

## Badgers Class **Spring Terms 2025** Curriculum Newsletter

Welcome back Badgers' parents and children! I hope you all had a fabulous festive break. I would like to take this opportunity to thank you for your Christmas gifts and messages - I am truly appreciative of them all. The spring term is jam-packed full of great learning and I am excited to see all of the progress that I know all the Badgers children will make.



### MATHS



We will be studying maths topics that include:

- Multiplication and division
- Measurement and length
- Length and perimeter
- Fractions
- Mass and capacity (Y3 only)
- Decimals (Y4 only)

### RE



The spring RE Units are:

#### GOSPEL

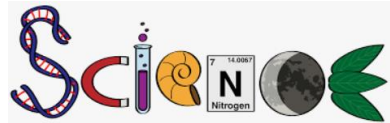
What kind of a world did Jesus want?

#### SALVATION

Why do Christians remember the events of Holy Week every year?

### SCIENCE

Our topic in the first term is **Electricity** where children will learn about common electrical appliances and how to construct simple series circuits. They will become familiar with the key words linked to the topic and how to apply them appropriately. Children will learn about cells, wires, bulbs and buzzers and about the different types of switches. They will be able to troubleshoot and identify whether or not a bulb will light in a simple series circuit and be able to identify a complete circuit. The children will also learn about conductors and insulators and know that metals are very good electrical conductors.



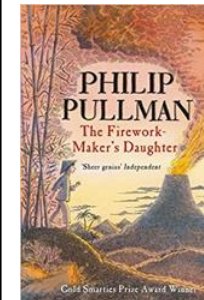
The topic in the second half of the spring term is **Living things and their habitats**. The children will recognise the variety of ways that living things can be grouped, sorted and classified. They will use and create classification keys to help group, identify and name living things and explain how environmental changes can impact living things. Time will be spent on identifying why certain species have become endangered and the children will be able to explain what humans are doing to help.

### ENGLISH

In English, we will write an explanation text based on the core text – '**Charlie and the Chocolate Factory**' by **Roald Dahl**. We will create an explanation text about a chocolate or sweet machine. The children will be designing their very own machine before writing an explanation of how it works.



We will then be using the core text '**The Firework Maker's Daughter**' by **Philip Pullman**. The children will be writing a persuasive letter in the role of Lila - one of the main characters. In addition, we will be writing playscripts and create a scene of the most exciting chapter in the book. This unit allows the children to explore the features of playscripts and gives them an opportunity to create some fantastic drama pieces.



Spelling will be taught weekly in discrete lessons whilst grammar and punctuation will be taught within the English learning journeys.

Guided Reading will take place 3 times per week where the children will learn the skills of comprehending a text.

## DANCE

The children will be learning **Street Dance** set to the track 'Club Can't Handle Me'. Street Dance is about creating and performing dances that reflect the music it is performed to. Music can bring out different emotions and feelings with different people. This dance therefore gives the children an opportunity to be creative and imaginatively express their take on the music.



## PE

During Term 3 in PE, the children will focus on the fundamental movement skills – agility (reaction/response) and static balance (floor work). The children will work on their 'ready positions' to enable them to react and move quickly and think about the way in which they can move their bodies to allow them to catch quickly and consistently. The children will also be working on balancing and how they can hold their positions and also change their balance with control. We will continue to work on these movement skills in Term 4 through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.



## GEOGRAPHY

**How can we record and measure weather phenomena?**



Children will learn about the six main climate zones and the weather conditions in each. For instance, they will understand that the UK falls under the temperate climate zone, while other countries may have different climate zones. To understand weather forecasts, children will learn about the symbols used to display weather conditions. They will also be introduced to various weather instruments such as anemometers, rain gauges, and thermometers, and their uses in measuring wind speed, rainfall, and temperature respectively. Children will be encouraged to make informed choices to decide which weather phenomena they want to observe and measure. They will collect and record weather data from the school grounds using these instruments. Children will make sensible predictions based on weather trends and patterns. They will analyse the collected data and identify weather trends and patterns. Children will evaluate the fieldwork they have carried out.



## FRENCH

In French this term, we will be learning vocabulary and phrases linked to being at school. The children will learn to name things in the classroom and start to put these into simple sentences. The children will also be learning how to say and write what they have had for lunch in French.

During Term 4, the focus for the topic will be the subjects that we learn at school and sports and hobbies.



## COMPUTING

During Term 3 the children will focus on programming. They will look at repetition and loops within programming. The children will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. Our focus for internet safety this term will be copyright and ownership. In Term 4, we will continue to focus on programming. The unit will explore the concept of repetition in programming using the Scratch environment. The children will look at the difference between count-controlled and infinite loops. Their final project is to design and create a game which uses repetition.

## PSHE & RELATIONSHIPS

**What are families like?** The children will consider how families differ from each other and how they may have different family structures, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents. They will explore how people within families should care for each other and the different ways they demonstrate this as well as learning how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.

**What makes a community?** In this unit, the children will learn how they belong to different groups and communities, what is meant by a diverse community, and how different groups make up the wider/local community around the school. The children will explore how to be respectful towards people who may live differently to them.

## HISTORY

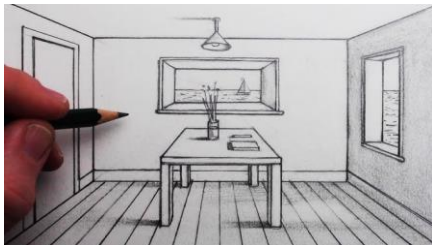
### **What were the greatest achievements of Ancient Greece?**

This unit looks at the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. The children will also think about and discuss how we know about the early Greeks by looking at excavation evidence and what this tells them. The next few lessons in the teaching sequence focus on life in Athens and Sparta. The final few lessons look at the leadership of Ancient Greece under the rule of Alexander the Great. Children will conclude their learning with a final response to the main historical enquiry, 'What were the greatest achievements of Ancient Greece?'



## ART

In Art this term, the children's key learning question will be '**How do artists draw perspective?**' During this drawing unit, the children will learn how artists create perspective, how they use line, shape, and value to create a sense of form, and about different shading techniques. The children will learn from the work of great painters, modern artists, and collagists whilst developing their ability to evaluate their own work becoming more confident while creating their own more divergent outcomes.



## HOMEWORK

**Badgers homework should take a maximum of 1.5 to 2 hours per week.**

### Wednesday –

Maths and English homework is set. It is due in the following Wednesday.

Children should also use their Times Tables Rockstars account each week to improve their times tables fluency. The children's personal Rock Stars accounts will be checked weekly.



Reading –The children will receive a reading book each **Monday**. The children need to read for 20 minutes, 5 times per week. This needs to be logged in their reading journals. Please sign each entry to show that your child has read. The children on the Little Wandle Scheme will bring an extra book home on a Friday.

All reading record books and reading books need to be returned **every Monday** so that the reading records can be checked, and so that new books can be issued to the children. If the children have not finished their book because it is a longer novel, it will be reissued so that they can continue reading.



## PE KITS

The children should wear their PE kits to school on **Tuesdays** and **Thursdays**.