

# Fox Class Newsletter

Autumn 1 2025

Dear Parents,

Welcome back to the first half term of the year in Fox class - We hope you had a fantastic summer with your families and have settled back into school life well. As always, we have a lot packed in to our Autumn term, so keep an eye on the Sway newsletter from Mrs Hurst to keep up to date with all the key dates for trips and events that are popping up over the next half term.



Our PE day this half term, is on a **Wednesday!** We would like all children to come to school on Wednesdays wearing their PE kits for our "active Wednesdays". This is a day where all children in the school will take part in their PE on the same day, sharing the opportunities for visiting coaches.



Homework will be weekly Writing and Maths homework. Both sets of homework will be based in their own book, there will be a task in each book and space for the children to complete the task, these tasks will be based on the learning we have been doing at school. I will send the books home on a Thursday with instructions as to which pages to complete for homework and they will need to be returned by Monday so that I have enough time to mark it. In addition, the spellings will be on a sheet on the Class Dojo and sent home and will be tested on a Friday. We work on these spellings in school but any help at home would also benefit your child's confidence. Please hear your child read regularly and jot the date, book and any comments in their reading record, every time they read at home, they can claim a Dojo point!

## **Forest schools!**

We really enjoyed attending the forest last year, and will continue to do so over this half term. We are inviting all children to come in on Fridays wearing their Forest school clothing, this will enable all children in the school to have a slot in the forest each Friday! The only exception to this will be on the final Friday of each half term when we venture up to the church for our celebration assembly. For this, we would like all children to wear uniform. We will remind you of this via dojo nearer the time.



Please continue to send in a water bottle every day. We ask that only water is sent in as some children are bringing in quite strong squash and it is not as healthy as water. The children in KS2 are invited to bring in a healthy snack such as a piece of fruit or cereal bar to eat at morning break if they would like to.

Best Wishes, Mark Pickford and the Fox Class team

Our curriculum for Autumn 1 2025

English - Books we will be exploring:

**English: Jodie by Hilary McKay - Diary Writing**

Learning Objective	Key Vocabulary
<ul style="list-style-type: none"> <li>• Explore characters' thoughts and feelings.</li> <li>• Write in first person using past tense.</li> <li>• Use emotive language to create voice.</li> <li>• Organise diary entries with clear structure.</li> <li>• Edit and improve writing for impact.</li> <li>•</li> </ul>	Diary, First person, Emotions, Past tense, Voice, Paragraph, Adjective, Opinion, Description, Character
Key Questions	Skills
<ol style="list-style-type: none"> <li>1. What is the purpose of a diary entry?</li> <li>2. How can we show how a character feels?</li> <li>3. What makes writing sound personal?</li> <li>4. How do we organise a diary entry?</li> </ol>	Empathy, Writing in role, Editing, Planning, Descriptive writing

5. How can we edit to improve our writing?	
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Maths - Place value

Learning Objective	Key Vocabulary
<ol style="list-style-type: none"> <li>1. Recognise the value of each digit in large numbers.</li> <li>2. Read, write and compare numbers to 1,000,000 and beyond.</li> <li>3. Round numbers to the nearest 10, 100, 1,000.</li> <li>4. Use negative numbers in context.</li> <li>5. Order and sequence numbers including decimals.</li> </ol>	Digit, Value, Thousands, Millions, Decimal, Round, Compare, Greater than, Less than, Sequence
Key Questions	Skills
<ol style="list-style-type: none"> <li>1. What is the value of each digit in 345,721?</li> <li>2. How do you round a number to the nearest 1,000?</li> <li>3. What is the difference between 0.5 and 0.05?</li> <li>4. How do we use negative numbers in real life?</li> <li>5. Can you order these numbers from smallest to largest?</li> </ol>	Reading numbers, Rounding, Comparing, Sequencing, Using number lines

Science - Living things, life cycles.

Learning Objective	Key Vocabulary
<ol style="list-style-type: none"> <li>1. Identify the life cycle stages of different animals and plants.</li> <li>2. Describe reproduction in mammals, birds, amphibians, insects and plants.</li> </ol>	Life cycle, Reproduction, Metamorphosis, Pollination, Fertilisation, Germination, Offspring, Maturity, Insect, Amphibian

<ol style="list-style-type: none"> <li>3. Compare life cycles of various organisms.</li> <li>4. Explain the process of pollination and fertilisation.</li> <li>5. Understand the role of environmental factors on life cycles.</li> </ol>	
<b>Key Questions</b>	<b>Skills</b>
<ol style="list-style-type: none"> <li>1. What are the stages of a butterfly's life cycle?</li> <li>2. How do flowering plants reproduce?</li> <li>3. What is the difference between sexual and asexual reproduction?</li> <li>4. Why is pollination important?</li> <li>5. How do life cycles vary between mammals and amphibians?</li> </ol>	Observation, Classification, Explanation, Comparison, Recording data

### Geography: Planets

<b>Learning Objective</b>	<b>Key Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Understand features of planets in our solar system.</li> <li>2. Compare Earth with other planets.</li> <li>3. Explore what makes Earth habitable.</li> <li>4. Use maps and models to locate planets.</li> <li>5. Research and present information on a chosen planet.</li> </ol>	Orbit, Axis, Gravity, Atmosphere, Solar System, Temperature, Rotation, Revolution, Planet, Moon
<b>Key Questions</b>	<b>Skills</b>
<ol style="list-style-type: none"> <li>1. What makes Earth suitable for life?</li> <li>2. How are planets different from each other?</li> <li>3. What is an orbit?</li> <li>4. Why is gravity important?</li> <li>5. What would life on another planet be like?</li> </ol>	Researching, Comparing, Mapping, Explaining, Presenting

