Along with this, we will look at using apostrophes to show contractions. Finally, we will be looking to increase our writing stamina by writing longer pieces of writing and writing for prolonged periods of time. <table border="1" data-bbox="357 524 639 683"> <tr> <th colspan="2">Sentence</th></tr> <tr> <td>The naming part</td><td>The action/being part</td></tr> </table> <i>Please note: Year 2 will know these as <u>noun phrases</u> (the naming part) and <u>verb phrases</u> (the action/being part).</i> 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 'Behind the magic door', 'Manfish' and 'We are going on a Bear hunt'. 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. <i>You can help your child by...</i> ★ <i>Practicing our phonics each week</i> ★ <i>Practicing weekly spellings and trying to put these into sentences.</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 look at the question 'What do plants need to thrive and survive? This half term we will: • To understand that plants need water, light and the correct temperature to grow. • To know that without basic needs plants cannot survive. • To identify if something is living by using the 7 life processes. • To sort and classify things into alive, never been alive or dead. • To use my knowledge when planting seeds. <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>Grow plants in different locations</i> ★ <i>Talk about plants when you see them i.e. can you describe the plant? Is the plant still alive?</i> ★ <i>Looking at plants over time - what do they notice?</i>				

History	Over this half term we will looking closely at the enquiry question 'Why is Mary Anning famous all around the world?' Through this unit of work we will: • Use picture clues to deduce that something is in the past • Develop a sense of period (200 years ago) through looking at everyday objects from that time and now • Sequence events in Mary Anning's life • Talk about some changes in the role of women in Mary Anning's time and today. • Give some reasons why Mary Anning is famous and should be remembered • Begin to make deductions from picture evidence <i>You can help your child by</i> ★ <i>Looking at artefacts and talking about them.</i> ★ <i>Look for fossils on a beach walk.</i> ★ <i>Ask the children who they see as famous and find out more about them.</i>
RE	Our RE learning will focus on Judaism and the concept of Worship. Through our learning we will explore ideas further to answer the question: 'Why is the Torah such a joy for the Jewish community?' In our lessons we will: • Find out about Simchat Torah • Explore what the Torah is and why it might be important • Understand the story of Moses and why he is important to Jewish people • Explain how the Torah is treated and respected • Identify what a Mezzuzah is and how Jewish people use them.
Computing	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. The children will: • Use commands to move a sprite • Show a series of commands by joining them together • Change the value of blocks • Add a range of blocks to different sprites • Create an algorithm for each sprite • To use my algorithm to create a program.
Art	This half term our art will focus on 'Stick Transformation Project' Through this the children will: • Take a familiar object like a stick, and use my imagination to think about what it might become. • Use my sketchbook to generate ideas and to test ideas. • Use a variety of materials to transform my object thinking about form and colour. • Cut materials with simple tools and fasten materials together to construct my sculpture.
PE	Our PE days this term are Tuesdays and Fridays. This half term we will complete units on Athletics and finishing our unit on Ball Skills. In our Athletics we will learn to: • Begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing and catching, kicking, rolling and passing. • Begin to use a bat in different ways to strike, push and roll a ball. • Begin to use these skills to observe, copy and play games individually and with a partner.

	• Begin to understand the concept of rules and learn to change the rules of a game to make it harder. • Aim at a range of targets. • Move safely and actively around a space. • Show my partner how to do a simple skill in PE We will also begin to get ready for Sports Day by practicing all of the different events that we will do on the day. In our Ball Skills session we will be: • Moving into a space in a game, looking to throw/pass the ball to someone in a space • Following 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.
PSHE	Our focus for PSHE this half term will be: 'Being my Best'. In our learning we will: • To recognise and choose a healthy meal with different food groups. • To be persistent when learning a new skill. • To name a few different ideas of what I can do if I find something difficult. • To identify strategies to resolve conflict. • To give and receive praise and explain why praise helps me to keep trying.
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 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. Year 2 We will kick off this term by recapping our French numbers (1-20), 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 2s will focus on vowel sounds and the rest of the Alphabet. With songs and games we will enjoy the different sounds in French, as well as noticing differences and similarities with English. We are reading and writing more in French and getting used to the intricacies of the French language, accents for example.
Music	This half term our focus is on Contrasting Dynamics with a theme of 'Space'. In our music lessons the children will learn to: • Use their voice to create a variety of sounds. • Use dynamics to create an atmosphere. • Correctly identify changes in dynamics. • Show changes in dynamics using bodies and vocals. • Compare two pieces of music using musical vocabulary to describe the changes in dynamics. • Identify and discuss patterns in different pieces of music. • Successfully create and play patterns, notating them. • Create and play a simple pitch pattern accurately.

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)
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