## Computing - Coding and e safety

Learning Objective	Key Vocabulary
<ol style="list-style-type: none"><li>1. Create and debug a simple program using sequences and loops.</li><li>2. Use logical reasoning to predict program outcomes.</li><li>3. Understand how to stay safe online.</li><li>4. Recognise risks of sharing personal information.</li><li>5. Know how to report online concerns.</li></ol>	Algorithm, Debug, Sequence, Loop, Variable, Digital footprint, Cyberbullying, Personal information, Secure password, Report
Key Questions	Skills
<ol style="list-style-type: none"><li>1. What is an algorithm?</li><li>2. How can you fix a bug in your code?</li><li>3. What is a digital footprint?</li><li>4. Why is it important to use strong passwords?</li><li>5. Who can help if you feel unsafe online?</li></ol>	Programming, Logical thinking, Problem-solving, Internet safety, Reporting concerns

## PE - Tag rugby, ball skills, gymnastics.

Learning Objective	Key Vocabulary
<ol style="list-style-type: none"><li>1. Develop skills in passing and catching.</li><li>2. Understand and apply rules of tag rugby.</li><li>3. Work as part of a team to attack and defend.</li><li>4. Improve agility and coordination.</li><li>5. Evaluate performance and suggest improvements.</li></ol>	Pass, Try, Tag, Defend, Attack, Offside, Teamwork, Space, Intercept, Dodge
Key Questions	Skills
<ol style="list-style-type: none"><li>1. How do you correctly pass a rugby ball?</li><li>2. What are the key rules of tag rugby?</li></ol>	Passing, Catching, Dodging, Teamwork, Tactical thinking

<ol style="list-style-type: none"> <li>3. How can you find and use space effectively?</li> <li>4. What is offside in tag rugby?</li> <li>5. How do you defend as a team?</li> </ol>	
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## RE

### **Creation and Science - Conflicting or Complementary?**

Learning Objective	Key Vocabulary
<ol style="list-style-type: none"> <li>1. Explore the Christian creation story.</li> <li>2. Understand scientific theories like the Big Bang and evolution.</li> <li>3. Compare different worldviews on creation.</li> <li>4. Reflect on whether science and religion can coexist.</li> <li>5. Express and justify their own viewpoint.</li> </ol>	Creation, Evolution, Big Bang, Interpretation, Belief, Literal, Symbolic, Science, Religion, Coexist
Key Questions	Skills
<ol style="list-style-type: none"> <li>1. What does the Bible say about creation?</li> <li>2. What do scientists believe about how the world began?</li> <li>3. Can science and religion agree?</li> <li>4. Why do some people believe in both?</li> <li>5. What do you think - and why?</li> </ol>	Questioning, Comparing, Reflecting, Discussing, Reasoning

### Music - Dynamics pitch and texture.

Learning Objective	Key Vocabulary
<ol style="list-style-type: none"> <li>1. Explore how dynamics change the mood of music.</li> <li>2. Identify different pitches in a melody.</li> <li>3. Understand how texture affects music.</li> <li>4. Perform with expression using changes in dynamics and pitch.</li> </ol>	Dynamics, Pitch, Texture, Crescendo, Diminuendo, High, Low, Unison, Layer, Harmony

5. Compose a short piece using layered sounds.	
<b>Key Questions</b>	<b>Skills</b>
<ol style="list-style-type: none"> <li>1. What does "dynamics" mean in music?</li> <li>2. How can pitch change the feel of a song?</li> <li>3. What is musical texture?</li> <li>4. Can you name instruments that play high or low pitches?</li> <li>5. How does adding layers change a piece?</li> </ol>	Listening, Performing, Composing, Describing, Evaluating

### PHSE - Me and my relationships

<b>Learning Objective</b>	<b>Key Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Identify and talk about emotions.</li> <li>2. Understand how to manage conflict in friendships.</li> <li>3. Recognise healthy and unhealthy relationships.</li> <li>4. Develop empathy and active listening skills.</li> <li>5. Know how to ask for help when needed.</li> </ol>	Feelings, Friendship, Empathy, Respect, Boundaries, Conflict, Listening, Support, Assertive, Kindness
<b>Key Questions</b>	<b>Skills</b>
<ol style="list-style-type: none"> <li>1. What makes a good friend?</li> <li>2. How can we deal with disagreements?</li> <li>3. What is a healthy relationship?</li> <li>4. Why is listening important?</li> <li>5. Who can you talk to if you are worried?</li> </ol>	Communication, Empathy, Self-awareness, Conflict resolution, Active listening

### French - Visiting a French town.

<b>Learning Objective</b>	<b>Key Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Use vocabulary related to places in a town.</li> <li>2. Ask for and give directions in French.</li> </ol>	La boulangerie, L'église, Le marché, La piscine, Le musée, À gauche, À droite, Où est...?, Je voudrais..., Visiter

<ol style="list-style-type: none"> <li>3. Describe a visit using simple past and present tense.</li> <li>4. Understand and respond to simple spoken French about towns.</li> <li>5. Write simple sentences about activities in a town.</li> </ol>	
<b>Key Questions</b>	<b>Skills</b>
<ol style="list-style-type: none"> <li>1. How do you ask for directions to a place in French?</li> <li>2. What are common places found in a French town?</li> <li>3. Can you describe your ideal visit to a French town?</li> <li>4. How do you say "turn left" and "turn right" in French?</li> <li>5. What is the difference between "je vais" and "je suis allé(e)"?</li> </ol>	<p style="text-align: center;">Listening, Speaking, Reading, Writing, Translating</p>